A Long Walk to Water

Book Unit Sample

Created by Gay Miller

Gay Miller

Thank you for downloading the sample of *A Long Walk to Water Book Unit*. Other book units may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

A Long Walk to Water

By Linda Sue Park

Genre ~ Realistic Fiction

Interest Level ~ Grades 6-8

Grade level Equivalent: 4.4

Lexile Measure®: 720L

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Lesson Plans at a Glance

Read	Vocabulary	Vocabulary Practice Book	Comprehension Practice	Constructed Response Question	Skill Practice
Chapters 1-2	drone veer	Page 1	Chapters 1-2	Character Traits	Author's Purpose
Chapters 3-4	ritual terrain	Page 2	Chapters 3-4	Point of View	Author's Purpose Task Cards
Chapters 5-6	gingerly heave	Page 3	Chapters 5-6	Fighting Problems and Solutions	Analogies
Chapters 7-8	prow monotonous	Page 4	Chapters 7-8	Summarizing	Analogies
Chapters 9-10	relentless recede	Page 5	Chapters 9-10	Summarizing Setting	Context Clues
Chapters 11-12	emaciated torrent	Pages 6-7 (Review) & Page 8	Chapters 11-12	Mood	Context Clues Task Cards
Chapters 13-14	welter drench	Page 9	Chapters 13-14	Responding to Text Acrostic Figurative Language	Suffix -tion/-sion/ -tian
Chapters 15-16	aloft shanty	Page 10	Chapters 15-16	Theme	ough sound
Chapters 17- 18	riddle maintain	Page 11	Chapters 17- 18	Character Change Plot Development	Persuasive Devices
Author's Notes	perseverance	Page 12	Author's Notes		Persuasive Poster Project
	Vocabulary Test				

Vocabulary List

Chapter ONE

drone (verb) - to speak for a long time in a dull voice without saying anything interesting

synonyms: hum, buzz, whine, whirr, murmur

The teacher **droned** on with the lesson, about the Arabic language. Salva spoke the language of his Dinka tribe at home. But in school he learned Arabic, the official language of the Sudanese government far away to the north.

°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°

Chapter TWO

veer (verb) - to change direction quickly or suddenly

synonyms: turn, swing, swerve, bend, deviate, change course, go around, change direction

Overhead, a jet plane **veered** away like a sleek evil bird.

°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°

Chapter THREE

ritual (adjective) – done as part of a formal ceremony

synonyms: ceremonial, procedural, sacramental, formal

The **ritual** scar patterns on her forehead were familiar: They were Dinka patterns, which meant that she was from the same tribe as Salva.

°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°

Chapter FOUR

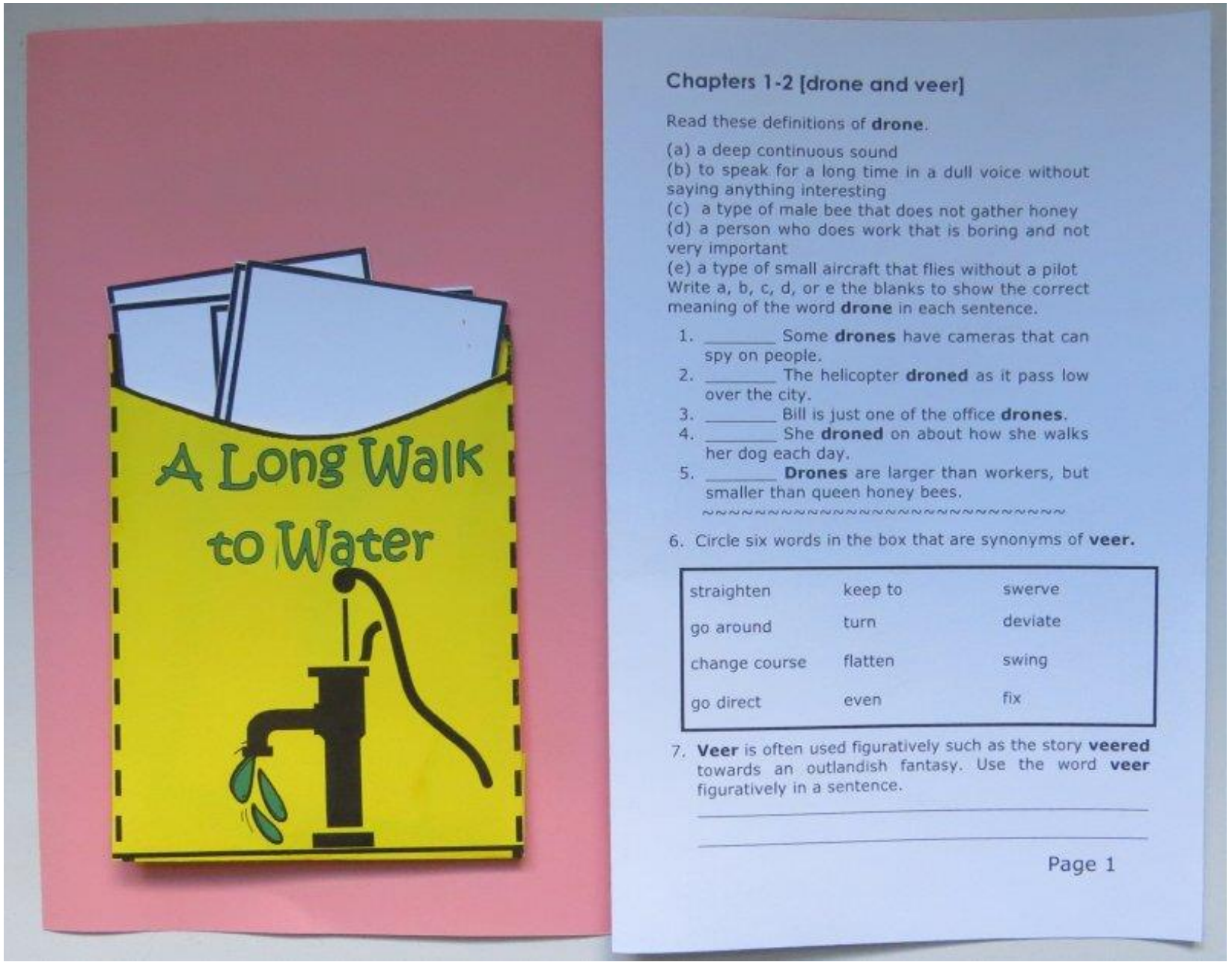
terrain (noun) - land of a particular kind

synonyms: land, topography, territory, ground, landscape, environment

The **terrain** changed from scrub to woodland; they walked among stands of stunted trees.

°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°¤ø,¸¸,ø¤°°`°°¤ø,¸¸,ø¤°°

One focus word for each chapter has been selected. A twelve-page practice booklet is provided for these words.



Chapters 1-2 [drone and veer]

Read these definitions of **drone**.

(a) a deep continuous sound
(b) to speak for a long time in a dull voice without saying anything interesting
(c) a type of male bee that does not gather honey
(d) a person who does work that is boring and not very important
(e) a type of small aircraft that flies without a pilot
Write a, b, c, d, or e the blanks to show the correct meaning of the word **drone** in each sentence.

1. _____ Some **drones** have cameras that can spy on people.
2. _____ The helicopter **droned** as it pass low over the city.
3. _____ Bill is just one of the office **drones**.
4. _____ She **droned** on about how she walks her dog each day.
5. _____ **Drones** are larger than workers, but smaller than queen honey bees.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

6. Circle six words in the box that are synonyms of **veer.**

straighten	keep to	swerve
go around	turn	deviate
change course	flatten	swing
go direct	even	fix

7. **Veer** is often used figuratively such as the story **veered** towards an outlandish fantasy. Use the word **veer** figuratively in a sentence.

_____

_____

Page 1
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Author's Notes [perseverance]

1. Circle six words in the box that are synonyms of **perseverance.**

uncertainty	weakness	hesitancy
resolution	insistence	indecision
wavering	persistence	irresolution
stubbornness	endurance	determination

Complete the following analogies using one of your vocabulary words. [No words are repeated.]

2. murmur : drone :: shack : _____
3. exciting : monotonous :: stern : _____
4. straight course : veer :: destroy : _____
5. persistent : relentless :: land : _____
6. emaciated : plump :: dry : _____
7. cloudburst : torrent :: airborne : _____
8. cautiously : gingerly :: ceremonial : _____
9. welter : jumble :: stubbornness : _____

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2. murmur : drone :: shack : _____shanty_____
3. exciting : monotonous :: stern : _____prow_____
4. straight course : veer :: destroy : __maintain_____
5. persistent : relentless :: land : __terrain_____
6. emaciated : plump :: dry : ___drench_____
7. cloudburst : torrent :: airborne : __aloft_____
8. cautiously : gingerly :: ceremonial : _ritual_____
9. welter : jumble :: stubbornness : perseverance___

Chapters 1-2 [drone and veer]

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(d) a person who does work that is boring and not very important
(e) a type of small aircraft that flies without a pilot
Write a, b, c, d, or e the blanks to show the correct meaning of the word **drone** in each sentence.

1. ___e___ Some **drones** have cameras that can spy on people.
2. ___a___ The helicopter **droned** as it pass low over the city.
3. ___d___ Bill is just one of the office **drones**.
4. ___b___ She **droned** on about how she walks her dog each day.
5. ___c___ **Drones** are larger than workers, but smaller than queen honey bees.

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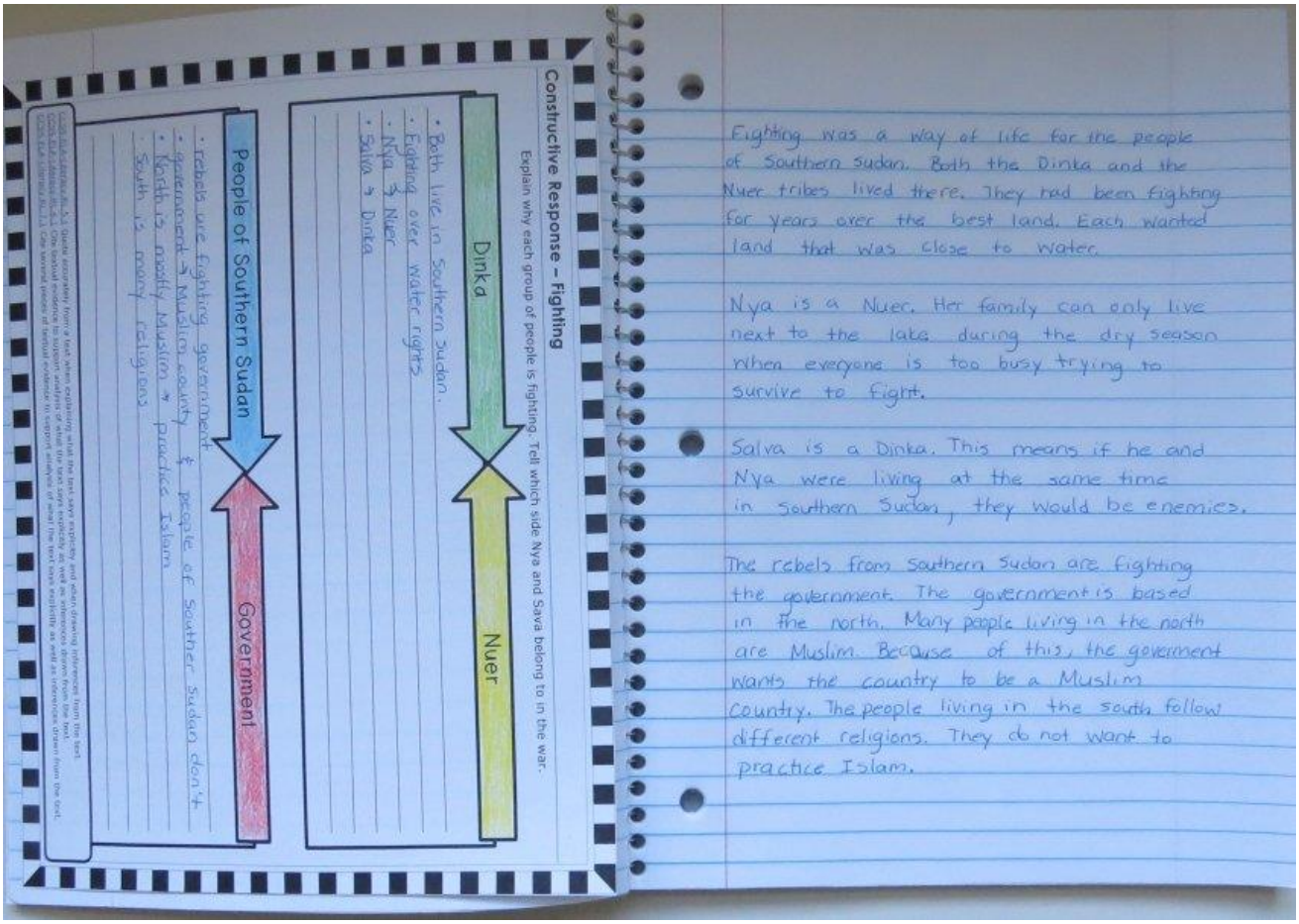
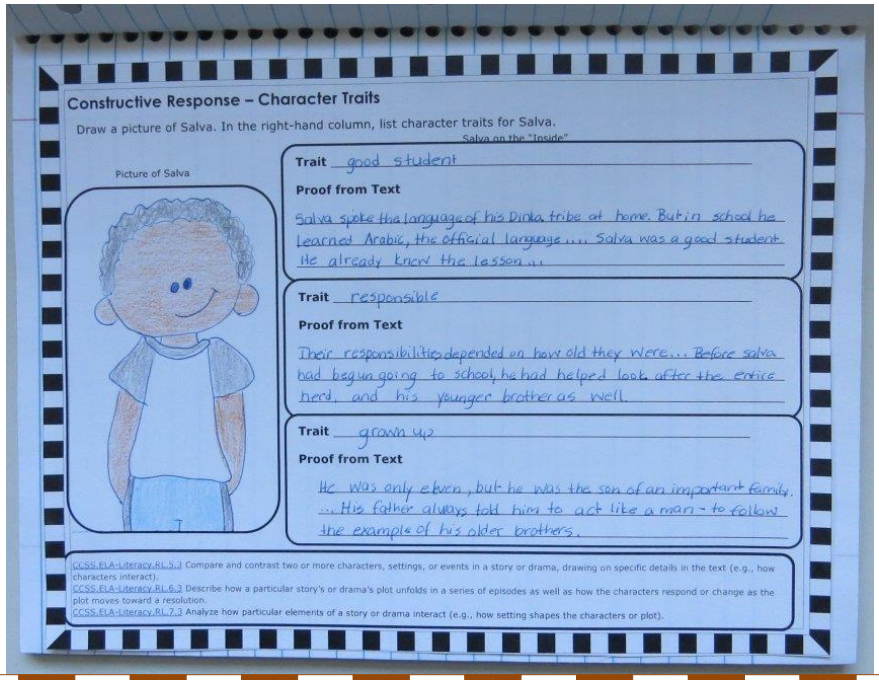
_____

_____

Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.





Option 2

Students complete the organizer by writing complete sentences.

Common Core State Standards Reading: Literature

5th Grade	CCSS.ELA-Literacy.RL.5.1	CCSS.ELA-Literacy.RL.5.2	CCSS.ELA-Literacy.RL.5.3	CCSS.ELA-Literacy.RL.5.4	CCSS.ELA-Literacy.RL.5.5	CCSS.ELA-Literacy.RL.5.6	CCSS.ELA-Literacy.RL.5.7	CCSS.ELA-Literacy.RL.5.9	CCSS.ELA-Literacy.RL.5.10
Character Traits			*						*
Point of View						*			*
Fighting	*								*
Problems and Solutions		*							*
Summarizing		*							*
Summarizing		*							*
Setting			*						*
Mood	*								*
Responding to Text	*								*
Acrostic		*							*
Figurative Language (2 Choices)				*					*
Theme		*							*
Character Change			*		*				*
Plot Development		*							*

Common Core State Standards Reading: Literature

6th Grade	CCSS.ELA-Literacy.RL.6.1	CCSS.ELA-Literacy.RL.6.2	CCSS.ELA-Literacy.RL.6.3	CCSS.ELA-Literacy.RL.6.4	CCSS.ELA-Literacy.RL.6.5	CCSS.ELA-Literacy.RL.6.6	CCSS.ELA-Literacy.RL.6.7	CCSS.ELA-Literacy.RL.6.9	CCSS.ELA-Literacy.RL.6.10
Character Traits			*						*
Point of View						*			*
Fighting	*								*
Problems and Solutions		*							*
Summarizing		*							*
Summarizing		*							*
Setting			*						*
Mood	*								*
Responding to Text	*								*
Acrostic		*							*
Figurative Language (2 Choices)				*					*
Theme		*							*
Character Change			*		*				*
Plot Development		*							*

Common Core State Standards Reading: Literature

7th Grade	CCSS.ELA-Literacy.RL.7.1	CCSS.ELA-Literacy.RL.7.2	CCSS.ELA-Literacy.RL.7.3	CCSS.ELA-Literacy.RL.7.4	CCSS.ELA-Literacy.RL.7.5	CCSS.ELA-Literacy.RL.7.6	CCSS.ELA-Literacy.RL.7.7	CCSS.ELA-Literacy.RL.7.9	CCSS.ELA-Literacy.RL.7.10
Character Traits			*						*
Point of View						*			*
Fighting	*								*
Problems and Solutions		*							*
Summarizing		*							*
Summarizing		*							*
Setting			*						*
Mood	*								*
Responding to Text	*								*
Acrostic		*							*
Figurative Language (2 Choices)				*					*
Theme		*							*
Character Change			*		*				*
Plot Development		*							*

Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains constructed responses exercises. The constructed response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed, the questions are flexible and may be used at different points in the story.

Also, if you would like to slow the pace down to reading just one chapter a day instead of two, students could complete the constructed response questions every other day and the comprehension page after reading the even number chapters.

Types of Questions Key

detail / inference	
main idea / summarizing / theme	
character/ setting / plot / events	
word meaning / figurative language	
text structure	
point of view	
different forms of the same story	
compare and contrast	

A Long Walk to Water ~ Chapters 1-2

1. The story is told from which point of view?

a. 1st
b. 3rd person through Nya
c. 3rd person objective
d. 3rd person through Nya or Salva depending on which story is being told

2. Which word best describes Nya?

a. unrelenting
b. lazy
c. unoriginal
d. dull

3. Chapters 1-2 are most like which of the following stories?

a. Holes (Stanley is sent to a Juvenile Detention Center for stealing tennis shoes.)
b. Woods Runner (Samuel's family is kidnapped by British soldiers and Iroquois. Samuel must walk through the wilderness to rescue them.)
c. Black Beauty (Beauty is passed from owner to owner - some sensitive and others cruel.)
d. The Sign of the Beaver (Matt is left in the Maine wilderness while his father goes home to gather the family.)

Explain why you selected this title.

_____

_____

4. Read this passage from Chapter 2.

Even before he was fully awake, Salva could feel that something was wrong.

This can best be described as ---.

a. flash forward
b. flashback
c. flash sideways
d. foreshadowing

5. Sequence the following events in order.

_____ Salva walks all day with others.
_____ Salva hears a crack sound.
_____ Salva wakes up in the barn alone.
_____ The teacher tells the boys to run into the bush, not to their villages.
_____ Salva joins others from his village of Loun-Ariik.
_____ Salva daydreams while his teacher drones on.
_____ The rebels gather all the men.

6. Complete the chart.

	Sex	Age	Home
Nya			
Salva			

7. What do the two stories have in common?

_____

_____

_____

_____

_____

_____

8. Read this passage from Chapter 1.

There was only heat, the sun already baking the air, even though it was long before noon.

Which type of figurative language is use?

a. simile
b. metaphor
c. personification
d. idiom

The sun is like a _____.

A Long Walk to Water ~ Chapters 1-2

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b. 3rd person through Nya
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a. Holes (Stanley is sent to a Juvenile Detention Center for stealing tennis shoes.)
b. Woods Runner (Samuel's family is kidnapped by British soldiers and Iroquois. Samuel must walk through the wilderness to rescue them.)
c. Black Beauty (Beauty is passed from owner to owner - some sensitive and others cruel.)
d. The Sign of the Beaver (Matt is left in the Maine wilderness while his father goes home to gather the family.)

Explain why you selected this title.
Both boys are living during wartime. They are both worried about their families.

4. Read this passage from Chapter 2.

Even before he was fully awake, Salva could feel that something was wrong.

This can best be described as ---.

a. flash forward
b. flashback
c. flash sideways
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5. Sequence the following events in order.

__4____ Salva walks all day with others.
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__3____ The teacher tells the boys to run into the bush, not to their villages.
__5____ Salva joins others from his village of Loun-Ariik.
__1____ Salva daydreams while his teacher drones on.
__6____ The rebels gather all the men.

6. Complete the chart.

	Sex	Age	Home
Nya	female	11	Southern Sudan, 2008
Salva	male	12	Southern Sudan, 1985

7. What do the two stories have in common?

Both stories take place in Southern Sudan. No other connections are mentioned at this point in the story.

8. Read this passage from Chapter 1.

There was only heat, the sun already baking the air, even though it was long before noon.

Which type of figurative language is use?

a. simile
b. metaphor
c. personification
d. idiom

The sun is like a ___cook baking__.

Constructed Response – Character Traits

Draw a picture of Salva. In the right-hand column, list character traits for Salva.

Picture of Salva

Salva on the "Inside"

Trait _____

Proof from Text

_____

_____

_____

Trait _____

Proof from Text

_____

_____

_____

Trait _____

Proof from Text

_____

_____

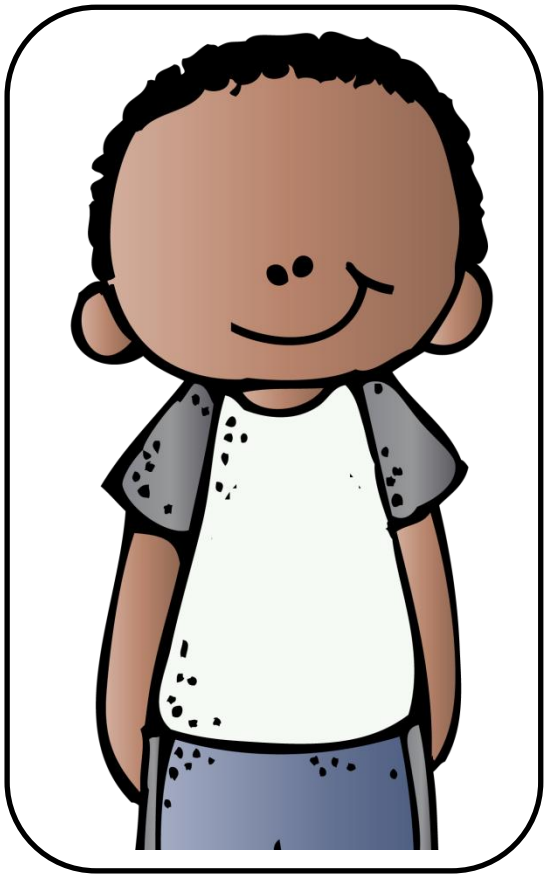
_____

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Constructed Response – Character Traits

Draw a picture of Salva. In the right-hand column, list character traits for Salva.

Picture of Salva



Salva on the "Inside"

Trait ____good student_____

Proof from Text

Salva spoke the language of his Dinka tribe at home. But in school he learned Arabic, the official language of the Sudanese government far away to the north...Salva was a good student. He already knew the lesson, which was why he was letting his mind wander down the road ahead of his body.

Trait ____responsible_____

Proof from Text

Their responsibilities depended on how old they were…. Before Salva had begun going to school, he had helped look after the entire herd, and his younger brother as well.

Trait ____grown up_____

Proof from Text

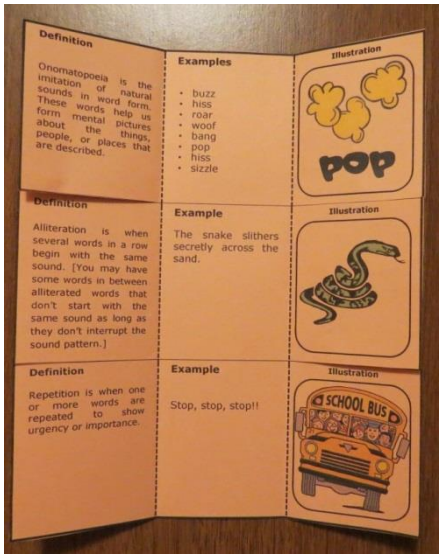
He was only eleven, but he was the son of an important family. He was Salva Mawien Dut Ariik, from the village named for his grandfather. His father always told him to act like a man—to follow the example of his older brothers and, in turn, set a good example for Kuol. Salva took a few steps toward the men.

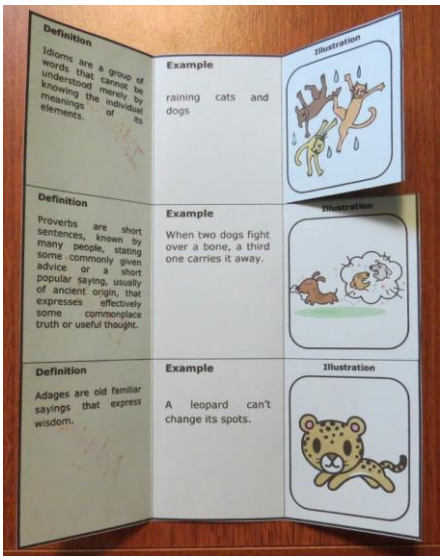
CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

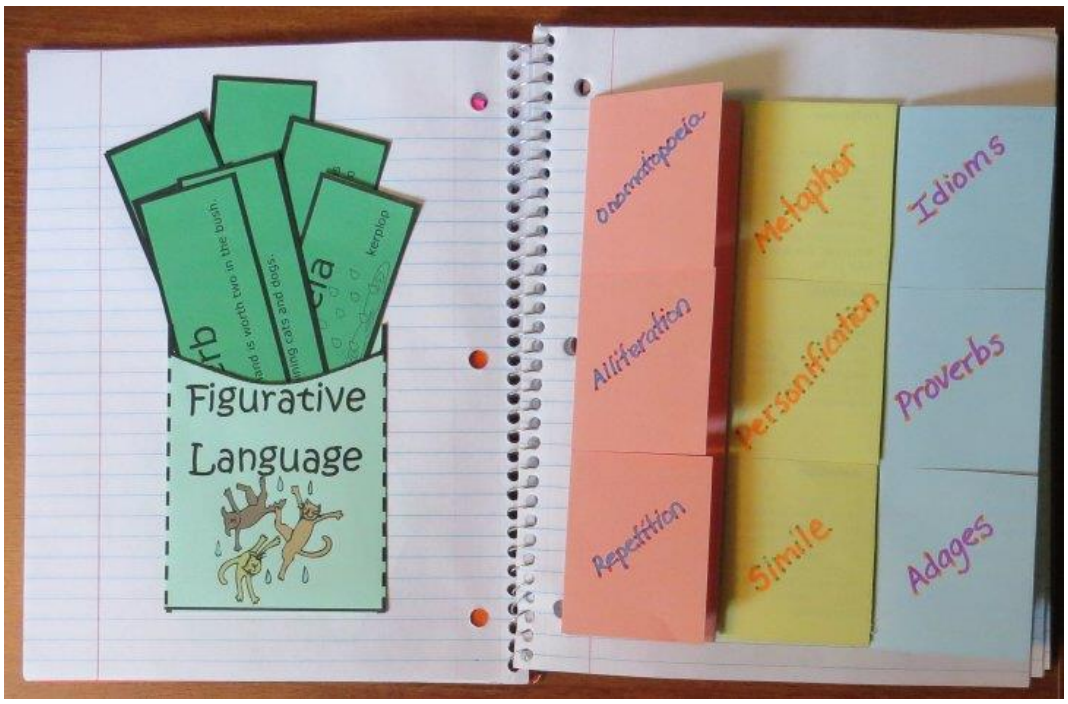
Figurative Language Organizer

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.





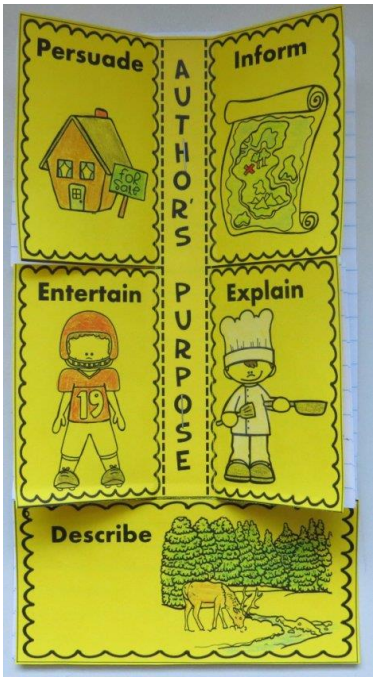


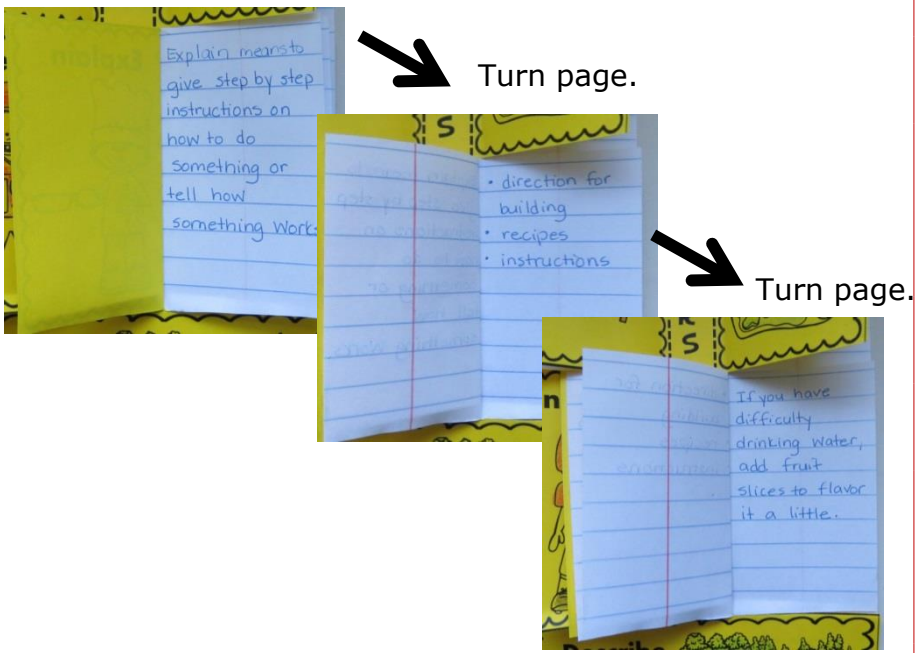
Author's Purpose

5th Grade	6th Grade	7th Grade
CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	CCSS.ELA-LITERACY.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		

On the notebook paper students will use each page for a different purpose:

- Definition
- Types of Writing that Fall in the Category
- An Example Writing for Each Type





Instructions for Option #2 (Full Print Version)

If copies are not a problem, students will need copies of the following:

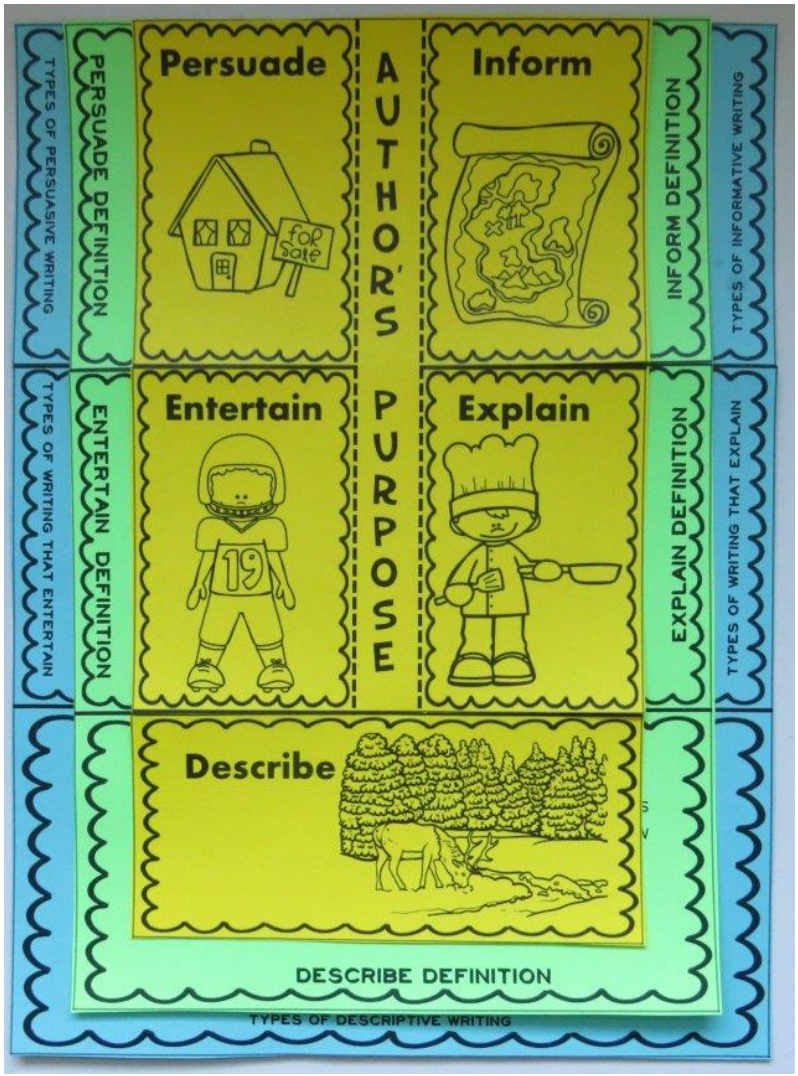
- cover page
- one definition page (Three versions are available.)
- one type of writing page, and (Two versions are available.).

The final page will be students' interactive notebooks.

1. Have students cut out the three organizer pages around the four sides of the organizer on the lines.
2. Fold on the dotted lines and cut on the solid lines to form five flaps.

IMPORTANT: If students cut all the way across and do not stop at the dotted lines, their organizer will be in pieces.

3. Have students complete the information.
4. Stack the pages together aligning the tops.
5. Glue the organizer together down the center where shown.



Analogies
Common Core Alignment

5th Grade	6th Grade	7th Grade
CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	CCSS.ELA-LITERACY.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	CCSS.ELA-LITERACY.L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Four Flap Organizer

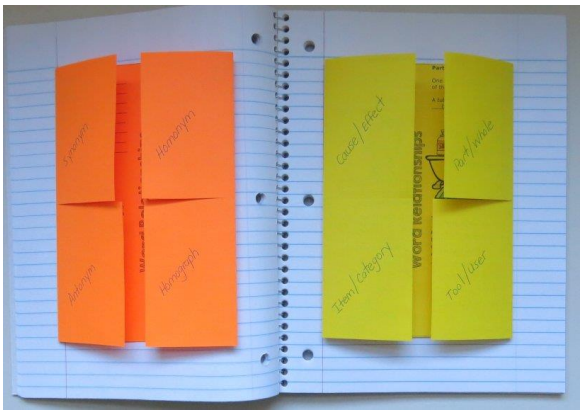
Two different word relationships organizers are on the next pages.

Three versions of the organizers are provided. The first contains lines for students to write definitions and examples. The second contains blanks in the definitions and lines for examples. The third version may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Note: When using versions one and two, you may wish to read the example sentences from version three orally for class discussion.

Instructions for Making the Organizers

1. Print the organizer on colored paper.
2. Have students trim around the four sides of the organizer on the lines.
3. Fold on the dotted line and cut on the solid lines to form flaps.
4. Have students complete missing information.
5. Label the flaps.



Analogy Practice

Following each game is a printable for students to complete while the game is played. The printables may be used independently of the games if desired.

Setting Up the Game for Play

This game may be played with two to four players.

The Object of the Game

To be the last person to cover a part of words in the center of the game board.

Rules for Playing

1. Roll a die or spin a spinner to determine which player goes first.
2. When it is a player's turn, s/he rolls the die and moves the indicated number of spaces. The player reads the first half on the analogy. The player then looks for the matching pair of words in the center of the game board and covers the pair with a marker. If the matching pair of the analogy in the center of the game is already covered, the player simply does nothing until his/her next turn.
3. If a player lands on a "Free Space," s/he may cover any pair of words in the center of the game board.
4. Play continues until all the pairs of words in the center of the game board are covered. The person to cover the **last pair** is the winner.
5. Have students complete the printable as students play the game.

Games may be printed using just black ink on colored paper or in full color.

Context Clues
Common Core Alignment

5th Grade	6th Grade	7th Grade	8th Grade
CCSS.ELA-Literacy.L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	CCSS.ELA-Literacy.L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	CCSS.ELA-Literacy.L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	CCSS.ELA-Literacy.L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	CCSS.ELA-Literacy.L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	CCSS.ELA-Literacy.L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	CCSS.ELA-Literacy.L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Context Clues Organizers

Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1. Print the organizer on colored paper.
2. Have students trim around the four sides of the organizer on the bold lines.
3. Fold on the dotted lines and cut on the solid lines to form six flaps.
4. After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.

Context Clues

This activity falls in the "Lesson Plans at a Glance" after reading Chapters 11-12. The last four task cards (#29-32) are in later chapters. If you do not wish for students to read ahead you may wish to not use them.

Instructions for Making the Cards

1. Print the question cards onto heavy weight paper or cardstock.
2. Laminate for repeated use.
3. Cut the cards apart.

Answer Key

1. b) directionless
2. c) nudge
3. d) big guns
4. b) cringed
5. b) weapons
6. a) wrinkled
7. a) mammal
8. d) temporary
9. b) animal
10. c) well-cooked
11. b) vomiting
12. a) aquatic plant
13. d) editable plant
14. c) fruit
15. a) get down
16. b) shrub
17. b) unending
18. c) dry
19. a) reducing
20. c) pod of a tropical tree
21. c) plundered
22. b) immigrant
23. d) knives
24. a) cut down
25. b) ringing
26. c) ran from place to place
27. d) rush
28. b) cruel
29. a) seriously
30. a) noise
31. d) danger
32. c) base

Spelling/Roots

Common Core Alignment

5th Grade	6th Grade	7th Grade
CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	CCSS.ELA-LITERACY.L.6.2.B Spell correctly.	CCSS.ELA-LITERACY.L.7.2.B Spell correctly.
CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	CCSS.ELA-LITERACY.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

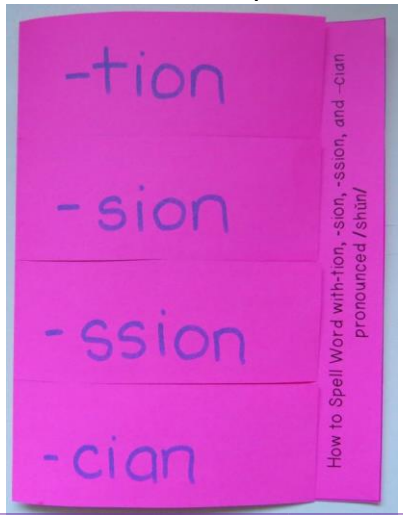
Four Flap Organizer

Three versions of the organizers are provided. The first contains lines for students to write definitions and examples. The second contains blanks in the definitions and lines for examples. The third version may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

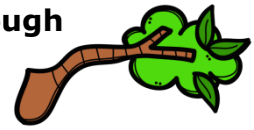
Note: When using versions one and two, you may wish to read the example sentences from version three orally for class discussion.

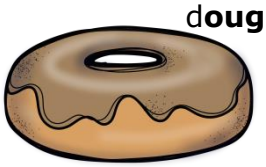
Instructions for Making the Organizers

1. Print the organizer on colored paper.
2. Have students trim around the four sides of the organizer on the lines.
3. Fold on the dotted line and cut on the solid lines to form four flaps.
4. Have students complete missing information.
5. Label the flaps.



Spelling Continued



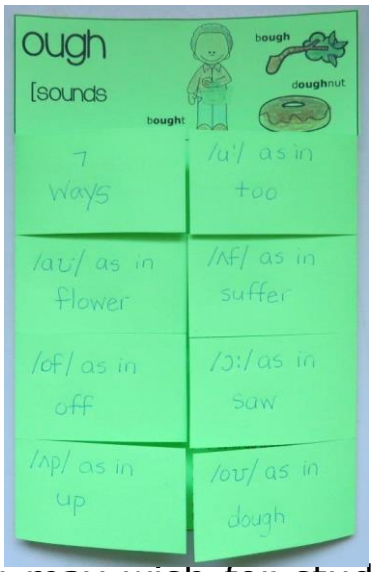


Chapter 16

Now that Salva was learning more than a few simple words, he found the English language quite confusing. Like the letters "o-u-g-h." Rough . . . though . . . fought . . . through . . . bough—the same letters were pronounced so many different ways!

Eight Flap Organizer [Barn Door Open]

Three versions of the organizers are provided. The first contains lines for students to write sentences and examples. The second contains blanks in the words but has lines for sentences. The third version may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.



Instructions

- Print organizer onto colored paper.
- Have students cut the organizer out on the lines indicated.
- Fold the organizer on the dotted lines.
- Cut on the lines between the flaps up to the dotted lines so that the organizer opens one flap at a time.

Practice

Depending on the level of your students, you may wish for students to complete the practice first. This will force students to sound out the words to determine the sounds. If students complete the organizer first, they can use it as a reference to look up the words.

Persuasive Techniques

Comma Rules Common Core Alignment

5th Grade	6th Grade	7th Grade
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

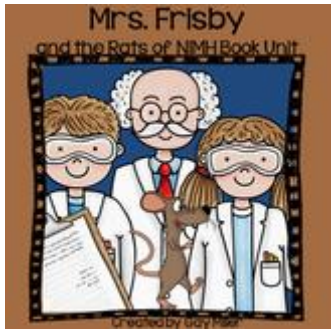
As I was creating this resource, I saw that I needed to have some current real life examples for each technique. With copyright restrictions, I cannot include them with the resource. Instead, you will find a set of posts for each type of persuasive techniques/ propaganda device blog. Each one contains commercial Youtube videos for each. Here are the links.

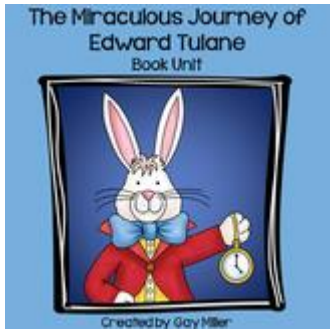
Bandwagon http://bookunitsteacher.com/wp/?p=4168 (3/02/2017)
Testimonial http://bookunitsteacher.com/wp/?p=4158 (3/09/2017)
Loaded Terms http://bookunitsteacher.com/wp/?p=4160(Scheduled for 3/16/2017)
Name Calling http://bookunitsteacher.com/wp/?p=4162 (Scheduled for 3/23/2017)

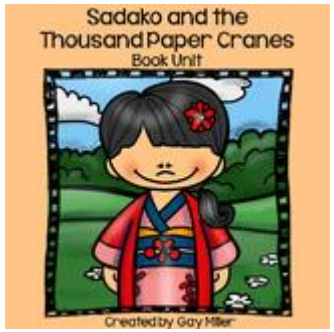
Also, if you would like to use current commercials for examples, you can't beat the Super Bowl ones:

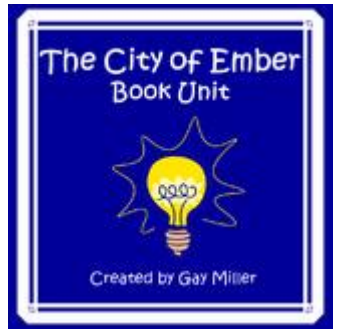
The Best 2017 Super Bowl Commercials

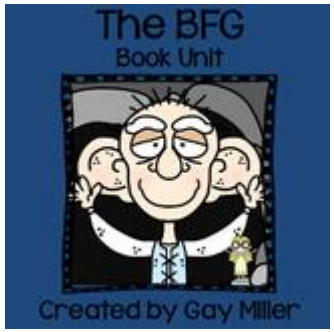
If you like this unit, you might also like some on the following book units found at Teachers Pay Teachers:

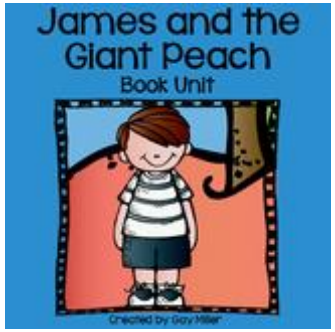


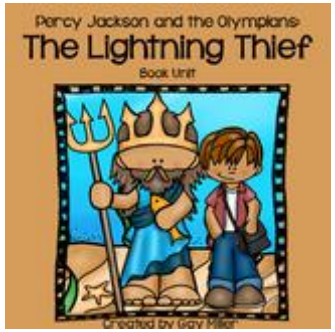


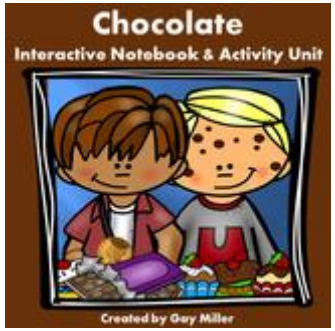


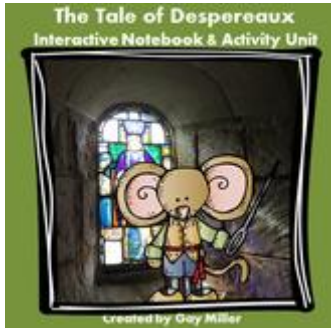


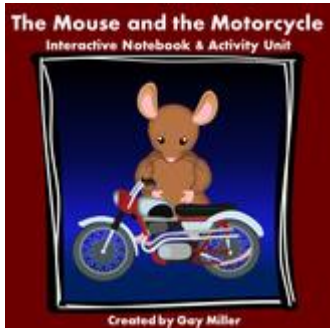


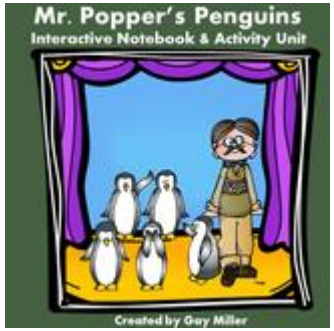


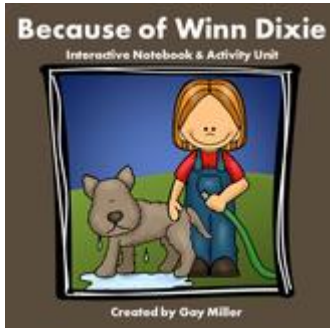


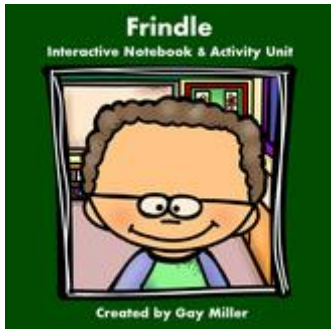








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Interactive Notebook & Activity Unit
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The Whipping Boy
Book Unit
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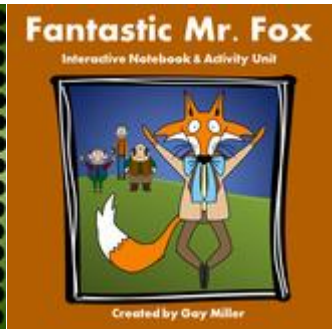
Fantastic Mr. Fox
Interactive Notebook & Activity Unit
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Island of the Blue Dolphins
Interactive Notebook and Activity Unit
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Tuck Everlasting
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The Best Christmas Pageant Ever
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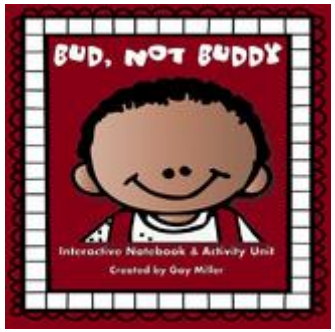
BUD, NOT BUDDY
Interactive Notebook & Activity Unit
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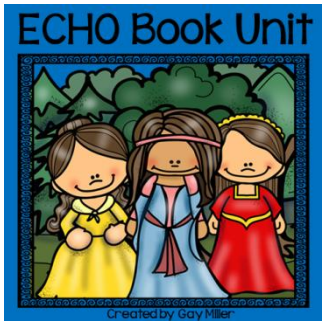
Maniac Magee

WONDER


ECHO Book Unit
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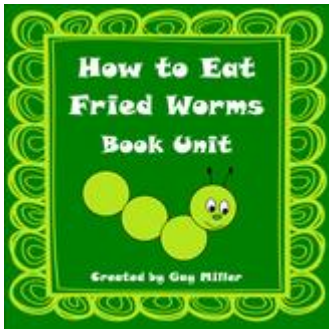
The Lion, the Witch and the Wardrobe


How to Eat Fried Worms
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BRIDGE TO TERABITHIA

Hatchet
Book Unit
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Hoot
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The Dark is Rising
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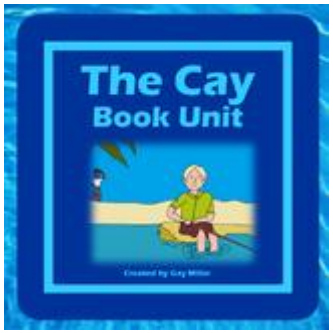
The Cay
Book Unit

The Castle in the Attic
Book Unit

Holes
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Shiloh Book Unit

Where the Red Fern Grows
Book Unit

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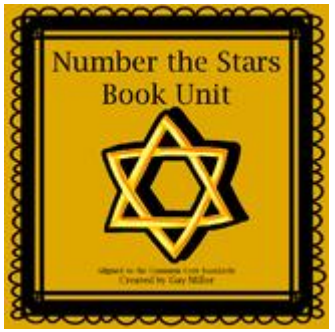
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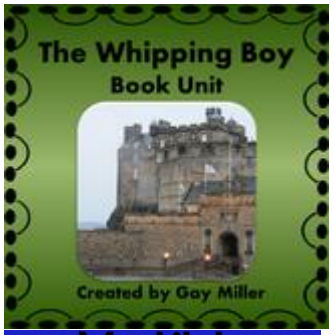
Book Unit

The People of Sparks
Book Unit


The Whipping Boy
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Out of the Dust
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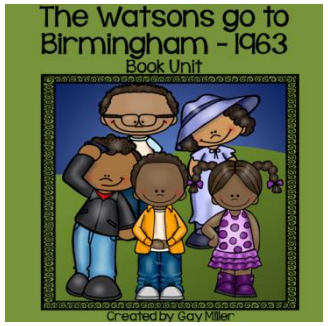
The Watsons go to Birmingham - 1963
Book Unit
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Paintbrushes & Arrows
Book Unit
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A WRINKLE IN TIME
Interactive Notebook & Activity Unit
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Crash
Book Unit
40
30
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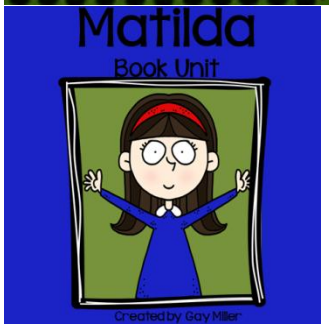
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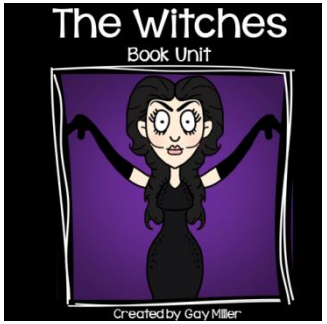
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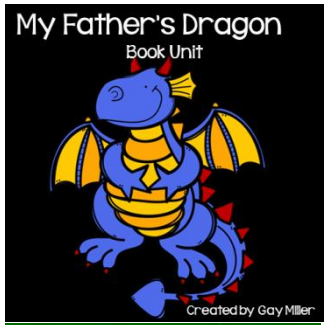
My Father's Dragon
Book Unit
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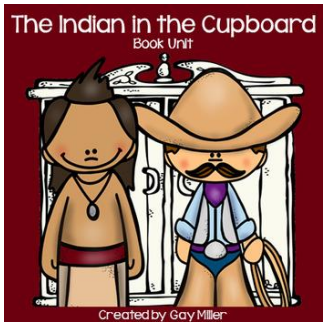
The Indian in the Cupboard
Book Unit
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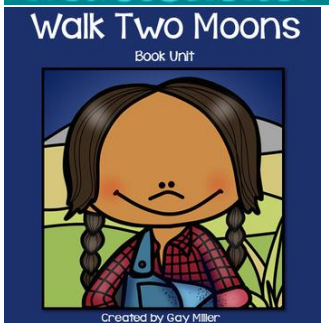
Walk Two Moons
Book Unit
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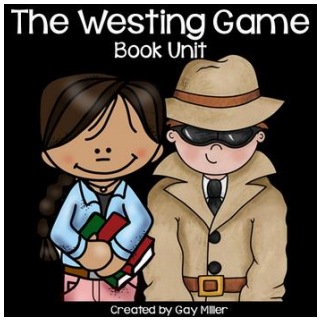
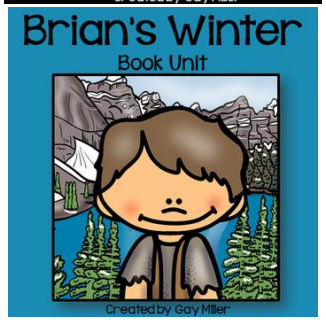

The Westing Game
Book Unit
Created by Gay Miller

Al Capone Does My Shirts
Book Unit
Created by Gay Miller


Brian's Winter
Book Unit
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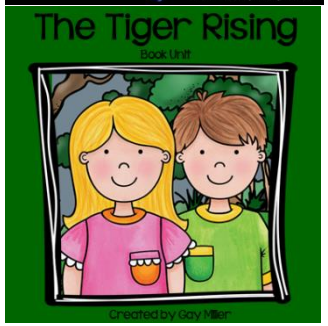
The Tiger Rising
Book Unit
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Credits

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