

Go to [ethicalela.com](http://ethicalela.com)  
and complete the  
survey, please.

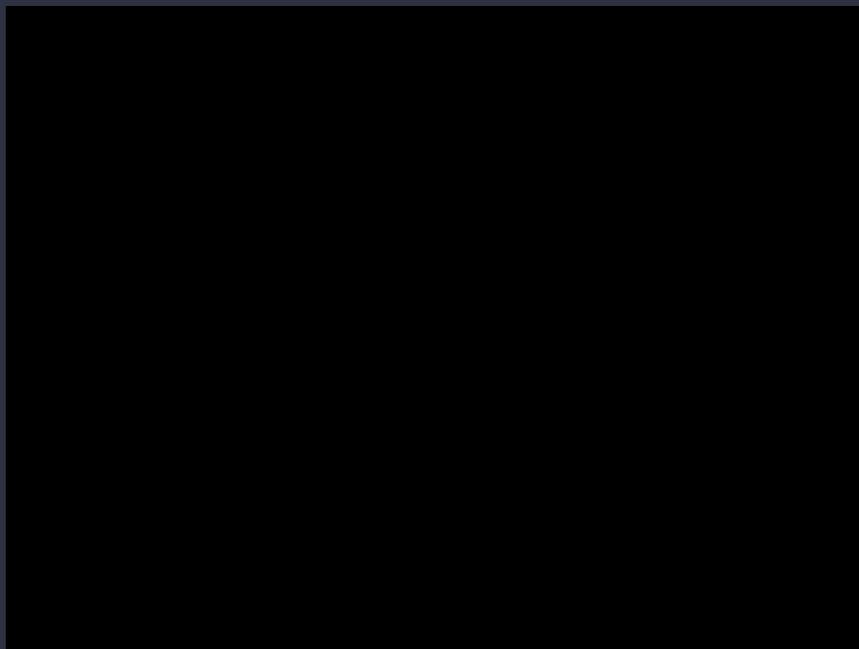
# Young Adults ARE the Curriculum Choice & Voice

Sarah J. Donovan, PhD

Fri., June 5th, 8:30-9:30 am

A photograph of a wedding scene is shown in the background. A groom in a dark suit and tie is smiling and looking towards the bride. The bride is wearing a white wedding dress and holding a bouquet of white roses. The scene is set outdoors during sunset or sunrise, with a wooden structure and a pinecone visible in the foreground. Overlaid on the center of the image is a solid brown square with a white border. Inside this square, the word "Survey" is written in a blue, serif font and is underlined.

Survey



[Drummer](#)

# What are the social, emotional, and intellectual implications of independent and group reading experiences?



Individual



Group

**How much time do you spend  
teaching a whole class novel?**

Justifying WHOLE class novels:

- What's "good" about this letter?
- What is missing or problematic?

Dear Parent or Guardian:

All students in English 11 will soon begin reading the first novel of the semester. The novel is titled *The Things They Carried* and it is written by Tim O' Brien.

This book is about the Vietnam War. It is a loosely-woven series of vignettes based on the lives of men in a platoon. Some of the chapters deal with events in the war itself; others relate incidents that

(Please detach and return **by Monday, March 26th**)

\_\_\_\_\_ My child **HAS** my permission to read the novel *The Things They Carried*.

\_\_\_\_\_ My child **DOES NOT HAVE** my permission to read the novel *The Things They Carried*.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
date

Student name: \_\_\_\_\_

(please print legibly)

\_\_\_\_\_  
period

**Must be returned by Monday, 3/26<sup>th</sup>**    **Students will not be issued a book until this is returned!**

(Please detach and return **by Monday, March 26th**)

-----  
\_\_\_\_\_ My child **HAS** my permission to read the novel *The Things They Carried*.

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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
date

Student name: \_\_\_\_\_

(please print legibly)

\_\_\_\_\_  
period

**Must be returned by Monday, 3/26<sup>th</sup>**    **Students will not be issued a book until this is returned!**

## Groups: Next Birthday Takes Notes

	<b>Whole-class novel</b>	<b>Book Groups</b>	<b>Independent Reading</b>
Why do it?			
Concerns			

# Justifying Reading Experiences

	Whole-class novel	Book Groups	Independent Reading
Pos.	<ul style="list-style-type: none"> <li>challenging enough in complexity, emotion, style, language that a teacher guide is helpful</li> <li>a text students might need help appreciating-- teacher can "convince" everyone there is something to "appreciate"</li> <li>the theme, topic, author invites inquiry into research or other books, articles, media</li> <li>stretch beyond comfort zone to explore new topics, perspectives, places, situations</li> <li>introduce literary terms or reading skills</li> <li>shared reading experience to return to for connections and conferring with groups and individuals</li> <li>TIME to read in class with a teacher guide-- likely to be similar challenges for most Ss the teacher can address whole class</li> </ul>	<ul style="list-style-type: none"> <li>teacher or student can vet options;</li> <li>exploring multiple dimensions of similar topic</li> <li>can be around a theme required OR a theme chosen out of interest</li> <li>creates an intimate community -- each group arrangement can be different to help students know and appreciate each other</li> <li>develops conversation skills and interdependence</li> <li>TIME to read in class; teacher can confer, monitor</li> <li>teach research and inquiry to support reading, build background knowledge</li> <li>record book groups</li> <li>students can present, book talk for others</li> <li>students seen as partners; autonomy</li> <li>snacks</li> </ul>	<ul style="list-style-type: none"> <li>learn what they like-- genre, form, authors, topics</li> <li>stretch into new places, experiences, lives, authors, time periods of interest</li> <li>range of genres</li> <li>range of ways to process, respond</li> <li>how to select, find books</li> <li>how to read, where to read, when to read</li> <li>TIME in class to read for teacher, peers to support</li> <li>TIME to practice reading/writing concepts taught teacher can</li> <li>student as "expert"; autonomy</li> </ul>
Neg.	<ul style="list-style-type: none"> <li>time- takes an entire term,</li> <li>some students will struggle and become stronger, some will struggle and feel defeated,</li> <li>in-class reading some will be bored, some will just listen (listening comprehension not the same as reading comprehension)</li> <li>homework - not read, use sparknotes</li> <li>teacher or "right" interpretation;</li> <li>not learning independent or lifelong habits</li> </ul>	<ul style="list-style-type: none"> <li>not having common knowledge or a shared experience;</li> <li>teacher cannot control the content or interpretation (mis-understandings)</li> <li>students may cheat- share summary (at least they're talking about the book)</li> </ul>	<ul style="list-style-type: none"> <li>teacher hasn't read the book</li> <li>fake reading</li> <li>assess or not - -for joy or required -- reading logs can kill the love of reading</li> </ul>

## In your rationale letter....



- Why is it challenging enough in complexity, emotion, style, language that a teacher guide is helpful?
- What can THIS text do that is worth uncovering and appreciating --place, time, perspective, style, situation?
- What opportunities will you include for students to do inquiry -- research, other books, poems, songs, media, film so they can stretch aspects of the text?
- What concepts/skills will you teach that THIS text is so well suited for?
- What makes THIS text worthy of a SHARED experience? How will it connect to other text, ideas, concepts in the curriculum, relevance?
- How much TIME will it take, and why is it worth that amount of time?
- How will you differentiate for students for whom this may not be a challenge, for students who will be too challenged?
- How will you read it? Together, listening, chapter by chapter, at home, during class, in small groups? How will you be sure everyone is reading and still appreciating- skipping ahead, fake reading?
- What assignments and questions will you ask that will minimize Sparknotes and copying? Personalized assignment, research, inquiry.
- How does this book foster a love of reading and habits of thinking that are worthy of the time in class to teach it?
- What concerns with content do you anticipate? Does it outweigh the benefits?
- Cannot “opt” out or it wouldn’t be whole class. Inform only in your parent letter.

# 1. Choice Empowers Students

- Balance of who makes the choices and why.
- Teachers make some choices and model how the choice is made.
- Students make some choices and justify their choices -- relevant to self, to the community, to the world.
- If teachers are always making choices, students don't learn how to do it themselves. Teachers can make visible decision making, rationale, process, connections -- students then practice this with independent or group work.

## 2. Valuing Student Choices Values the Student

Choices tell us a lot about students: dreams, interests, motivations.

Knowing their choices changes the way teachers see them and react to them.

Values their process and reasoning.

# 3. Choice Leads to Real and Meaningful Conversations

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When teachers choose, teachers originate and lead the conversation.

When students choose, their choices starts a new conversation, more authentic.

## 4. Choice Helps Establish and Deepen Relationships

When students talk with one another about their choices, this nurtures a community of literacy -- no competition, no copying.

Students recommend books, encourage writing to and for each other.

# 5. Choice Leads to Independence

Time to read during class -- teacher know they are reading!

Conferring time -- students can't fake this or cheer with real conversations about the books, about their writing ideas.

Variety of reading and writing experiences stretches learning into new times, places, ways of being.

# **And...Choice Changes the Reading Life of a the Teacher**

You will read more.

You will write more.

You will know your students better.

You will learn from your students.

## Planning for VARIETY of reading experiences-- 8 Weeks

1	<b>to-read lists</b> - Amazon, Goodreads, other YA lists, We Need Diverse Books, Nerdy Book Club	interest survey, peer interviews
2	<b>Choice</b> : read and reading responses; Claim, Evidence, Response	short lit response
3	<b>Choice for 10, Core text for rest</b> in class use as model for narrative writing	narrative, open mic
4	<b>Choice for 10, Core text</b> in class and narrative writing- story starters, brainstorm	narrative, open mic
5	<b>Book groups</b> on a specific topic to prepare for informational	narrative, open mic
6	<b>Book groups</b> , research, informational writing (blogging)	informational, open mic
7	<b>Book groups</b> and blogging	informational, open mic
8	reflect/portfolio -- a book a week; reading response	

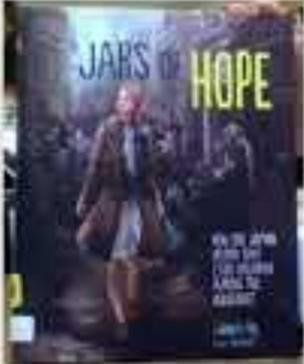
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Jarely's first quarter final evaluation

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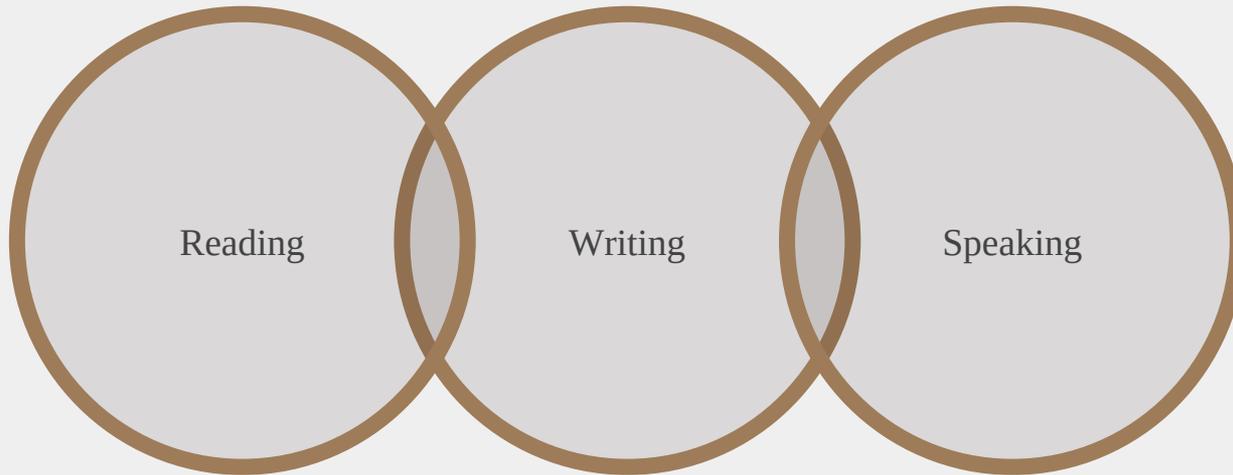
### Biographical picture book



Click to add notes



## Young Adult Lit is Young Adult Voice and Choice





Choice in Reading  
*independent*  
*core*  
*group*



*Let's start with the first set of  
slides*

1) America is a new country. 2) Being in New York is a busy and fast-paced way of life. 3) Their living situation -- Kim and her mother live in an old, worn-down apartment...there are thousands of immigrants who come to the U.S. each year and this story gives me an idea of what the process of transition must be like for some people....

#2 Girl in Translation

Girl

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migrants

who come to the U.S. each year and this story kind of gives me an idea of what the process of that transition might be like for some people.

## #5 Boy Meets Boy



By 7KaitlynR on Oct 2, 2015

The great thing about Boy Meets Boy is the fact that it talks about such a wide range of topics, such as gender, romance, and acceptance...I feel like this book gave me a better understanding of how people in our world may or may not deal with being homosexual. Some people in our world are not as accepting of people. Tony starts to slowly stand up to his parents and tells them there is nothing wrong with is being gay. He is their son.

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Joni is a  
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seems like she is going to do what she wants no matter what the cost. In the beginning of the story Joni cheats on her boyfriend with a guy named Chuck. Joni and Chuck start dating, and her friends don't really approve of him. Because of Chuck, Joni starts ignoring her friends, especially Paul at a time when he needs her most. They try to talk some sense into her, but she just won't listen. For example Paul goes to talk to Joni and he just gets rejection, he says, "Are we breaking up? Because that what it feels like (130)." This shows that Paul feels like Joni doesn't want them to be friends anymore. At the end of the story Joni starts to realize her mistakes and begins to be nicer to her friends.

Boy Meets Boy by David

Levithan



david l  
New York Times



I aspire to a lot of goals just like Nick and Colby...I can relate to something on almost every page.



The author is Kwame Alexander. Here is a little bit about the character Nick, who is in love with soccer. He and his friend Colby are invited to participate in a world renowned soccer tournament called the Copper Dallas Cup. His mom often embarrasses him, and he really likes this girl named April, which he seems to have trouble talking to.

The thinking question I want to talk about is "what human traits are driving the plot of the story?" My response is that the human trait that really propels the plot is ambition because Nick and Colby are super ambitious, and they are also very competitive. It really helps to get to know the characters. At one point, Colby and Nick are arguing about who is a better player. Colby says, "Well, I've scored more goals than you," then Nick replied by saying, "Well, I'm on the better team."<sup>(34)</sup> This shows that even though they are best friends, the drive for success leads them to be competitive. What I think about this question is that I can relate it to my life because this kind of the attitude I have towards my friends when it comes to sports.

Overall, this story is definitely a mirror into my life because I really like soccer, I am competitive with friends, and I aspire to a lot of goals just like Nick and Colby. I really enjoy the book because it is a mirror, and I can relate to something on almost every page. In my opinion, it is not cliché because of the setup, which is in poem form; I think this makes it even more enjoyable.

[Booked](#) by Kwame Alexander



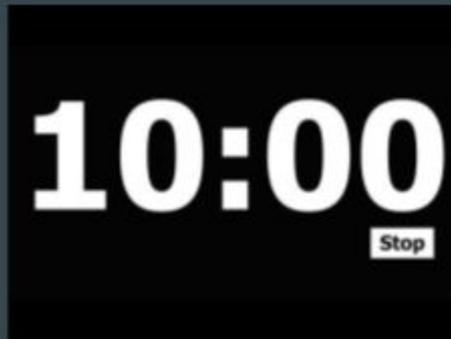
# Book Groups







- On page \_\_\_\_, what happens is \_\_\_\_\_. How would you feel if you were \_\_\_\_\_?
- On page \_\_\_\_, what happens is \_\_\_\_\_. What words would you use to describe \_\_\_\_\_?
- On page \_\_\_\_\_, the character reacts by \_\_\_\_\_. Which character is most like you? How so? What do you have in common? What is different?
- On page \_\_\_\_, what they talk about is \_\_\_\_\_. What did you learn about \_\_\_\_\_?
- On page \_\_\_\_\_, the character figures out \_\_\_\_\_. What personality traits do you think allowed the character to reach this resolution?
- On page \_\_\_\_\_, the symbol of \_\_\_\_\_ is shown. What does it represent? How do the characters react to and with these objects?
- On page \_\_\_\_\_, the chapter ends with \_\_\_\_\_. Where could the story go next? What happened in the characters' lives before the story begins?
- On page \_\_\_\_\_, two characters have a conversation about \_\_\_\_\_. How does this conversation impact what happened later?
- On page \_\_\_\_, one character realizes \_\_\_\_\_. How does this change things?
- On page \_\_\_\_\_, one character remembers \_\_\_\_\_. How does this change things?



**Alone, in order to prepare for your group discussion, write TWO great questions that encourage the use of the text in responding.**

# P. 81-114

2:47

To **ask** a question:

On **page** \_\_\_\_\_ what's  
going on is\_\_\_\_; **here is my**  
**question**\_\_\_\_\_.

To **respond** to a  
question:

What **(name)** said is  
\_\_\_\_\_and I would like to  
**(add, suggest)** ...because  
on **page** \_\_\_ it says\_\_\_\_\_

## DISCUSS the experience:

Go around the group and help each other assess the group experience:

1. How did you prepare for today's discussion?
2. When did you use the book for evidence? How did that nurture the discussion and understanding?
3. When did you show appreciation for ideas from your group? How did you express it?
4. When did you invite others to contribute or ask for their view on a question? How did you do so?
5. Say one way the group helped you understand the book or immigration better? What phrase, question, or discovery was particularly helpful in your understanding of the text? (Did you express gratitude to the group?)



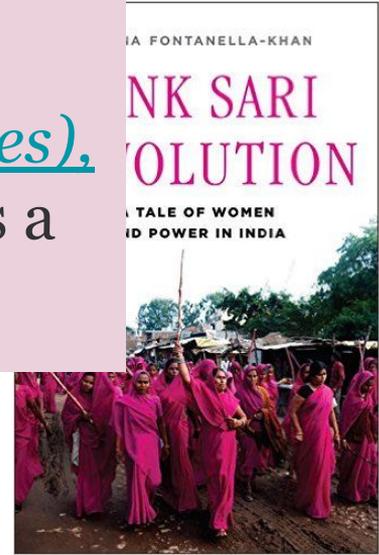
- I learned that culture does define who you are, it is apart of you. Yes, some people go to a different culture and learn new things



- [Absolutely True Diary](#)
- [Orbiting Jupiter](#) because I c teenage da
- I already k already kno different li genders (li have a real struggles o because I'n looked into could not k I read, call [lies](#), helpe
- A social iss

I did not know the struggles of someone who is mixed race. Which is strange, because I'm half Brazilian and half American. I've never looked into the subject of mixed race people, and how we could not know who we are, or where we belong. The book I read, called [Nothing But The Truth \(and a few white lies\)](#), helped me know more about this subject as a whole.

in India. I learned that in Uttar Pradesh there is a gang of women who embarrass or beat up men who mistreat women called the Gulabi Gang.





# Choice in Writing



*Second Set*

# Writing is Young Adult Literature - written for and by students

## AUDIENCE MATTERS



### **Informative**

Blog Series

- sequence
- descriptive
- problem solution
- comparison
- cause/effect

### **Narrative**

biography of  
classmate

original story-  
EVERY genre

mixed genre- poem,  
news, diary, script  
drama

### **Argument**

problem-solution

TED talk

rhetorical speech

literary argument

### **Poetry**

30 days of poetry

## Finding the Right Pace



### Main problem

Pacing is a big problem for many triathletes and swimmers.

By not swimming mechanically well enough to start at a steady effort, swimmers struggle with keeping a good pace...Swimming too fast at the beginning, you will run out of energy before finishing, but starting too slow can hamper your time

### Personal experience

Once, I was swimming a 400 and I used up all my energy in the first 100. I was so concerned with winning the race, I forgot everything my coach told me about pacing yourself during longer swims.

Scott, Peter. "How to Pace Yourself by Feet". Seashiker. Web. 12 December 2017.

Barry, Rebecca. "500-Yard Swim Tips". Livestrong. Web. 13 December 2017.

Garcia, Javier. "Freestyle Swimming-10 Tips to Improve Your Technique". Web. 13 December 2017.

Bay, Jackson. "Efficient Distance Swimming.". Web. 14 December



Start at your comfort pace, which allows you to breathe easily. Focus on exhaling underwater...lifting your head creates drag. Avoid over-rotating your head while taking a breath.

### Tips

Take sneaky breaths; don't spend too much time on one single breath, but take more if needed

During the first quarter of a long swim, focus on maintaining a strong pace. It's natural to slow down in the middle, but at the last quarter, give it all you got, left-over as hard as you can by kicking hard and moving your arms quickly.

## Butterfly Compared to Breaststroke



By 6ARahmi on Dec 2, 2017

### Introduction

Can anyone relate to the following situation? Because butterfly is one of the hardest strokes, many swimmers absolutely DISPSE it and love breaststroke when they don't realize they are alike in many ways. A while ago, butterfly was my least favorite stroke, but now it's one of my favorites. I love breaststroke, and I also love butterfly. Over the six I have been swimming, I have realized that these strokes are similar in more ways than you imagine, and you can apply some techniques used in one stroke to the other one, especially if you aren't good at one and great in the other. In this blog post, I will compare butterfly and breaststroke for these two points: arm and leg movements and starts and finishes.

### Arms and Legs

Perfecting your arms and legs in swimming is important for any stroke. In comparing butterfly and breaststroke, it is important to consider arm and leg movements. For butterfly this means arm movement is fast pull, pull and recovery; similarly, for breaststroke, this means you catch the water with your arms and shoot forward like an arrow. However, what is different is on butterfly, your legs are continuously squeezed together and move up and down comparably, like the way a dolphin's tail moves. In breaststroke, your legs go out and around, and squeeze back together. Thus, in the point of arm and leg movements, what is essential to keep in mind is if you are good at one of these two strokes, you can apply some techniques to the other.

### Starts and Finishes

To swim properly, it is important to know how to start and finish a race. In addition to arms and legs, it is important to consider starts and finishes when comparing butterfly and breaststroke. For butterfly, this means after your last stroke, you push forward hard against the wall (if you don't finish hard enough, you may be disqualified); comparably, for breaststroke, this means finishing slightly underwater. For both strokes, you want your legs to be tightly squeezed together. Although they are similar in many ways, the starts of each stroke are different as well. In butterfly, you dive in, streamline, do 4-5 dolphin kicks, and begin swimming. In breaststroke, you have to do a proper pushoff (directions shown below). Thus, in this point of starts and finishes, what is important to keep in mind is each stroke is harder than the other in some ways, and easier in other ways.

### Conclusion

To conclude, let's go back to the story with which I began this post. This story is about whether butterfly or breaststroke is better, and by comparing these strokes for arm/leg motions and starts and finishes, we saw that this is really about choices. For many swimmers, this hopefully means making these strokes easier for you to swim by comparing the techniques used for both. I hope I have offered you the knowledge to improve on both of these strokes, and finally remember to just keep swimming!)



## A Glimpse Into the Life of a Swimmer (Descriptive #1)



By 6ARahmi on Nov 7, 2017

It was about three years ago when I first felt the rush of passion I had for swimming. I was 9, and I had got my first regional cut. As I came out of the water from the 100 backstroke I had just finished moments ago, an official handed me my heat winner bag tag. I was so breathless, I didn't have the air in my lungs to thank her. My arms and legs ached so much-it felt like they were on fire.

My friends rushed over and told me the unforgettable news...This blog series is about my journey to become the best swimmer I could be. And along the way, you'll learn the things you need to do to do same.

Walking into the Fremd pool, the first thing that hits you is the smell. The strong smell of chlorine mixed in with, well, more chlorine. It may be disgusting to some, but appealing and exciting to others. As you scan the room, you can see a 25-yard long pool with ten lanes, bleachers (for spectators during meets or just if parents want to occasionally drop in to check in on their child's progress), and your teammates behind the lanes getting ready to start your practice. You talk loudly over the sound of water splashing furiously as the group before you wraps up their practice. You can hear the coaches yelling, "Quick, faster, off the wall, arms straight, kick harder!" As you head over to check out today's practice, you silently (or not) pray for two things: 1) No butterfly sets and 2) No 100s. Swimming helps your endurance and strength. It's an effective full-body workout; you need to move your whole body against the resistance of the water. Swimming is like riding a bike: once you learn, you can never forget. And you're constantly pushing yourself to become better.

Because swimming is a full-body workout, it helps manage weight, keep your heart rate up, reduces stress levels, and raises self-esteem. Swimming also builds muscle; your legs keep you kicking, your arms keep you pulling, and your core helps with butterfly and flip turns. Another low-key advantage of swimming is improving flexibility. All strokes require you to stretch, twist, reach to pull your way through the water. An important effect of swimming that goes beyond staying fit is to lower stress and depression because when people swim for fun, they often find it relaxing. Last but not least, one minor advantage of swimming is helping with basic math skills. Swimmers have to often complete sets on intervals and calculate how many meters they swim, thus putting their adding and subtracting skills. Some intervals make you swim as fast as a cheetah.

Something you may not know about swimming is that if you are doing it at a competitive level, it can get extremely competitive, especially as you're getting older. Regional cuts are held at the top 40% of all times for that particular event. As you get older, times get closer together, and it can be devastating if you miss a regional cut by a tenth or a hundredth of a second. It's important to know that it's an unreasonable goal to be the best at every event. But if you recognize you are pulling ahead in a particular event, you should keep working at it to make a regional or state cut.

Additionally, something important to know is that heats are grouped by previous times at events. The faster your time gets, the later the heat you are in. So if you win and you're in heat one, you can't guarantee you'll end up high-ranking in the overall times, but if you win, say, heat 9 or 10, you can expect an overall finals time.

To conclude, I hope you consider swimming more often, whether it's at a competitive level, or just for fun. It has serious health benefits, specifically, builds endurance, muscle strength, and cardiovascular fitness. In addition, it provides a full-body workout, for most of your muscles are

## Success with Starts: How to Perform a Start Off the Block (Sequence #2)



By 6ARahmi on Nov 8, 2017

Imagine going to a meet, being the perfect race walker, perfect flip turns, perfect finish, except...you lost. Why? Because you don't know how to dive off a block and everyone else does. Knowing how to do a start off a block is important because it gives you a headstart. You already get into the water when you haven't started swimming yet. Although diving off the side of the pool is better than not diving at all, a start of the block really helps improve your time.

In this blog post, I will show you how to properly dive off a block because it is one of the key factors in getting a faster time.



Before we start, some materials you need to have around with you are a deep pool, a block, a flagged, and prior knowledge of swimming and diving. It is important to know how to dive off the side of the pool because diving off a block is only going diving a step further. It is similar to jumping directly to diving off a block without knowing how to dive at all. Throughout this blog post, you will hear me mention the word 'start', which is just a fancy word for 'dive off the block'. It is called a start because this is how you usually start your race.

This hour will be mainly tips. Order is important if you want your start to be "legal" and get you far into the water. First, get on the block and make sure nobody is on it currently or in the water within diving distance. Because you should already know how to dive, you will be familiar with the next step. After getting on the block, you have to bend down and grab the edge of the diving board with both hands. Next, put your toes on your front toes over the edge of the block. When you bend down, make sure your chin is resting on your chest and you're not looking up.

If you are a meet, there is going to be someone, usually 5-7 seconds, between the official telling you to "take your mark" and "go". During this time, be as still as possible, making your foot to keep shifting your back foot, and wait the opportunity to look up. Really, when you hear the beep (or), push off with your hands and legs simultaneously. Then throw your hands forward into a streamline. Most importantly, you want to "dig out" of the block so you get as far as possible. Maintain the streamline after you push off. You should enter the water like an arrow.



A good start has little to do with when you hit the water. Why? Because when your limbs are spread out, you make a bigger splash, making you want both arms and legs tightly squeezed together. Another thing to avoid is bending your legs. A bent legged start makes it harder to streamline once you get in the water. Also, if your legs are too bent, you may get disqualified from the race.

In the end, what you have is a great diving start off the block. This is useful because it gives you a headstart in meets. Knowing how to do a start off a block will impact your swimming life because it gives you a faster time, which leads to higher overall ranking, and better swimming technique. Diving off the block is diving off the side of the pool; you better dive and better streamline, resulting in a faster swim. In practice, only you can decide to practice more, and the more you practice, the more you need to ask. Your starts will not be perfect the first couple times you try it, you will have to keep working at it to get better. Don't give up and remember, practice makes perfect!





## The Day Ronal's Toe Almost Fell Off



By 6GBrynn on Sep 20, 2017

This story is published with the consent from Ronal. I thank Ronal for allowing me to tell his story.

It was a bright, warm and windy summer day in 2007. The sun was staring at Ronal begging him to come outside. Ronal's short, dark brown hair swayed up and down with excitement to go play outside with his two older sisters, Deepa and Reema.

"Mommy, can we please go outside to play?" Deepa begged her busy mother.

"I told you the last time you asked, I am making dinner, rice and beef curry, it is your favorite. After dinner we will all go outside and play," their mother responded.

Ronal was two years old at the time and about two feet tall, and all he wanted to do was play tag with his sisters. But, his parents told the kids to go outside to play the game. The strong smell of rice and beef curry still lingered the house after dinner, one of Ronal's favorite dishes.

His sisters gathered around Ronal, "I want to play tag now!" Ronal said with his dark brown eyes begging for an answer. They knew their parents couldn't say no to Ronal's crocodile tears.

"Ok," Pop's replied a little annoyed, "we will go now, let's go get your shoes on."

He headed to the door, trailing behind his sisters with his little feet trying to catch up. Ronal was a turtle compared to his sisters. Everyone of them racing to get outside to play the game they have been waiting to play all day. When everyone got to the door, they create a huge mess looking for their shoes. But they didn't care because the excitement of the light summer breeze swayed them to get outside this instant. "Here they are!" Ronal's mom held up his new pair of blue flip-flops and helped him put them on. Reema was out the door first, followed by Deepa, then Ronal.

they create a huge mess looking for their shoes. But they didn't care because the excitement of the light summer breeze swayed them to get outside this instant. "Here they are!" Ronal's mom held up his new pair of blue flip-flops and helped him put them on. Reema was out the door first, followed by Deepa, then Ronal.

"I'm not it!" Reema said making it clear she wasn't going to chase anyone for a while.

"Not fair," Deepa said from inside, "I started out as the tagger last time!" Their Mom told them to stop fighting and that they would all take turns. After the quarrel was solved, their Mom started to clean up the mess of shoes. Deepa went to shut the door when,

"AHHHHHHHHHHHHHHHHHHHH!" a gut-wrenching scream came from a pain aching Ronal. Everybody stopped what they were doing, and came to Ronal's rescue.

Deepa had just slammed the door on Ronal's pinky toe, or at least it use to be a pinky toe. Reema ran back inside to the loud, chaos. His parents observed the what looked like a crime scene and tried everything they could to help, they wrapped his foot in gauze before rushing him to the emergency room.

The ride to the emergency room was loud and scary to his parents. The doctors took in Ronal right away, to see what they could do to help. The smell of the doctor's office was like clean wood and cotton. The bright white walls and tiles hurt his parent's eyes, the room definitely lacked color.

"This looks pretty bad, How did the incident happen?" The nurse asked as she brought them to their room.

His Mom sighed and replied, "His sister accidentally shut the door on his foot, at least we hope it was an accident. We did everything we could think of before coming here."

The nurse looked shocked, "Wow, that must of really hurt, the doctor will be right with you." the nurse left leaving the small, cold room silent.

The doctor couldn't help much because Ronal was terrified of the doctor and wasn't cooperating, not letting him touch his foot. After pondering for a while on what could make Ronal cooperate, the doctor thought of just the right distraction, the movie Cars.

"I would have never thought of that!" Pop's said happily surprised. After the doctor examined the injured foot and knew what to do.

Ronal ended up only needing 6 stitches on his right foot and a cast for six weeks. He was awake and the movie was on, Ronal says, he does not remember feeling a thing. To this day his family still jokes about this incident and the fact that half of his injuries are caused by his sister, Deepa.



- blue: complex sentence

- red: metaphor

- green: simile

- purple: personification

1. **What I want you to notice** is that Ronal was two when this happened so I was only given the basics that his parents told him, therefore a lot of this story was from mine and Ronal's imagination.
2. **What I am most proud of** is the use of figurative language in my story, I used it to add some humor and I feel that it fit in with the story nicely.
3. **For my teacher conference, I was encouraged to revise**, my sentence structure. I was told to add in some more complex sentences and change the words my sentences start with.
4. **What I learned about biography writing** is that not everything is 100% true, but that it is really interesting to learn about my classmates' life and the stories behind them as a person.

# Commenting from 3-perspectives

## From the heart...

I can relate to the part  
"\_\_\_\_\_" because  
\_\_\_\_\_.

When you wrote,  
"\_\_\_\_\_" I felt  
\_\_\_\_\_ because \_\_\_\_\_.

Your words- "\_\_\_\_\_" -  
really moved me because  
\_\_\_\_\_.

Sarah J. Donovan, PhD

## From the mind...

The phrase "\_\_\_\_\_" got me  
thinking about \_\_\_ because  
\_\_\_\_\_.

Until I read "\_\_\_\_\_" I had  
never considered \_\_\_ in this  
way. Now, I see...

I see or understand \_\_\_ in a  
new way after reading your  
poem because \_\_\_\_\_

I think the heart of this poem  
is in the line "\_\_\_\_\_" because  
\_\_\_\_\_

## From the writer in me..

I noticed you used the  
technique of \_\_\_ in the  
phrase \_\_\_; it's effective  
because \_\_\_\_\_.

The line breaks  
emphasize \_\_\_; for  
example, \_\_\_\_\_.

A clever line is  
\_\_\_\_\_ because \_\_\_\_\_.



6GBrynn ▾

Hi Rachel,

Thank you for sharing this story about Nathan breaking his arm for the second time. After reading this story I would like to compliment you on how you used great grammar that made the blog post enjoyable to read. For example when you said, "He started to cry because it really hurt, it hurt like someone had dropped a thousand pounds on his arm." **this made me, a reader who has never broken a bone, understand the amount of pain that happens when you break a part of your body.**

Thanks Again,

Brynn Giebelhaus





# Choice in Speaking



*Third Set*



## 5/11/18 Storytime



By [6LCharlene](#) on May 11, 2018



0:18 / 1:19

Throughout the year, I felt that I have improved in public speaking. Every time, I feel I am more confident in giving speeches. I feel that public speaking has helped me become more confident in speaking. It has also helped me in recitals. I am more confident that I won't rush and I won't be frightened every time I go up and tell either a story or a speech. The public speaking has helped me improve and help me become more confident.

<b>volume</b>	We can hear you in the back of the room; you may make your voice louder or softer in certain parts to show passion or emotion related to the content.	Meets	Not yet
<b>eye contact</b>	We can see your eyes at different points of the performance to show you are trying to connect with us, your audience.		
<b>expression</b>	The way you say the words and phrases shows you are interpreting the mood and content to communicate that to the audience, You may change your expression in different parts as the mood shifts or ideas become more serious or light-hearted		
<b>pace</b>	You perform with a pace that fits the mood; it is slow enough for the audience to hear your words and fast enough for the audience to stay interested. You slow down to emphasize certain words or ideas that really resonate with the audience.		
<b>professional</b>	You clearly prepared for the performance. You know your part, your partner's part, the parts you read together; the timing is on; you are appropriately professional to treat the topic with the respect it deserves.		

speaking  
 VEEPP  
 self, peer, teacher  
 assessment weekly

Something to celebrate about the author's writing!		Text Evidence
<ul style="list-style-type: none"> <li>○ <b>Lead/beginning of the text:</b> sensory setting, dialogue, character background, action</li> <li>○ <b>Sensory sentence:</b> smells, sounds, textures, colors, tastes, feelings</li> <li>○ <b>Figurative language:</b> simile, metaphor, allusion, personification, hyperbole</li> <li>○ <b>Word choice/vocabulary:</b> fancy word, creative phrase, powerful</li> <li>○ <b>Timeless or unexpected theme:</b> the message applies to you or has you thinking seriously about it</li> <li>○ <b>Non cliché:</b> something fresh or unexpected happened</li> <li>○ <b>Characters impacted each other:</b> advice, influence, provoking a decision</li> </ul>		(write the phrase or sentence that you are celebrating in quotes)
Sarah	Sensory language	"rotting stench of a fish left in the garbage for days"
1.		
2.		
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13.		

listening  
 noticing craft  
 text evidence  
 complimenting -- peer assessment

# Choices and Voice



1. Interest surveys, brainstorm, permission to pursue.
2. Time to read, write, talk, present.
3. Access to books.
4. Publication celebrations and compliments.
5. Share your life. How you nurture and pursue your interests.

