

Greetings,

Storm Runners provides a roller-coaster of feelings much like the actual hurricane found in the storyline. It has an interesting and important blend of contemporary issues molded together through a father and son who just happen to seek out storms for profit. *Storm Runners* is a quick read that got me to thinking about the state tests our students have to endure and the new Common Core Standards. This unit attempts to tie these two together, NOT teaching to the test but teaching to the *format* of the test. The unit also helps students understand that they can use a series of simple activities before they answer the “test” questions and therefore better prepare themselves for success.

For those of you who know my other units, it is important to note that this unit is very different. It is relatively short and there is no Appendix. It meets all of the ELA Common Core Standards for seventh and eighth grade even persuasion standards. Answer Keys for the multiple choice questions and the vocabulary terms are at the end of the unit, otherwise there are no “teacher guide” like answers. It is important for you to read the novel and work through each of the assignments on your own, as if you were a student in your class. This will allow you to anticipate at least some of the questions and problems your students may have. It is my strong suggestion that you work through the multiple choice questions as well before you use the answer key (I have no doubt that we will differ in some of our answers, just as we would on the “test”.) Finally, have some fun for yourself and complete the writing assignments.

The *Storm Runners* unit consists of four sections:

Informational Text Connections - Students will use three different note-taking strategies as they study the natural disaster of their choice and then perform a Public Service Announcement using their information. My suggestion to you is to cover any and all of your bulletin boards with maps of the U.S. and then track different natural disasters through the Weather Channel or other media sources. There are numerous online sites that track natural disasters. Use the guide words, tracking natural disasters when looking for information.

Vocabulary Connections - The vocabulary is very different as it is not vocabulary from the text but will present not only foundational English Language Arts’ terms but testing terms as well. Too many times our students do not understand what they are being asked in “high-stakes” test because of the “testing” vocabulary, question types, and poor questions. The word “significant” and “passage” are used extensively in testing, but how many of us use these words in the oral or written questions? Alongside is the concept of inferential thought. Do students really know what is being asked of them when they have to conclude, interpret, determine, or infer? In addition, students seem to be totally confused and frustrated when a test asks them to think like the author. For example, “What does the author imply...?” It wasn’t too long ago that my students would just quit when they got to this point in the assignment or test. The bottom line is that

the content of the test is a mystery to students who cannot wade through the format and vocabulary. If we do not address this need our students will continually score lower than we know they can perform.

Literary Connections - Students will examine, answer, and write their own literal and inferential questions using the novel. Initially students will answer a series of questions without preparation assignments. Please note that the questions and choices in the multiple choice section are not necessarily good questions or even good choices; they are an accurate depiction of most "high stakes" tests. Take time to truly analyze them for yourself. Next they will identify the questions' type and analyze the novel using the elements of literature. With this little extra effort they will improve their understanding and score. Purposeful journaling is also a part of this section asking students to connect the novel to themselves, other texts, and to the world.

Writing Connections – In addition to the writing completed for the Public Service Announcement script, students will write themselves into *Storm Runners* story adding a subchapter with an extra "time and date". They will also create the first page of the sequel, *The Surge*.

In the past two years, I have seen significant gains in my students' abilities to not only complete the standardized test but feel good about the testing experience and the results. On the first day of testing, while taking a final stretch, one of my students shouted, "I am going to "kill" this, Mrs. Sprague; bring it on!" Her enthusiasm was not an exception but the norm of the entire grade level. Students MUST feel this way if they are to succeed on the "test" but more importantly in life! The evidence is consistent with their attitude as the reading scores just came in: over 30% of my students in the Exceeds section and 0% in the Fall Far Below section of the Reading Test. (Yes, I have a variety of special needs students and last years results were very similar).

The unit time frame is two to four weeks depending on the learning experiences you choose; however the vocabulary should be an ongoing learning experience throughout a quarter or even semester. As the Common Core Standards gain ground we must tie literature to informational text and this novel is a natural.

I know your students will enjoy *Storm Runners* and it is my hope that through this unit taking the "high-stakes" test will be demystified for your students and they will know that they can "kill it" as well.

Please let me know your thoughts. I love to hear from students as well.

Questions,
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Informational Text Connections

Natural Disasters

Hurricanes, tsunamis, earthquakes, blizzards, and drought are all natural disasters that can destroy and kill. It is important to understand their origin, the precautions humans can take, how they are tracked by experts, and their destructive effects.

*Think about which type of natural disaster you are most interested in; will you choose the one that most effects your geographical region or one that would most like never touch your life personally. Which information do you think would be the most helpful, interesting? Once you have made the decision, begin collecting information through both printed text and online articles. **Skim** through several articles (7-9) zeroing in on the ones that have the most current, interesting and important information. You must review a variety of articles; ultimately, you will only be using three.*

Record each of your sources here using the URL or title, author, and publisher; include the date for each.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Use each of the three methods for collecting information about the natural disaster: Research: 7 Minutes at a Time, Heavenly Highlighting & Marginal Recordings, and Combination Notes.

RESEARCH: 7 MINUTES AT A TIME!

PROCEDURES

A. Preparation for Reading

1. Find a relatively short article (online or in print) about your topic. No more than two pages long. Skim title, pictures, captions, graphics, headings, etc for clues to what the article will tell you.
2. Fold a large piece of paper (11x17) in 2x3 squares and then open it up OR accordion fold a piece of lined notebook paper OR Use index cards OR Whatever method of recording works for you.
3. Think about what types of information you are looking for. Write out five to eight questions you have about the topic.

B. Reading the Information.

1. Choose a small section of the text you can read in about 3 minutes. Read for 3 minutes. Try to summarize and look for key vocabulary and facts while you read, think about how each fact or term answers the question or connects to the topic before you read more. What is important or interesting? If you finish the short section, do not go on to the next section. Instead, re-read the same section. Turn over the article if it is in print or turn off the screen if you are online.
2. For 2 minutes, write out in short phrases (no sentences) facts you remember that are important or interesting. Those facts that answer your questions. Try to remember as much as possible but don't get frustrated if you forget a specific name, date, etc.
3. For the last 2 minutes use the text again and check back over for any information you might have missed. This is also the time to check for those names, dates, titles, and even spelling.
4. Repeat Steps 1-3
5. Take a 7 minute break to look over facts. Which facts answer the questions you have or which ones form new questions you might want to have answered. Highlight facts that are especially important and/or interesting. Put a / mark through any facts you think are probably extra and will not use.

C. After Reading

Stretch, reread your original questions and get ready for two more sessions or as many as you have time for. You will be able to complete a great deal of true research in a short time. Minutes are flexible (you can use 8, to 10 minutes stretching out the time to read and/or write, but time will fly if you stick with seven minutes.

Heavenly Highlighting and Marginal Recordings

Procedures:

Before reading

1. Skim information, look over the:

- headings
- pictures
- captions
- charts
- graphs
- maps

During reading

2. Highlight:

- before and after an unfamiliar vocabulary word
- key phrases
- important dates and/or places
- people's names
- quotes
- statistics – other numbers
- headings
- style elements: similes, metaphors, hyperbole, bias, personification, alliteration, flashback, foreshadowing, sarcasm

3. Record in the margin:

- questions you still have after reading
- quiz questions you create using the information.
- interesting or important information in bullets
- any items in a sequence or list (write out using numbers)

After reading

Review the highlighted information and compare to the information you placed in the margins. Use a different colored highlighter to record any information that overlaps.

COMBINATION NOTES

Choose one page of an article or online text to read. Skim for headings, graphics, etc. Record important and interesting information using written bullets and visuals. Finally, write a summary of the information in the box below, don't forget the topic sentence.

Notes (*bullets*):

Symbols, Pictures, or Graphics:

Summary:

Public Service Announcement

A Public Service Announcement (PSA) is a short and passionate speech or skit about an important topic.

Take the natural disaster information you have recorded and create a Public Service Announcement with a small group, pair, or on your own.

PSA Steps to Success

Step One: Determine the most interesting and important facts from your research.

Step Two: Write the script

Step Three: Assign roles, read through script

Step Four: Revise script as needed

Step Five: Create background, and a visual that includes additional information. Also, consider what each of the speakers will wear during the PSA (music can be used as well)

Step Six: Practice at least five to six times

Step Seven: Ask three adults and two other groups to score you using the rubric below

Step Eight: Revise and edit after feedback

Step Nine: Practice two more times

Step Ten: Videotape PSA

Below are the requirements for an effective PSA.

Public Service Announcements Expectations

CONTENT

- message of the PSA presents important and interesting information
- accurate use of natural disaster facts
- researched notes are used in a focused and complete way

VISUAL

- adds additional information to the script
- colors balance with actors clothing and background
- organized and neat
- easy to be seen from long distances

PERFORMANCE

- dialogue supports the message
- audience could easily see and hear the PSA
- actors know their roles and do not rely upon written scripts or notes
- PSA is between 60 - 90 seconds in length
- If background music is used it must be school appropriate and soft

GROUP DYNAMICS

- team did not require redirection
- team stays on task during process
- team supports each other
- all students have important roles.

Suggestions/comments/praise:

Mastering Test and Literary Vocabulary

The word "vocabulary" strikes fear in the heart of most students. Adding a variety of words to your own written and spoken vocabulary should bring you hope; it could even bring you success if you can harness them. Read these quotes about words.

"Words are potent weapons for all causes, good or bad." Manly Hall

"To me, the greatest pleasure of writing is not what it's about, but the music the words make." Truman Capote

"For me, words are a form of action, capable of influencing change. Their articulation represents a complete, lived experience." Ingrid Bengis

"By words we learn thoughts, and by thoughts we learn life." Jean Baptiste Girard

"The language we use to communicate with one another is like a knife. In the hands of a careful and skilled surgeon, a knife can work to do great good. But in the hands of a careless or ignorant person, a knife can cause great harm; exactly as it is with our words." Unknown

"Words are the keys to the heart." Chinese proverb

Learning terms and phrases is one of the keys to becoming successful in language arts and life. Many times you may not even know what you are being asked on a test or quiz because you don't know the vocabulary used. Certainly, there are times when you are confused when someone is speaking and/or asking a question; we all experience this. In order, to feel more confident and more successful, it is necessary for you to master each of the following words on the vocabulary lists below.

This is NOT a weekly spelling test or quiz where you memorize the answers and then forget them. You will work on only a few words each week adding a few more a week at a time. Over the course of the next nine weeks you will have mastered each word and put them into your "working vocabulary". This means that you will be able to truly recognize and use the word.

Getting Started:
Which words do you already know?
Which words will you learn?

1. Review each of the lists and record any definition, synonym, example, and/or picture that would represent the vocabulary term.
2. Compare your answers to the Key. Negotiate with your teacher if you think your answers are close to the answers on the key.
3. Write out a new list (combine both the ELA and Testing lists) for yourself based on the words you need to learn and remember.
4. Turn your list in to the teacher for review.
5. Using the key write out the definitions that you will learn and memorize.
6. Separate the list into eight weeks. If you have a total of 40 words then you will be learning five words a week. If you have 30 words to learn you will be learning about 4 words a week.
7. The first week you will take a quiz with only your first set of words, Week Two you will take a quiz with your next set AND the first set; Week Three you will take a quiz with the first three sets, and so on. You will have two opportunities to show you can use all of the words in Weeks Eight and Nine. If you can discipline yourself to truly learn the small amount of words each week you WILL learn all the words in the nine weeks time frame!!

Learning Activities

Try these activities to help you learn your words. Ask others what they use to memorize as well. No matter what else you choose, the first task is to write out all words and definitions on note cards.

A. Create a riddle for each of your words.

Examples:

I combine facts and decisions.

drawing conclusions

I make poetry lines sound sweet; I am used in advertising as well.

alliteration

I like to shorten the central topic of any text

main idea

I'm what it's all about and why it's written

writing purpose

I'm so popular everybody talks about me

according to...

B. Use your words in a sentence with a prepositional phrase.

Examples:

After the party my mom and I create a dialogue, texting.

I summarized that the girl on the bike was an athlete.

C. Create a word puzzle (any type) with your words.

D. Use your words in a complex sentence.

Examples:

As my brother erupted into the room, I saw a significant change in my mom's face.

The genre of a book is important to me because I don't like romance or horror.

E. Total Exposure

Create a second set of note cards and place them throughout your house. Test yourself every time you see a card. This is a good way for your family to help you as well.

F. Create your own Matching Quiz and then take the quiz.

Mandatory Testing Vocabulary Words

1. according to...
2. accurate
3. analyze
4. author's viewpoint
5. characteristics
6. compare and contrast
7. conclude
8. consists mostly of...
9. draw conclusions
10. describe
11. determine
12. evaluate
13. excerpt
14. explain
15. literal
16. imply
17. inferential
18. interpret
19. omitted
20. passage
21. prior knowledge
22. sequence
23. significant
24. strategy
25. summarize
26. support

Mandatory English Language Arts Vocabulary Words

1. alliteration
2. author's purpose
3. author's viewpoint
4. bias
5. conflict
6. climax
7. counterargument
8. dialogue
9. fiction
10. genre
11. line (poetry)
12. main idea
13. metaphor
14. mood
15. personification
16. plot
17. point of view
18. prefix
19. resolution
20. writing purpose
21. simile
22. supporting details
23. stanza
24. style
25. tone
26. theme

Literary Connections

Text to Self; Text to Text; Text to World

*Reading any novel can be more exciting and you will remember more if you connect it to your own life, text to self; other stories or articles, text to text; or to life around you, text to world. As you read through the novel, journal how **Storm Runners** connects to each. You don't have to finish the prompts but use them as a guide. Remember to explain the connections and include page and paragraphs numbers.*

Text to Self

- What I just read, in *Storm Runners*, reminds me of the time when I...
- I agree with/understand what I just read because in my own life...
- I don't agree with what I just read because in my own life...

Text to Text (book, article, song, poem, script)

- The plot reminds me of the text...
- One or some of the character(s) in the story remind me of the character(s) in...
- *Storm Runners* uses the same point of view as...
- The mood of this story is just like the mood in...
- The setting of this story is similar to...
- The way Roland Smith wrote this story (style) reminds me of the way (author's name) writes.
- The theme (name theme) is just like the novel...
- The conflict of *Storm Runners* is similar to...

Text to World

- *Storm Runners* reminds me of the historical event/historical person...
- I read/heard in the news... it reminded me of *Storm Runners*.

Conquering Questions and "The Test"!

Literal and Inferential Questions: Round One

After you have **read pages 1-43**, circle the **best** answer.

1. According to Chase's father, what is the cause of his being struck by lightning?
 - a. Chase's irresponsible behavior
 - b. fate
 - c. holding a nail gun
2. Why does Chase believe Tomás is worth five men?
 - a. hard worker
 - b. loyal to Chase's Dad
 - c. fast worker
3. What does the author imply with the phrase, "the word fate . . . one of those little words with a big meaning?"
 - a. fate is important
 - b. fate is complex
 - c. fate is interesting
4. From where did Hurricane Emily originate?
 - a. Ethiopia
 - b. Atlantic Ocean
 - c. Sahara Desert
5. What does the author infer with this passage. . ."but right now, sitting three feet apart, they might as well have been in separate solar systems."
 - a. He felt disconnected from his father
 - b. He wanted to be disconnected from his father
 - c. He knew he would never be friends with his father again.

6. Tomás “was a building machine” is an example of which literary device?
 - a. simple
 - b. metaphor
 - c. oxymoron
7. How would you describe Chase?
 - a. serious, reflective, strong
 - b. serious, moody, strong
 - c. cautious, moody, serious
8. What is unique about the setting at Arturo’s place?
 - a. surrounded by electrified fencing
 - b. circus animals are living there
 - c. fifty guard dogs
9. What is the name of Chase’s father?
 - a. Mark
 - b. Paul
 - c. John
10. Using the passage on p. 21 ¶3, determine the author’s opinion regarding people owning exotic pets.
 - a. for
 - b. for it with some doubts
 - c. against

11. Infer why Chase is beginning to like the farm, choose the **best** answer?
- a. he is interested in the circus animals
 - b. he enjoys home cooking because he rarely gets it
 - c. he is interested in Nicole
12. How does the author compare the theme of "Fate" with the birth of Pet's calf?
- a. each are important to Chase
 - b. they are both unpredictable
 - c. each of them cannot be anticipated or planned out
13. "Pachyderm problems" is an example of what literary device?
- a. hyperbole
 - b. alliteration
 - c. simile
14. Conclude, which characteristics best describe Momma Rossi.
- a. wise, mysterious, old, caring, stern
 - b. wise, superstitious, old, clever
 - c. wise, clever, old, beautiful, dark
15. What is one of the reasons the author use *italics*?
- a. foreshadow what is ahead
 - b. flashback previous experiences
 - c. explain sensory details
16. When Marco finds Chase in the container the words that **best** evaluate the tone are...
- a. angry and concerned
 - b. suspicious and stern
 - c. warm and welcoming

17. What is the significance of Chase's Dad and Tomás helping wealthier families prepare for the storm?
- a. shows they care about others
 - b. shows they're true intentions
 - c. shows they are strong and helpful
18. How fast do winds have to be to constitute a Category Four hurricane?
- a. 130 mph
 - b. 135 mph
 - c. 35 mph
19. Why does Chase carry the backpack everywhere he goes?
- a. his Dad insists
 - b. emergencies
 - c. holds pictures of his Mom and sister
20. How are hurricane names chosen?
- a. ABC order for each season
 - b. meteorologists' family names
 - c. famous astrologers
21. This story consists mostly of...
- a. characters who drive the storyline
 - b. multiple plots and themes
 - c. first person point of view
22. What is the author's purpose in having the character of Arturo be a "little person"?
- a. to inform
 - b. to persuade
 - c. to explain

Examining and Analyzing Question Types

It is a fact that if you better understand the type of question you are being asked you can better understand how to answer. Read on about two question types.

Literal Questions

Nickname: Right There Questions because you can find their answers "right there" in the text.

- a. a general question that directs you back to the text*
- b. an introductory or exploratory question related to a topic that is easy for you to locate in the text*

Examples:

How many bears are there in the story of Goldilocks?

What do the bears eat for breakfast?

Whose bed is "just right"?

Inferential Questions are:

Nickname: Think Questions because you must reread and think about the text.

- a. a question about specific content, theme, or main idea*
- b. an inquiry that challenges to examine a central position*
- c. a request to interpret or explore a passage in the text*
- d. a "how...?" or "why...?" question*
- e. a challenge to compare and contrast characters, motivations, descriptions, tones, theme, etc.*
- f. an examination of vocabulary or interesting phrases*

Example:

How many crimes did Goldilocks commit?

Why did Goldilocks always like baby bear's things?

What does "just right" mean?

Activity

1. Review and analyze all of the questions in Round One: Which questions are literal and which ones are inferential?
2. With a **pencil**, record an L or I next to the number of the question.
3. Combine efforts with a partner and compare and contrast answers.
4. With a **pen**, record the final decision over the penciled answer.
5. Be prepared to share in the whole group discussion.
6. After whole group discussion, go back to pages 15-18, Literal and Inferential Questions Round One: and change answers as needed.

Sequence and Summarize

1. **Read pages 44-77.**
2. Outside of the ladder, list the important events in short phrases, like titles.
3. Decide if any of the events should be combined or dropped.
4. Place numbers, one – eight, next to the events in chronological order. You may add no more than two rungs to the ladder.
5. Write the events using the short phrases on the ladder in chronological order.
6. Use the events to write a summary of this section.



Characterization Connections

Sometimes the best way to remember story characters and their characteristics is to compare them to people we personally know or people in a favorite or well-known movie, TV show, or song. In this way the characters become more real and more memorable; this helps your comprehension, which will in turn help you answer the "test" questions.

Read pages 78-109.

Record the name of a person that has a connection to the *Storm Runners* characters and explain the connection using details. Use another sheet of paper if needed.

Chase Masters reminds me of _____
because _____

Tomás reminds me of _____ because _____

John Masters reminds me of _____
because _____

Momma Rossi reminds me of _____
because _____

Nicole Rossi reminds me of _____
because _____

Rashawn reminds me of _____ because _____

Cindy reminds me of _____ because _____

Richard Krupp reminds me of _____ because _____

Literal and Inferential Questions: Round Two Read pages 44-109.

Before you answer, underline any vocabulary words you find in the question or answer choices and review your Vocabulary Answer Key. Also, record the question type next to the number and review your sequencing and characterization assignments.

1. Interpret why Chase asks his Dad about the family photographs?
 - a. he saw the Rossi family's pictures
 - b. misses his mom and sister
 - c. nostalgia

2. What overall impression is given about Dr. Krupp?
 - a. serious
 - b. knowledgeable
 - c. friendly

3. Why is Emily more dangerous than other hurricanes from the past?
 - a. high winds
 - b. high speeds
 - c. hail and ice

4. How does author suggest reporters behave when reporting a disaster?
 - a. act somewhat silly
 - b. are reckless
 - c. want to be in the middle of the action

5. What does the word "erratic" mean on p. 52?
 - a. unstable
 - b. unpredictable
 - c. predictable

6. John Masters character consists mostly of a man who is...
- a. strong, handsome, confident
 - b. handsome, wholesome, prepared
 - c. haggard, brave, handsome
7. Determine what does "trie" means to Chase?
- a. a lie
 - b. a half-truth
 - c. the truth and nothing but the truth
8. Analyze why Chase chose to step on the bus when his "gut" told him not to.
- a. easier to not argue with the principal
 - b. students made fun of him
 - c. watch out for Nicole
9. What literacy device is used on page 68, ¶3?
- a. foreshadowing
 - b. metaphor
 - c. flashback
10. Determine the tone on the bus when there are only three riders left?
- a. frustration
 - b. fear
 - c. excitement
11. What does the author demonstrate by the simile "like a torpedo"? Choose the **best** answer.
- a. the speed
 - b. the force
 - c. the depth

12. What is the significance of Nicole's powerhouse swimming skills to the conflict of the story?
- a. useful in the water surge
 - b. attractive to Chase
 - c. creates her own identity
13. According to Chase, what are the two important characteristics to have in a crisis?
- a. backpack and GPS
 - b. hope and humor
 - c. humor and heightened awareness
14. Determine the best synonym for the word anomaly.
- a. regularity
 - b. abnormality
 - c. sensitivity
15. Use the passage on p. 92 to explain what a devil's advocate is?
- a. a person who changes the subject and brings the conversation back to themselves.
 - b. a person who is always negative and wants the worst to happen.
 - c. a person who challenges others with the worst case scenario.
16. What literary device is used on p. 93?
- a. hyperbole
 - b. irony
 - c. simile

17. Identify the tone set by the "alligator adventure".
- a. scary and frustrating
 - b. light-hearted and hopeful
 - c. scary and sarcastic
18. Decide which of these statements the author would agree with regarding reporters.
- a. Reporters are useful in a crisis.
 - b. Reporters enjoy being in a crisis.
 - c. Reporters can be detrimental in a crisis.
19. How does the author use the poem "The Road Not Taken" by Robert Frost?
- a. character development
 - b. tone development
 - c. plot development
20. How does the phrase, "stare in horror" help the reader better understand the story?
- a. predicts events
 - b. describes setting
 - c. defines characterization
21. What does the author imply in this passage, "just once in my life I would like to see a reporter, or talking head, with an half-hour time slot to fill, say, 'sorry folks, we don't have any news worth reporting tonight. . . check back with us tomorrow . . .'"
- a. he wishes there was no news to report
 - b. he wishes the news that is reported is authentic
 - c. he wishes reporters would be honest

22. The author's purpose of "killing off" the bus driver is to...
- a. change the mood
 - b. character development
 - c. continue the conflict
23. Which page has rich sensory details that help you picture the event.
- a. page 82
 - b. page 86
 - c. page 104
24. Which characteristics **best** describe Nicole?
- a. thoughtful, smart, sassy
 - b. strong, wise, thoughtless
 - c. strong, bold, thoughtless
25. Draw conclusions about what will happen to Rashawn.
- a. She will drown
 - b. Nicole will save her
 - c. She will save herself
26. Which themes are most accurate in describing the novel?
- a. courage and fear
 - b. trust and commitment
 - c. fate and perseverance
27. What does the prefix "im" mean in the word impassable on p. 109?
- a. below
 - b. able
 - c. not

Literal and Inferential Questions: Round Three

Another important way to understand what you are being asked is to create your own questions. In this way, you will understand how questions are formed and how a.b.c. choices are created.

A. Type or write (on a separate sheet) your own multiple questions (with or without a partner) including the three choices: a, b, c (you may not use "none of the above" or "all of the above" as a choice). Use the questions in Rounds One and Two above to help you create the questions.

Include:

- six literal questions
- ten inferential questions
- answer key

Hint: Keep your vocabulary answers (either card or paper list) and Round One and Two questions near you for help.

B. After you finish your questions:

1. Mix up the questions and rewrite or revise for a final copy using the same format as the Round One and Two questions.
2. Switch questions with a partner or team
3. Each partner or team needs to identify question types. Write L or I next to each number.
4. Each partner or team answers them on a separate sheet of paper.
5. Each partner or team grades the switched work and returns it to the original partner or team.

Brainstorm some questions here with your partner or team

Writing Connections

What Would You Do?

Now that you have finished the story and you really understand the style of the text, write a *Storm Runners'* subchapter adding yourself to the story. Remember that you need to maintain the original style by writing in third person and you must maintain the original plot. Chase can't be killed and the hurricane must hit.

Before you begin writing the subchapter, answer these questions on a separate piece of paper or in a journal:

- ✓ How long will your subchapter be?
- ✓ Where will you enter the story, What time heading?
- ✓ What version of yourself will you like to be? The age you are now? Ten years older? Fifty years older?
- ✓ Which characters will you interact with?
- ✓ What types of literary devices will you use?
- ✓ How will the reader get to know your characteristics? Show or Tell?
- ✓ Why are you in the story? Will you create more conflict or help Chase solve the one he already has?
- ✓ Do you enter the story alone or does someone come with you? (no more than one additional person besides yourself?)
- ✓ How will you exit the story?

[illegible]

Multiple Choice Answers

Round One:

1. B
2. C
3. B
4. A
5. A
6. B
7. A
8. B
9. C
10. C
11. C
12. C
13. B
14. A
15. B
16. C
17. B
18. A
19. B
20. A
21. A
22. A

Round Two:

1. B
2. A
3. B
4. C
5. A
6. A
7. B
8. C
9. A
10. B
11. B
12. A
13. C
14. B
15. C
16. B
17. C
18. C
19. A
20. B
21. B
22. B
23. C
24. A
25. C
26. C
27. C

Mandatory Testing Vocabulary Answer Key

1. according to...	quoting someone
2. accurate	correct
3. analyze	examine in detail
4. author's viewpoint	what the author thinks of the content
5. characteristics	the outside appearance and inward personality traits
6. compare and contrast	looking at the similarities and differences
7. conclude	think, figure out, decide based on facts & inferences
8. consists mostly of...	subject is mainly about ...
9. draw conclusions	using collection of facts, ideas to make a decision
10. describe	use details to tell about person, place, thing, event
11. determine	think, figure out, decide based on facts- inferences
12. evaluate	judge significance
13. excerpt	a quoted passage
14. explain	use details to make the information clear
15. literal	basic, simple information in text
16. imply	an indirect suggestion
17. inferential	thought provoking a concept, idea, or question
18. interpret	think, figure out, using text
19. omitted	left out, excluded
20. passage	small section of a text
21. prior knowledge	information and facts known before you learn new information attaches itself to
22. sequence	summarize and order events
23. significant	important, meaningful
24. strategy	a plan to improve, conquer when learning new things
25. summarize	determine the main idea and then shorten
26. support	to back your own ideas with facts

Mandatory English Language Arts Vocabulary

- | | |
|------------------------|--|
| 1. alliteration | too many times to talk about |
| 2. author's purpose | why they wrote/theme/moral |
| 3. author's viewpoint | what the author thinks of the content |
| 4. bias | predetermination |
| 5. conflict | problem in a story |
| 6. climax | section right before the conflict begins to be solved |
| 7. counterargument | facts proving other side is wrong (use...but, because) |
| 8. dialogue | conversation on paper...use "quotation marks" |
| 9. fiction | made up story, fake |
| 10. genre | types of literature: informational, fantasy, adventure |
| 11. line (poetry) | Roses are red – like a sentence in writing |
| 12. main idea | focus of the text - topic |
| 13. metaphor | She is a witch; compares 2 unlike things w/o "like" or "as" |
| 14. mood | feelings of the reader (sad, happy) |
| 15. personification | gives human characteristics to non-human things |
| 16. plot | storyline |
| 17. point of view | the way author tells the story: 1 st , 2 nd , 3 rd person |
| 18. prefix | a few letters attached to the beginning of a word,
<u>changes</u> the meaning: dis, un, sub, non, mis |
| 19. resolution | <u>satisfying</u> ending to a story |
| 20. writing purpose | to inform, persuade, describe, explain, entertain |
| 21. simile | compares 2 unlike things using "like" or "as": wise as an
owl, catlike |
| 22. supporting details | information to clarify the main idea |
| 23. stanza | two or more lines of poetry; like paragraphs in writing |
| 24. style | the author's choice of literary elements |
| 25. tone | the emotions portrayed the character, setting, or plot |

26. theme

life-lesson the author wants you to learn: hope, betrayal