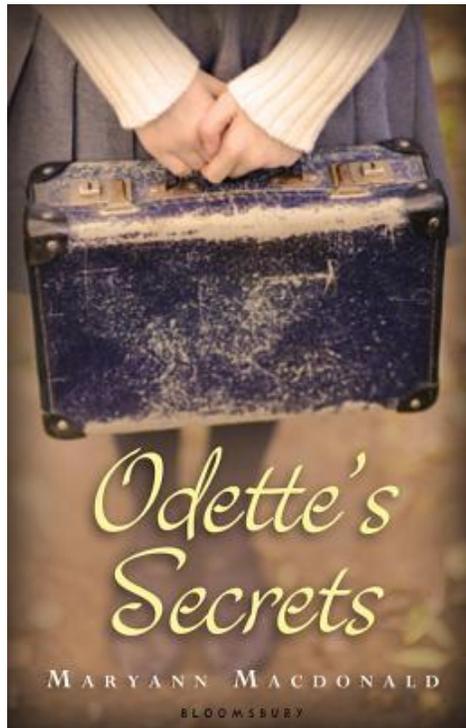


A Common Core State Standards Annotated Discussion and Activity Guide for



Written by Maryann Macdonald

Published by Bloomsbury Children's Books

Guide Created by Debbie Gonzales

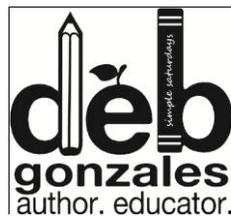
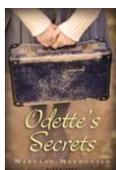


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The Educational Activity Guide Format

The format of this guide follows a 4 week course of study. *Odette's Secret* has been divided into sections. Each section is comprised of discussion questions and follow-up activities for a designated group of sequentially listed poems. The lessons in this guide are suitable for independent readers or group settings.

Journaling

After engaging in group discussion, students are asked to respond to one of the questions posed in each course section by journaling. A Journal Response and Comprehension Rubric are available on page 5, which is helpful in assessing understanding and personal connection to the discussion questions and the story.

Journals can be purchased or can be personalized by making them out of everyday materials. Instructions for making hand-made journals are presented in the two Ehow.com links below.

http://www.ehow.com/how_5760860_make-journal-out-paper.html

http://www.ehow.com/video_4951964_make-paper-journal-school.html

Reading Assignment Bookmarks

Personal bookmarks are printed on the following page. Listed on these bookmarks are the designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

Procedure:

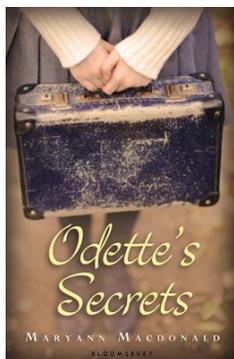
- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
 - Write their name on it.
 - Copy Target Completion Dates in designated space below assigned chapters to be read.
 - Keep the bookmark in the book for reference through the course of the novel study.



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Personal Bookmarks for *Odette's Secret*

Name _____



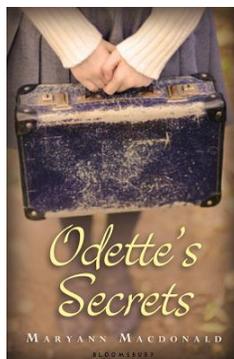
Pages 1 through 54

Pages 55 through 108

Pages 109 through 160

Pages 161 through 212

Name _____



Pages 1 through 54

Pages 55 through 108

Pages 109 through 160

Pages 161 through 212

Name _____



Pages 1 through 54

Pages 55 through 108

Pages 109 through 160

Pages 161 through 212



Journal Response and Comprehension Rubric

Use this rubric to assess the students' abilities to complete journal activities. Share this assessment with students prior to completing the journal-writing lessons to illustrate the assessment process. You can also use the rubric as a basis for discussion and feedback with each student.

Student name _____ Date _____

1. The student writes journal responses in complete sentences. _____
2. The student writes three or more sentences to answer questions. _____
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. _____
4. The student's experiences and opinions are clear. _____
5. The student works with a peer to share journal responses and to develop a combined response when requested. _____

Excellent 4	Very Good 3	Fair 2	Poor 1
The student completes the task with no major errors.	The student completes the task with only a few major errors and some minor errors.	The student completes the task with some major errors and many minor errors.	The student fails to complete the task.
The student demonstrates a full understanding of the concepts.	The student demonstrates a strong understanding of the concepts.	The student has difficulty understanding the concepts.	The student does not understand the concepts.



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Discussion Questions for pages 1 through 54

Are Jews different than other people? I wonder (5).

- What is your opinion regarding Odette's thought?
- Considering basic needs and simple pleasures, list ways that all people are alike.
- Considering basic needs and simple pleasures, list ways that some people are different.
- Considering emotional and spiritual needs, list ways that all people are alike.
- Considering emotional and spiritual needs, list ways that some people are different.
- Why is it troublesome to be considered different than others?

"The heart is like an apartment," Madame Marie tells me.

"Every day you must clean it and make it cheerful...

If you make your apartment extra nice,

God will come to visit you, too (8)."

- A metaphor is a figure of speech in which one thing serves as a symbol for another. Explain how the physical living quarters of an apartment can symbolize a person's heart.
- Do you think that Madame Marie is referring only to the physical, blood-pumping heart? If not, what kind of heart is she referring to?
- What are some of the ways a person can clean their hearts, and make them cheerful?
- Explain why Madame Marie suggests that God will come to visit. Why is this a good thing?



Now I know a new way of solving problems...with secrets (13).

- If Odette feels that Madame Marie would not be angry that Odette's doll is missing, explain why she is being secretive in this scene.
- Explain why Mama is willing to help Odette solve this problem in a secretive way.
- Do think there are times when solving problems in a secretive way are a good thing to do? Explain your answer.

"What makes us Jews (14)?"

- Cite the line in this section that states the reason why Odette and her family are considered to be Jewish.
- Explain why Odette's mother would not want the crèche in their apartment.



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- If Mama and Papa don't believe in religion, why would having the Baby Jesus in the apartment be troublesome?
- Is Madame Marie a Christian or a Jew? Explain your reasoning.
- What difference does it make if a person is a Jew or a Christian?

I see my father march past.

"Papa!" I cry out.

He turns toward my voice.

Then a rifle butt slams into his back (27).

- Explain why the soldier stuck Papa with the butt of his rifle. What did Papa do to deserve such abuse?
- Do you think that Odette might feel responsible for Papa's beating? How so?
- Earlier Odette said that her father bought her toys and read books to her. How has life changed for Odette and her family since the war?

Finally, Aunt Georgette and Sophie can't take it anymore.

They have Christian relatives in the country.

They write a letter

asking to stay with them (30).

- Why are these Jewish people asking for help from Christians?
- Why does it take a dangerous situation such as bombings and buildings collapsing for Aunt Georgette and Sophie to ask for help?
- What would happen if the Christian relatives refuse to help?

"All right then," she says,

"clean up the mess in your heart.

Take a good look at what needs to be done (37)."

- Odette secretly skipped school to play with a Jewish boy named Jakob. Afterwards, when she arrived at Madame Marie's early, her secret was discovered. Explain why Madame Marie was upset with Odette.
- Explain what Madame Marie meant by "clean up the mess in your heart."
- What did Odette learn from this situation?
- Explain why this secretive situation is different than the others she's asked to participate in?

Saint George is looking after Papa (42).



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- Saint George is a Christian saint. How can this patron saint of soldiers protect Papa, a Jew?
- Do you think that Madame Marie believes that a Christian saint should protect a Jew? If so, why?
- Predict what Mama would think about the patron saint of soldiers watching over Papa?
- Why do think the Odette finds peace in knowing that a holy medal is stitched on Papa's blanket?

"You must never tell anyone about our visitors," says Mama (49).

- Mama is becoming a warrior in her own way. Do you think she should have a holy medal sewn on her blanket for protection, too? Would she be receptive to this? Explain your answer.
- Consider the earlier metaphor of the apartment being like a heart. In what ways does Mama's finding safe homes for children show her heart?
- What is Odette's response to the notion that she may have to leave her mother?
- Image the fear and uncertainty Odette must live with at all times. Do you find it remarkable that she is able to carry on in a somewhat normal fashion? Explain why you think she is able to do so.

Mama pins back her hair and puts on lipstick.

She locks the door when we leave.

We both pretend

it's just another day (54).

- In the poem entitled "The Raid," soldiers brutally break into their home in the dead of night and threaten to imprison Mama. Describe how you think Odette felt during this scene?
- Mama is uncharacteristically stunned. Describe what you think is going through her mind at this moment.
- Madame Marie bravely comes to the rescue and confronts the soldiers, and they listen to her. Consider ways that Madame Marie is the much like the Saint George, the patron saint of soldiers.
- And yet, in the morning, there was no mention of the violence that had occurred the night before. Mama and Odette carry on about their morning rituals as if nothing had happened. Explain how keeping their true feelings secret helps them survive.



With and Without Metaphors: A Creative Writing Exercise

On page 8, Madame Marie uses an apartment as a metaphor for a person's heart. She explains that the apartment must be cleaned every day and that it must be cheerful. So it is with the heart or soul of a person. They must look within and take care of their hearts by keeping their thoughts pure and cheerful. Madame Marie told Odette there must always be something special prepared should guests arrive. This something special for guests is a metaphor for a spirit of generosity and good will for all. Consider Madame Marie's metaphor in the light of the way she lived her life.

Below is a short list of abstract topics to explore. In this exercise, you are to choose one of the topics with which, in two or three lines, describe it in a concrete, physical way as well as metaphorically.

First tell what the topic is, much like Madame Marie's physical description of the apartment. Define it in your own words. What does the topic mean to you?

Secondly, describe the topic through the use of a metaphor. Consider symbolically comparing your topics to suggested items such as a river, a clock, a fire, or an ice cube. Be creative with this. Have fun. You may use the graphic organizer printed on the following page as a guide to explore your topics in abstract and metaphoric ways.

Abstract Topics for Exploration:

- Friendship
- Worry
- Embarrassment
- Family
- Trust
- Mercy
- Religion
- Faith
- Knowledge
- War
- Hate
- Compassion
- Love



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With and Without Metaphors: A Creative Writing Exercise Graphic Organizer

Write your topic for exploration in this block.

Detailed description:

_____ is:

Metaphorical description:

_____ is like:



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Discussion Questions for pages 55 to 108

So I tell Charlotte, but I tell her to keep it a secret.

Charlotte is good at it, and so am I (58).

- Imagine the restraint Odette must practice to keep from telling her mother about the abuse she's experiencing at school. Describe the loneliness, fear, and shame she must be feeling. Perhaps do so as a metaphor for her real feelings.
- Why do you think Odette compares her secret-keeping skill to that of a lifeless doll? Is there a way that Charlotte can be considered a metaphor for Odette's emotional being?

The soldiers are scary,

the alley is dirty,

my cousins' apartment is dark and crowded.

But when we're together,

nothing can stop us from having fun (63).

- Consider Madame Marie's metaphor of an apartment being like a heart. Though Odette's cousins' apartment is far from clean, are there ways that it is like a heart? Explain your answer.
- Explain how the family manages to enjoy each other's company even though so much sadness and danger surrounds them.
- Explain how being together makes them happy, even under this horrible situation.

"Wonderful!" says Madame Marie.

"Those Jews have taken our jobs and money for too long."

Then she offers them a drink...

to toast their courage, she says (71).

- The title of this poem is "Lies." Explain how Madame Marie's words and behavior belong in this section.
- Is Madame Marie lying in this poem, or is she telling the truth? Does she hate Jews? If not, why is she acting this way?
- Is there a difference between a lie and a secret?
- In this situation, why is it important for Madame Marie to keep her secret friendship with Odette and Mama by telling a hurtful lie?



My godmother sounds insulted.

“Me? Do I look like a friend of Jews (72)?”

- Even though Madame Marie is not speaking the truth, describe how you think Odette feels when she hears these words coming from her godmother’s mouth.
- Define the word ‘insulted’.
- Who do you think should be insulted at this moment? Madame Marie? The soldiers? Mama? Odette?

“Look at your feet,” Monsieur Henri says softly,

when the soldiers are far enough away.

“If anyone calls your name, don’t answer (82).”

- Remember Odette called her father’s name when he was marching with the other prisoners of war? Describe the consequences of this action.
- How is this situation in which Odette is escaping to Chavagnes-en-Paillers similar to Papa’s imprisonment (25-27).
- How are these two situations different?



The old clock in the Gare du Nord where Odette met her friends before leaving for the Vendée.

“One thousand years of the Third Reich.”

Hitler and his mean soldiers are the Third Reich (86).

- The word ‘reich’ means realm, kingdom, or empire. The Third Reich is another term for Nazi Germany, ruled by a man named Adolph Hitler. Hitler envisioned that Nazism would rule for 1000 years (Wikipedia). Can you imagine how defeated and helpless Jewish people felt at that time? Try to describe how these people felt.
- Think about Mama’s decision to send Odette away to live with in the Vendée with Christians. Can you see why she decided to send Odette away, even though she does not practice the Christian religion, or any other religion, for that matter? Explain this situation, from Mama’s perspective.

I know it will be easy for me.

I am used to keeping secrets.

Madame Raffin opens the door (91).

- Why does Odette say that keeping secrets is easy for her?
- Explain how secrets and lies are similar things in this situation.

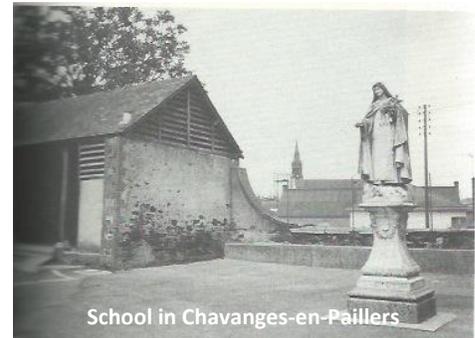


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- At the end of this stanza Madame Raffin opens the door. Could this act serve as a symbol or metaphor for something? Is so, describe it.

*It's because here,
I am not a Jew (103).*

- Is being a Jew something Odette can choose whether to be or not? Explain your answer.
- What do you think might happen if people in the Vendée find out that Odette is, in fact, a Jew?



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Poetic Analysis: The Free Verse Poem

Odette's Secrets is written in style of poetry called free verse. This is specialized form of poetry. Unlike rhymed or other forms of poetry, the length and content of a line are determined by the poet's intention for the piece. In *Lessons That Change Writers*, educator Nancie Atwell describes the stylized criteria for free verse poetry. In this lesson, we will first consider the Atwell's stylized criteria for free verse poetry and then analyze one of chapters in *Odette's Secrets*.

According to Nancie Atwell (132 – 135), free verse poetry...

- Has been written to be spoken. Lines breaks signal rests, breaths, or silences.
- Most poets end their lines on strong words: nouns, verbs, adjectives, and adverbs.
- Slicing a line at a weak word – an article, preposition, or conjunction – tells the reader to pause at an insignificant moment in the poem rather than at a point of meaning.
- The most important point in the line is the end of the line.
- Line breaks and stanza breaks are a poem's form. Poets need to be aware of how the poem looks on the page.
- The white space at the end of the line signals the reader to breathe or rest. Commas at the end of the line are unnecessary.
- Most poets capitalize the first words of a sentence and proper nouns.
- The stanza break always represents a pause.

Thumb through *Odette's Secrets* and choose a poem that you feel is the most powerfully written and/or emotionally charged. Read it aloud several times, being careful to rest at a line break or punctuation mark and pause between each stanza.

Use the questions on the worksheet found on the following page to analyze your chosen poem.

Afterwards, why not try your hand at writing a free verse poem. Perhaps use the metaphorical analogies you created in the preceding lesson as inspiration. See what you might come up with!

Special note to Kindle readers: If you change the type size on the Kindle edition of *Odette's Secrets* the line breaks will also change.



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Poetic Analysis: The Free Verse Poem Worksheet

What poem did you chose to analyze? _____

Found on pages _____

After reading it aloud at least three times – resting at punctuation marks, line breaks and pausing at stanza breaks – what is your impression of the poem?

Consider the words at the end of the lines. Do they end on strong words? If so, which word or words do you feel are most effective? Why?

List the nouns:

List the verbs:

List the adjectives:

List the adverbs:

Evaluate the use of white space. How did white space affect the overall message of the poem?

Consider the stanza breaks. Explain how they contribute to the emotional tone of the poem.

With regard to your poetic analysis, describe your overall impression of the poem.



Discussion Questions for pages 109 to 160

"That's not fair!" I say.

"We always do it (112)."

- Enjoying the candy tossed after a baptismal party is a normal occurrence in the village, yet Mama finds this tradition to be inappropriate. Explain how Odette is caught in a confusing situation.
- Mama then cleans the piece of candy in holy baptismal water. Explain how her action is also inappropriate.
- Describe Odette's response to Mama's demands.

Mama, who is so good at so many things, is clumsy at prayer (125).

- Do you think that there may be a reason why Mama is 'clumsy' at prayer? If so, what is it?
- Do you think that, perhaps, Mama feels insincere in the act of praying? How so?
- List some ways in which Mama might struggle with living the false life of being a Christian.

I knew those people were lying," says Simone.

"You're too nice to be Jewish (134)."

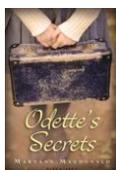
- Odette is forced to deny her true identity. Describe how you think she must feel.
- Simone insinuates that Jewish people are not 'nice', yet she has been enjoying a delightful friendship with a Jew. Explain how this situation is confusing and unfair.
- Do you think that Odette is becoming skilled at lying and keeping secrets? If so, describe situations in which she has done well.

Forgive me for my lies.

My mother made me promise

never to say that we are Jews (142).

- In this scene, Odette is praying before the statue of Our Lady of Mercy. Odette is afraid and alone. Explain why praying to Jesus' mother a logical thing for her to do.
- Explain why praying, in a way, is an odd thing for Odette to do.
- List her other options for help, in this situation. Are there any?
- Odette has been obedient to her Mother's wishes by lying about her heritage. Should she be punished for her lies? Explain your answer.



*Poetry is stronger than the Nazis,
stronger than the war (149).*

- All the anger and sadness built up inside Odette has caused her to lose her voice. Do you think that this might be because, without a voice she cannot tell lies? Explain your answer.
- Explain how poetry can be stronger than the Nazis.
- Explain how poetry can be stronger than the war.

Mama's eye flash.

"I didn't raise you to be a liar," she says, "or a thief (156)!"

- Explain how Mama's words contradict her behavior.
- Have there been times that Mama has been a liar? A thief? Were there good reasons for her to do so? Explain your answer.
- Why do you think Mama is so quick to lash out at Odette?



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Odette's Secrets: A Geography Foldable

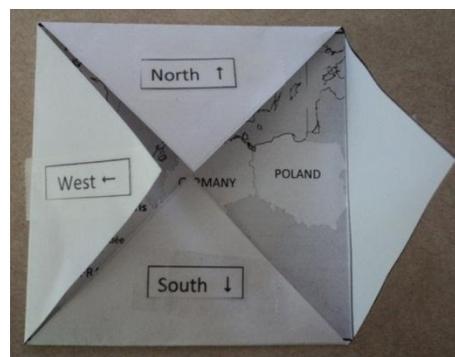
Objective: To understand the geography of Odette's journey and heritage.

Materials:

- A print out of page 19
- Scissors
- Glue stick or tape
- Answer sheet found on page 20

Procedure:

- Print map and labels found on page 19.
- Cut out word labels.
- Trim around the diamond-shaped border framing the map.
- Using the Answer Sheet found on page 20 as a guide, find where the geographical labels belong on the map. Using the glue stick or tape, secure them in the proper location.
- Fold the triangle border shapes toward the center of the map in an envelope-like fashion.
- Glue the labels reading North on the top flap, South on the lower flap, East on the right flap, and West on the left flap.
- Spend some time discussing the map and the foldable in relation to the story, such as:
 - Consider the distance Odette had to travel when she lived in the Vendée.
 - Consider how removed Papa was from his daughter while he was a prisoner.
 - Notice where Poland, the land of Odette's Jewish roots and the location of the Jewish death camps, is located in relation to Paris, France.



FRANCE

Paris

GERMANY

The Vendée

ENGLAND

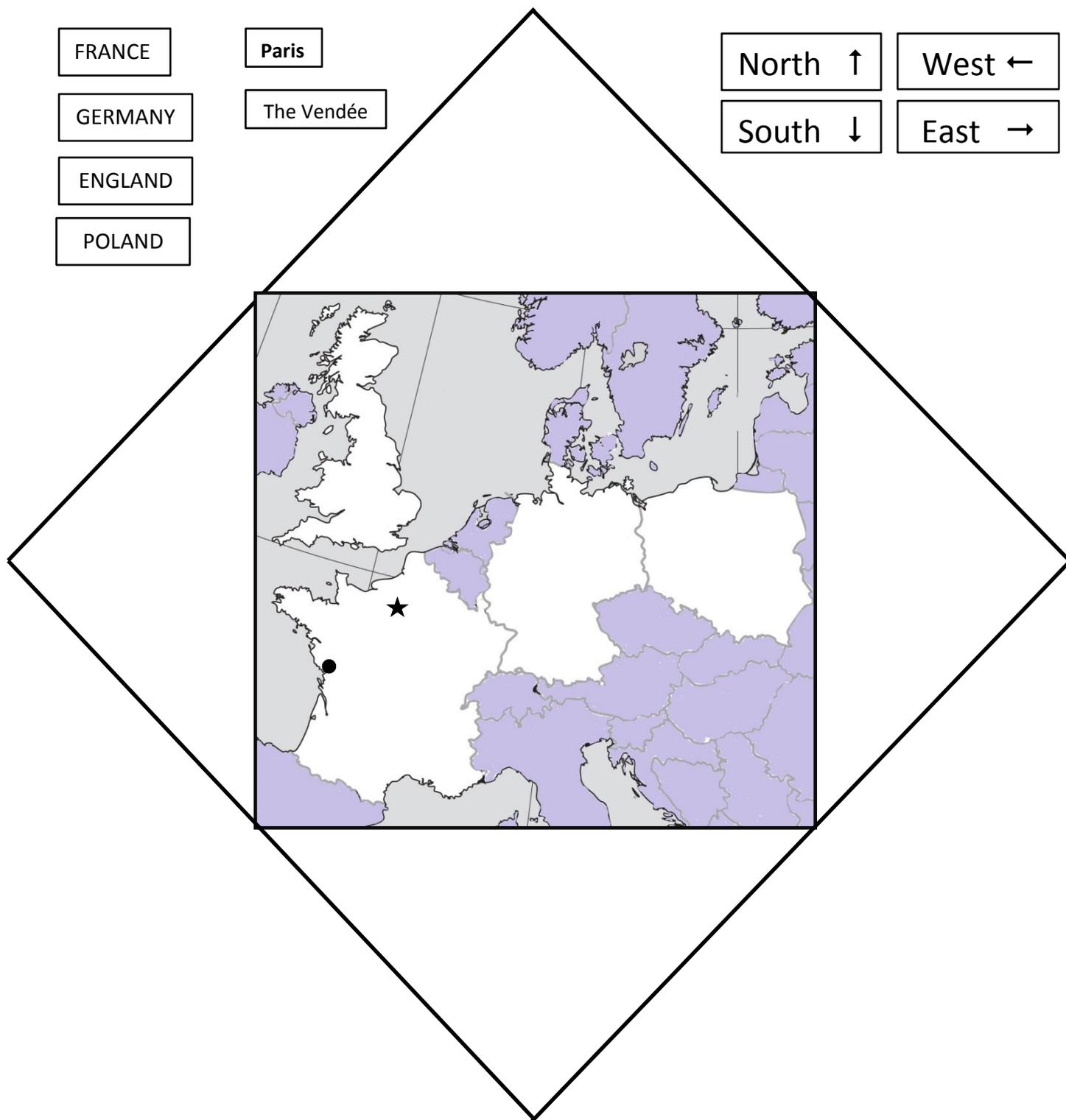
POLAND

North ↑

West ←

South ↓

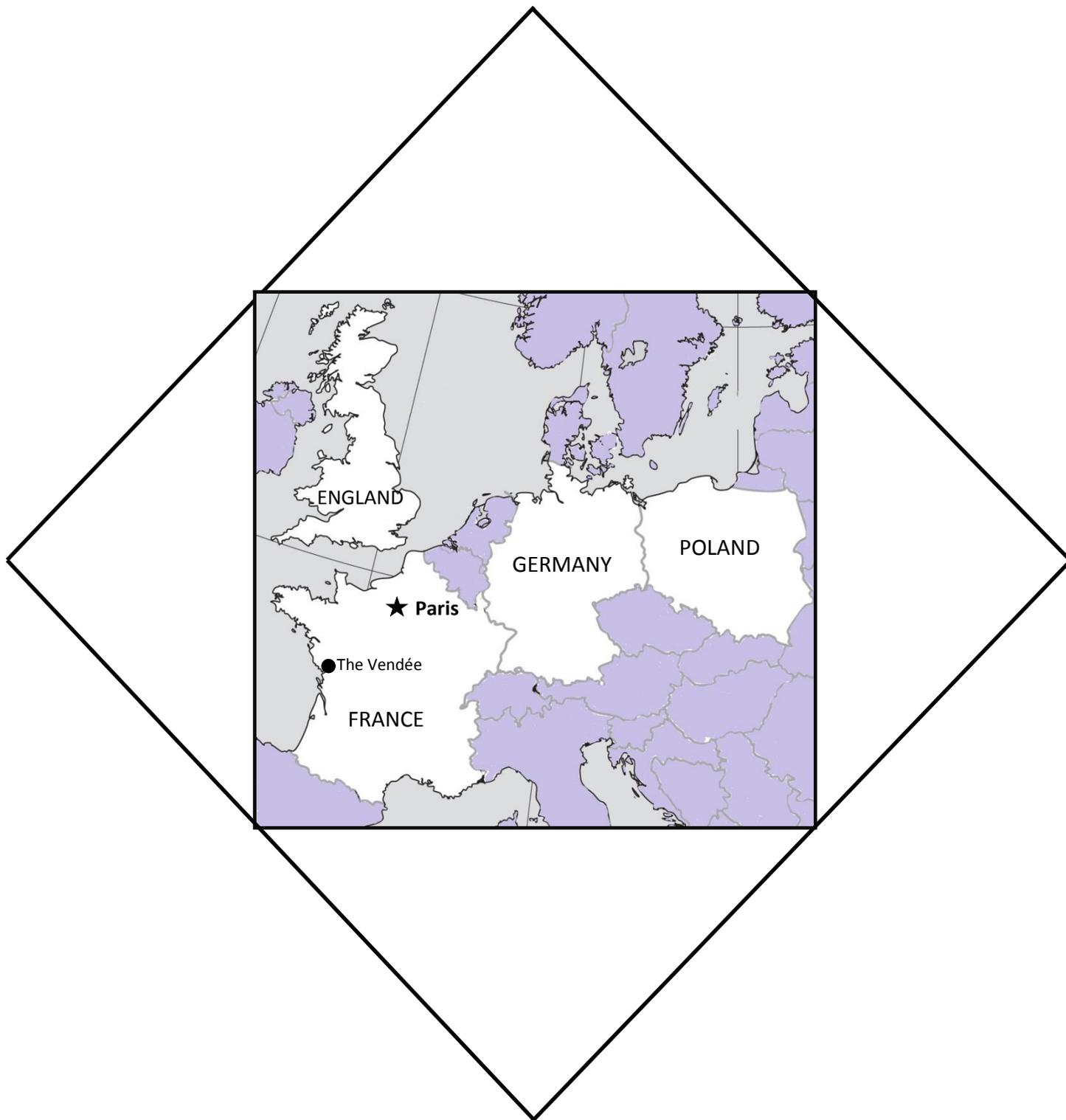
East →



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Odette's Secrets: A Geography Foldable Answers



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Discussion Questions for pages 161 to 212

*We listen, and at last we understand.
She is pounding out the beat of "La Marseillaise,"
the French national anthem.
We begin to pound our desks, too.
We're going to pound out the enemy soldiers,
pound out the sound of their song (162).*

- Compare this moment with the one in which Odette found her voice through poetry. List ways that the two scenes are similar.
- The anthem seems to have a unifying effect on the class. Explain how this song is binding the group together in purpose and intent.
- In what ways are things changing for Odette?
- Are there ways that Odette changing, too? Is her perception of life altered?

Click [HERE](#) to listen to *La Marseillaise* performed by Roberto Alagna (YouTube).

*How can I live without freedom,
in a place I don't belong (167)?*

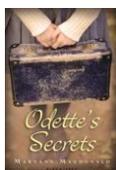
- By saying this, is Odette saying that she found freedom in her country home? How could this be? Explain your answer.
- Is she saying that she feels as if she belongs in her country home, even though bad things have happened to her there? Explain how this could be true.
- France and the allies are winning the war. How could Odette live without freedom in France? What kind of freedom is she referring to?
- Where is Odette's true home? Where does she feel best? Where does she belong?



Odette and Mama in the Vendee with peasant friends.

*Matzoh's not allowed in my home.
It's connected somehow to religion...
I have no idea how (188).*

- Matzoh is symbol of redemption and freedom in the Jewish faith, yet Odette has no awareness of this. Explain why this is so.
- Explain why is it contradictory that Odette knows everything about the Christian religion, of which she does not identify with, and yet she knows little to nothing about the Jewish religion.



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- Are there other ways for Odette to identify with the Jewish people? If not in religious tradition, how?

*“They survived, but are still suffering.
If you speak to them, speak gently (194).”*

- Explain how those who have released from concentration camps continue to suffer.
- Though Odette suffered in the Vendée, how did her trials compare with those in the concentration camps? Cite the phrases that describe the differing experiences.
- Like the unifying bond of music or poetry, can sympathy for suffering unite a group of people? If so, how?

*Now that I am back in Paris, I must be a Jew again.
Being a Christian would make me a bad Jew.
I want to talk to God about this problem.
I want to ask him what I should do.
But even though God lives with many Jews,
he doesn't live in my home (198).*

- Consider Odette's comment in the light of the apartment metaphor Madame Marie stated on page 8. Do you think that God will not visit her home because she is a Jew? Explain.
- In what ways is Odette confused about her own heritage? Her sense of belonging?
- Explain why Odette feels that she cannot talk to God about her problem.
- Why does she think that being a Christian makes her a bad Jew?
- Does it make her a bad Jew?
- What is a bad Jew?

*But, more than these,
my heart tells me now
I'm a child of my people.*

*I am a Jew.
I'm sure of it (205).*

- Explain what Odette means by saying that she is a 'child' of her people.
- How does this statement connect with those that are suffering and yet are considered to be survivors?
- How does this statement connect with the pounding of *La Marseillaise* on the classroom desktops?



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- What does her experience of being a lost-and-found daughter have to do with this statement?
- What does this statement have to do with the apartment as a heart metaphor?
- Can you see how, though Odette does not practice the Jewish faith, she identifies with the Jewish people?

“And I had poetry.”

He says,

“reading poems helped me survive (209).”

- Tell of times in this story when people found strength in poetry and song?
- Tell of times when people felt courage and strength in poetry and song?
- Tell of times when people felt empowered through poetry and song.
- Do you think that is why the author, Maryann Macdonald, chose to write this book in free verse? Why or why not?



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ISBN 978-1-59990-750-5 www.maryannmacdonald.com

Historical Timeline

*The man begins to tell me stories.
He tells me the Red Army liberated his prison camp.
What was the Red Army?
Did the soldiers wear red uniforms (208)?*



In 1945 the Red Army moved into Germany.
In 1945 the Red Army moved into Germany.
Afraid of being captured by the Soviets and being paraded around the streets in a cage, Adolf Hitler commits suicide and on 2nd May, the Commander of German troops in Berlin surrendered.

~ Spartacus Educational.

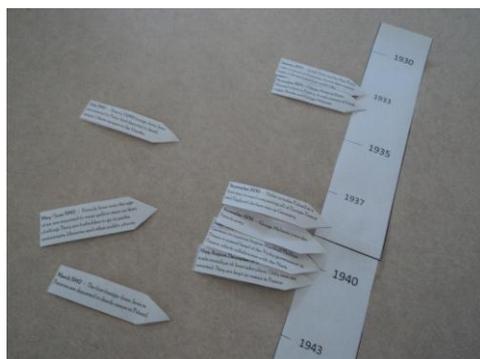
Objective: To trace actual historical events that occurred in the time during which *Odette's Secrets* was set in a concrete, manipulative manner.

Materials:

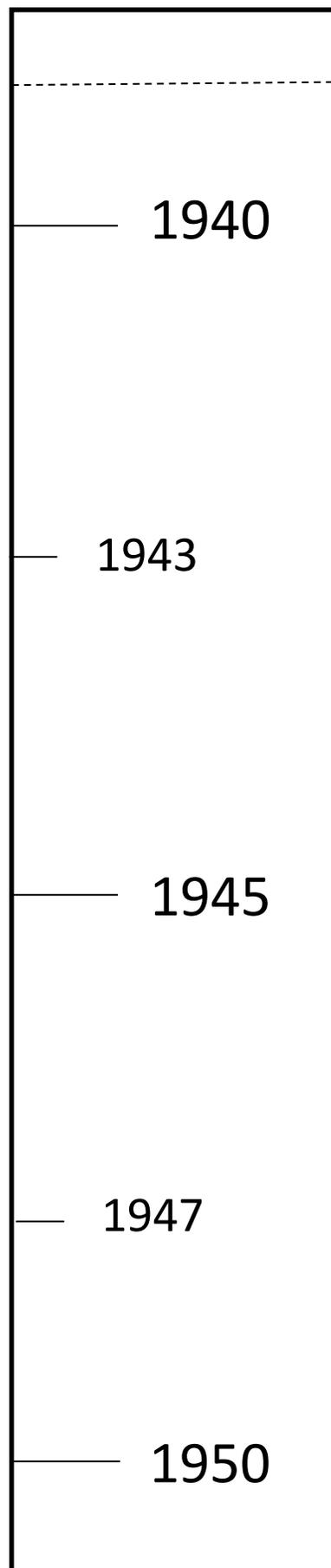
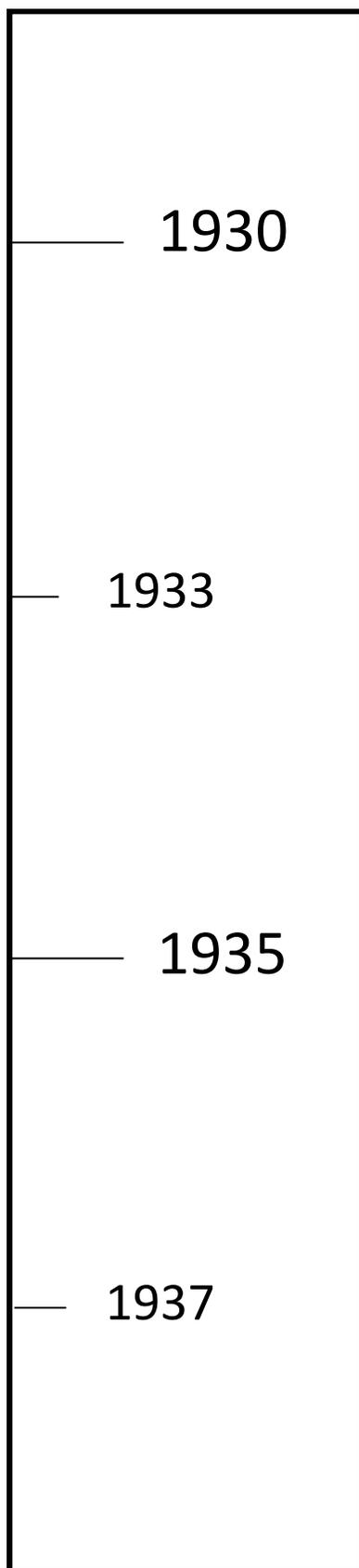
- Scissors
- Tape
- Timeline found on page 25
- Date/Event tabs found on page 26
- *Odette's Secrets* pages 213-217

Procedure:

- Cut out Timeline strips and Date/Event tabs.
- Overlap strips using dotted line a guide and tape together.
- Lay out Timeline on a flat surface.
- Read tabs. Note the date references on the tab. Place tabs near the appropriate year printed on the Timeline.
- Turn to pages 213-217 in *Odette's Secrets* to verify dates and events.



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January 1933 ~ Adolf Hitler and his Nazi Party come to power in Germany. Jews in that country begin to be excluded from public life.

November 1934 ~ Odette Melspajz (later Meyers) is born in Paris to Jewish parents of Polish origin, Berthe and George Melspajz.

September 1939 ~ Hitler invades Poland as a first step toward conquering all of Europe. France and England declare war on Germany.

November 1939 ~ George Melspajz joins the French army.

June/July 1940 ~ France is defeated, and the German occupation begins. Marshall Phillippe Pétain is named head of the Vichy government in France, which collaborates with the Nazis.

May, August, December 1941 ~ The first large-scale roundups of Jews take place. Only men are arrested. They are kept in camps in France.

March 1942 ~ The first foreign-born Jews in France are deported to death camps in Poland.

May/June 1942 ~ French Jews over the age of six are required to wear yellow stars on their clothing. They are forbidden to go to parks, restaurants, libraries and other public places.

July 1942 ~ Nearly 13,000 foreign-born Jews are arrested in Paris and deported to death camps. Odette escapes to the Vendée.

March 1943 ~ Berthe Melspajz joins Odette in hiding in the Vendée.

June 1944 ~ After many sea and air battles, Allied forces invade France in a final, successful effort to defeat the Nazis.

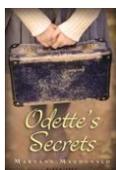
August 1944 ~ Paris is liberated.

October 1944 ~ Berthe Melspajz and Odette return to Paris.

April 1945 ~ Hitler commits suicide.

May 1945 ~ Germany surrenders. The war in Europe is over. The death camps in Poland are liberated, and surviving Jews begin to try to return to their homes.

July 1945 ~ George Melspajz returns home.



Common Core State Standards Annotations

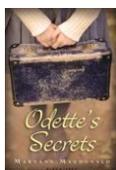
English Language Arts: Reading - Literature

		Discussion & Journaling	With & Without Metaphors	Poetic Analysis	Geography Foldable	Historical Timeline
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓				
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓	✓	✓		
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓				
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.			✓		
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range	✓	✓	✓	✓	✓
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓		
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		✓	✓		
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			✓		



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		Discussion & Journaling	With & Without Metaphors	Poetic Analysis	Geography Foldable	Historical Timeline
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓				
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.	✓				
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		✓	✓		
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	✓		✓		
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning			✓		
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	✓	✓	✓	✓	✓



English Language Arts: Writing

		Discussion & Journaling	With & Without Metaphors	Poetic Analysis	Geography Foldable	Historical Timeline
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓
W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	✓				
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓			
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	✓				
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓			
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓			
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓			



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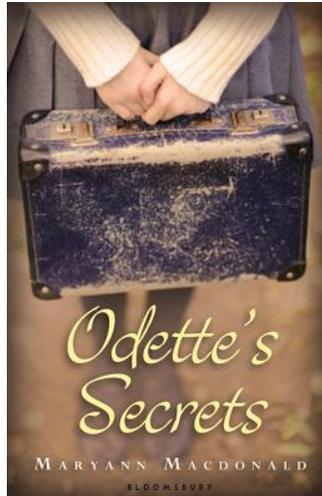
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