

# Reading Smörgåsbord

## Literacy Conference

October 1, 2016  
Veteran's High School

Presenter:  
Mrs. Laura Peña  
Southmost Elementary  
5<sup>th</sup> Grade



Name: \_\_\_\_\_

## Vocabulary: Greek and Latin Roots and Affixes 5.2A

Use the chart of Greek and Latin roots and affixes to tackle English words.



Root	Meaning
agri	field
aqu	water
astro	star
auto	directed within
bene	good
botan	plant
carbo	coal
carn	meat
chloro	green
cur	run
dent	tooth
dict	say, speak
digit	finger
dorm	sleep
eco	house
flect	bend
frig	cold
germin	sprout
grad	degree
herb	grass
hydro	water
ject	throw
lumin	light
magn	great, large
mega	big
migr	wander
morph	form
narr	tell
noct	night
omni	all
ortho	straight
path	feel
phono	sound
pneu	air, lung
psych	mind
sci	know
scrip	to write
subter	under
ultra	beyond
vac	empty

Prefix	Meaning
circum	around
com	with
con	with
contra	against
en	put into
extra	beyond, more than
il	not, without
im	not, without
in	not, without
ir	not, without
iso	equal
macro	large
phys	body
syn	same time
uni	one
socio	friend

Suffix	Meaning
-acy	state, quality
-al	act, process of
-ance	state, quality of
-clude	to close
-ence	state, quality of
-ism	belief
-ship	position held
-ate	become
-en	become
-ize	become
-ise	become
-al	pertaining to
-ious	characterized by
-ous	characterized by
-ish	having quality of
-ive	having quality of
-lect	choose
-less	without
-y	characterized by

### Making Inferences

P#	Task Card		Text Clues	Background Knowledge
	Use your Task Card Questions..	<input type="checkbox"/> In the text (direct)  <input type="checkbox"/> In my head (inference)		

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# POINT of VIEW



Writers choose a point of view to tell the story, knowing that it will affect how the story is told.

## 1st Person

- Uses the pronouns "I," "me", or, "we"
- The **main character** is telling the story.
- Sometimes you may need to read the back of the book or wait until another character is speaking to the main character and look for their name.
- **Advantage**-Reader is inside the main character's head and can tell what he/she is thinking or feeling.
- **Disadvantage**- Reader may not be able to tell what other characters are thinking or feeling.

## 2nd Person

- Uses the pronoun "you," "your," and "yours"
- The author **talks directly to the reader**.
- Most appropriate for email, presentations, business, and technical writing.
- When your teacher addresses the entire class, he/she is using 2<sup>nd</sup> person point of view.

## 3rd Person

- Uses the pronouns "he," "she," "they," etc.
- The author or **narrator** is telling the story.
- Traditionally used for academic writing.
- **Advantage**- Reader may have an objective or nonbiased view of the characters and events.
- **Disadvantage**- Reader is not completely inside any of the characters' heads and able to fully experience the story from their point of view.



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# Reading & Thinking

## Question

Ask questions before, during, and after reading

## Predict

Use text clues to infer what will happen next.

## Connect

Make text to self, text to text, text to world connections

## Visualize

Create a mental picture in your head, like a movie.

## Summarize

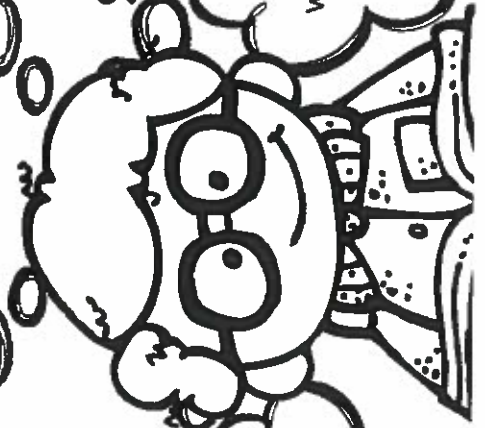
What is the text about? Use the main ideas and key details.

## Infer

Background Knowledge + Text Connections

## Synthesize

To combine what you know with what you are reading. Your thinking **CHANGES!**



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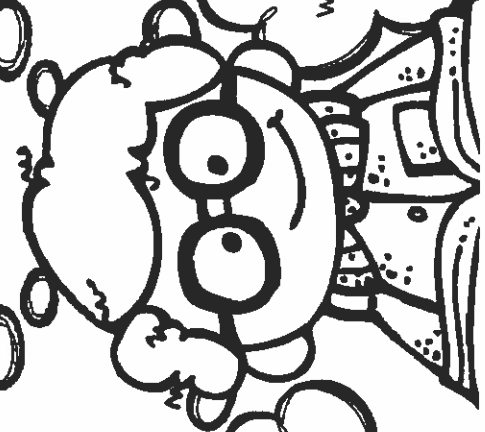
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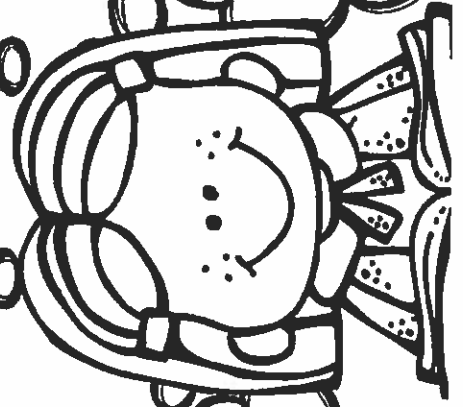
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# Reading & Thinking



# ANNOTATION RUBRIC



**Excellent 3pts**



**Proficient 2pts**



**Developing 1pt**

## ANNOTATIONS

- Text has been fully annotated with questions and comments.
- Text has been chunked and summarized.

- Text has been annotated partially with questions and comments.
- Text was partially chunked and summarized.

Minimal annotation and minimal attempt to summarize.

## COMMENTS

Comments demonstrate analysis beyond the surface level of the text.

Comments attempt an analysis beyond the surface level of the text.

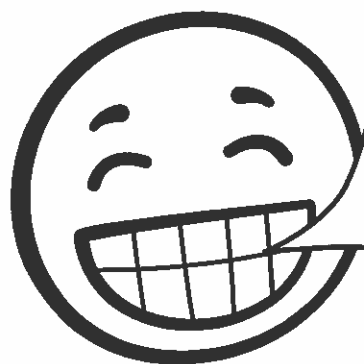
Comments only restate what is already stated in the text.

## EVIDENCE OF ANALYSIS

Used four different annotation codes and included comments or questions for each code.

Used three different annotation codes and included comments or questions for each code.

Used less than three different annotation codes and included minimal comments for each code.



**Talk  
2Text+**



WOW, INTERESTING!



I HAVE A QUESTION.



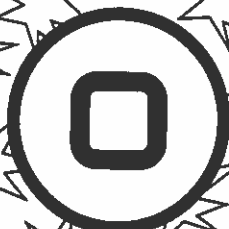
I AGREE.



I DISAGREE.



I LOVE THIS PART!







I have a hard time believing that everyone is familiar with the Titanic

**TITANIC**

must be a non-fiction



Wow This is

There can be no one, surely, reading this article who has not already heard of the Titanic. And there can be no one among them, equally certainly, who does not already know how the story of the Titanic ends. This is, when we think about it, really quite remarkable. There is no one alive today who actually remembers the Titanic: all the survivors are dead. For the rest of us, there is very little possibility that the disaster has directly affected us, personally or historically.

So amazing that despite no one left we still think about it

And yet... as we mark the 100th anniversary of the sinking on April 15th 1912, the world is full of it. We hear the repeated exhortation: "remember the Titanic" even though not one of us literally can. And yet... ask people and they will tell you not just about the iceberg, but probably also about the lifeboats, "women and children first", and the band playing "Nearer, My God, to Thee" as the ship finally sank with the loss of some 1,500 lives. The captain, of course, went down with his ship.



I wonder if the Captain volunteered or just got trapped.

But most of all they will tell you about the "unsinkable ship", the biggest and finest ever built, the last word in luxury that sank, seemingly inevitably, on its first and only voyage. They said that "God himself could not sink this ship", but on "her" maiden voyage "she" was duly ripped asunder.



what does ripped asunder mean?



There are two remarkable things about this. First that a 100 year old story continues to be told and re-told. Second that many of the component stories are simply not true. And foremost amongst these is the big one: that prior to its departure from Southampton, the Titanic was feted by all as the "unsinkable ship". It wasn't. So how do we explain all this? The answer is that 100 years on, the sinking of the Titanic has long since passed from history and into myth.

That's amazing 100 years later it is still told



What is that?

In the common parlance, a myth is a falsehood – or at very least an enduring popular misconception. But intellectually, a myth is much more complex and revelatory than that. A myth is more accurately a story (or an amalgam of stories) that may (or may not) be historically true but which contains a series of cultural truths embedded in narrative form. In this way it may (like a fable or a parable) not be "true" in the literal sense, but we can still say "there is a lot of truth in that story." More than that, the content of the story tends both to flatter the teller and – crucially – to serve to make sense of a seemingly random universe. This is precisely the case with the Titanic.



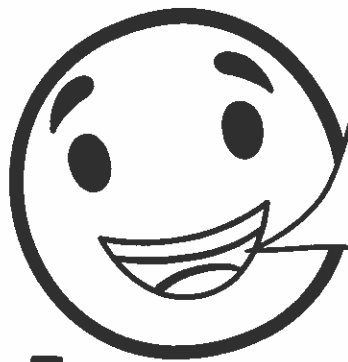
I disagree that a myth would be historically true



I agree that universe is random.

23

I love how this story teaches us not get too confident



# Talk 2Text+

## Story Elements

### PLOT

- ← EXPOSITION
- ↗ RISING ACTION
- ↑ CLIMAX
- ~ THEME
- ↘ FALLING ACTION
- 👍 RESOLUTION
- 👎 CONFLICT

### SETTING

- ? WHERE
- 🕒 WHEN

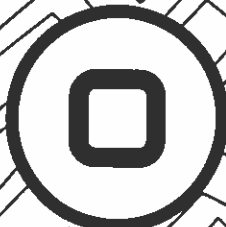
### CHARACTER



PROTAGONIST



ANTAGONIST



# HANSEL AND GRETEL

protagonist

position  
background  
formation

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Soon their father remarried but their stepmother was very cruel. At this time there was little to eat because of a famine in the land and so one day, the step-mother came up with a plan to take the children to the forest and leave them to die. Hansel had overheard her telling a neighbor her plans and he came up with a plan. He took some breadcrumbs and hid them in his pocket and dropped them on the way to the forest so that he and Gretel could find their way home. Hansel had not thought his plan through very well and the animals of the forest came and ate all the crumbs and Hansel and Gretel could not find their way home.

main  
problem

Rising  
action  
Event 2

## Event 2 - Rising Action

As Hansel and Gretel tried to find their way home, they went further and further into the forest. Finally, when they were close to giving up they found a cottage made of candy. They were so hungry that they began to eat off the house quickly.

## Event 3 - Rising Action

What they didn't know was that a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch began to prepare boiling water in a huge pot to make soup out of Hansel and Gretel. Gretel escaped and pushed the witch into the boiling water and she died instantly. The children found treasure in the witch's cottage and took it and headed home. After they found their way home, their father was so happy to see them and got rid of their step-mother and they never went hungry again.

Turning  
point  
of  
story

falling  
action

Resolution  
Yay! Problem  
solved

😊 Hansel & Gretel

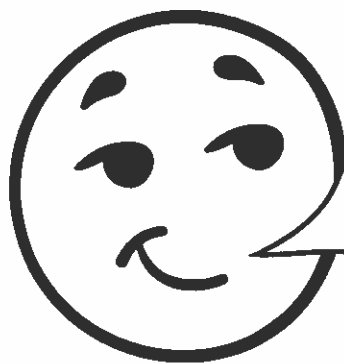
.. stepmother  
+ witch

? Forest

Taken to  
forest + left

- left bread & animals ate it.
- lost in forest
- found candy cottage
- captured by witch

- witch was going to cook & eat the  
but Gretel pushed witch into water.
- Hansel & Gretel found treasure &  
went home & step mom left.



**Talk  
2 Text**

# Strategy

PREDICT 

- I expect that in the next part...
- I suppose...
- I imagine...
- I predict...

CLARIFY 

- I don't know what this word means but the context clue makes me think...
- I'm not sure I got the part where...
- I didn't understand...
- The author lost me in the part where...
- The part is tricky for me because...

QUESTION 

- Why...
- How does this connect with...
- In what ways...
- What did the author mean by...
- A question I have is...

SUMMARIZE 

- This part was mostly about...
- The important parts I read are...
- I think the two most important things in what we just read are...
- Another title for this could be...



? How does the author of this passage know for sure everyone has heard of Titanic?

## TITANIC

> I Imagine this passage is going to be about the history of Titanic

There can be no one, surely, reading this article who has not already heard of the Titanic.

And there can be no one among them, equally certainly, who does not already know how the story of the Titanic ends. This is, when we think about it, really quite remarkable. There is no one alive today who actually remembers the Titanic: all the survivors are dead. For the rest of us, there is very little possibility that the disaster has directly affected us, personally or historically.

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@ I'm not sure what this word means b it is repeated about t Titanic so it must be saying of the Titanic what made it famous? or speaking

But most of all they will tell you about the "unsinkable ship", the biggest and finest ever built, the last word in luxury that sank, seemingly inevitably, on its first and only voyage. They said that "God himself could not sink this ship", but on "her" maiden voyage "she" was duly

ripped asunder. @ the author lost me on this phrase

There are two remarkable things about this. First that a 100 year old story continues to be told and re-told. Second that many of the component stories are simply not true. And fore-most amongst these is the big one: that prior to its departure from Southampton, the Titanic was feted by all as the "unsinkable ship". It wasn't. So how do we explain all this? The answer is that 100 years on, the sinking of the Titanic has long-since passed from history and into myth.

@ I don't know what this is of the myths will continue to grow

In the common parlance, a myth is a falsehood - or at very least an enduring popular misconception. But intellectually, a myth is much more complex and revelatory than that. A myth is more accurately a story (or an amalgam of stories) that may (or may not) be historically true but which contains a series of cultural truths embedded in narrative form. In this way it may (like a fable or a parable) not be "true" in the literal sense, but we can still say "there is a lot of truth in that story." More than that, the content of the story tends both to flatter the teller and - How is the teller flattered?

# A myth is a thought of as false but it can have cultural truths in it. The memory of the Titanic has been kept alive by various myths told.



# Talk 2 Text



WOW, INTERESTING!



I HAVE A QUESTION.



I AGREE.



I DISAGREE.



I LOVE THIS PART!



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# Talk 2 Text



LOL That's funny!

IDK I don't know  
(confusing part)

OIC Oh I see  
(Aha moment)

IMO In my opinion  
(Identify opinions)

AMOF As a matter of fact  
(Identify facts)

TMI Too much information  
(getting a little boring)

MTE My thoughts exactly  
(I agree)

NW No way!  
(I disagree)

KEWL That's interesting

Y?? Why  
(Curious)



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RISING ACTION  
↗  
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THEME  
?  
FALLING ACTION  
↘  
RESOLUTION  
↓  
CONFLICT  
↓

SETTING

? WHERE  
⌚ WHEN

CHARACTER

PROTAGONIST  
ANTAGONIST



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# Talk 2 Text

 **SMC**


WHO? WHAT? WHEN? WHERE? WHY?

 **SMC**

WHO? WHAT? WHEN? WHERE? WHY?

 **SMC**

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 **SMC**

WHO? WHAT? WHEN? WHERE? WHY?

# Talk 2 Text



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## QUESTION ?

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## SUMMARIZE #

- This part was mostly about...
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# Poetry, Drama, & Prose

I can explain the major differences of structural elements between poems, drama, and prose

---

## Poetry

- Some poems rhyme, but not always
- Written in **Lines**
- Lines are grouped into **Stanzas** or **Verse**
- Has beats or a **rhythm (meter)**, almost musical 🎵
- Includes figurative language (similes, metaphors)
- Written to entertain and express a **mood**

### Examples:

Free Verse, Ballad, Haiku, Acrostic, Narrative (tells a story), Limerick

---

## Drama

- Tells a story
- Cast of characters
- Setting
- Plot
- **Stage directions** (actions for the characters)
- **Dialogue** (Characters talk back and forth to one another)
- Entertaining
- Descriptions (background information)
- Written to be performed for an audience

### Examples:

Plays, skits, musical, comedy, opera, Reader's Theatre

---

## Prose

- Written in sentences. One after the other.
- Sentences are grouped into paragraphs
- Regular writing
- Written to entertain, inform, or persuade a reader

### Examples:

Books, newspapers, articles, essays, etc.

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# My Mental Image

## Green Giant

BY Jack Prelutsky

There lived a green giant whose name was Sam.

His hair was the color of strawberry jam.

He had one brown and one blue eye.

And a beard the color of pumpkin pie.

His coat and pants were oh so bright,

Like a peppermint stick all red and white.

His socks were as yellow as lemon pop.

His shoes were as brown as a chocolate drop.

His hat was the color of gingerbread,

with a tall, tall feather of raspberry red.

# MY NEIGHBOR'S DOG IS PURPLE

My neighbor's dog is purple,  
its eyes are large and green,  
its tail is almost endless,  
the longest I have seen.

My neighbor's dog is quiet,  
it does not bark one bit,  
but when my neighbor's dog is near,  
I feel afraid of it.

My neighbor's dog looks nasty,  
it has a wicked smile,  
before my neighbor painted it,  
it was a crocodile.

# Figurative Language

language writers use to create images in their readers' minds and to say things in a fresh way



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language writers use to create images in their readers' minds and to say things in a fresh way



<b>Metaphor</b> Comparing two objects or ideas by saying one thing <b>IS</b> something else
<b>Simile</b> Comparing one thing to another by saying one thing is <b>like</b> something else by using the words " <b>like</b> " or " <b>as</b> "
<b>Personification</b> Giving human qualities or characteristics to an object or animal
<b>Hyperbole</b> An extreme exaggeration used to make a point
<b>Idiom</b> An expression whose meaning is different from the meaning of individual words
<b>Onomatopoeia</b> A word whose sound suggests its meaning
<b>Alliteration</b> Repeating the same sounds with the beginning letters of words
<b>Imagery</b> Using words to create a mental picture for the reader
<b>Cliché</b> A phrase or opinion that is overused
<b>Symbol</b> a thing that represents or stands for something else

<b>Metaphor</b> Comparing two objects or ideas by saying one thing <b>IS</b> something else
<b>Simile</b> Comparing one thing to another by saying one thing is <b>like</b> something else by using the words " <b>like</b> " or " <b>as</b> "
<b>Personification</b> Giving human qualities or characteristics to an object or animal
<b>Hyperbole</b> An extreme exaggeration used to make a point
<b>Idiom</b> An expression whose meaning is different from the meaning of individual words
<b>Onomatopoeia</b> A word whose sound suggests its meaning
<b>Alliteration</b> Repeating the same sounds with the beginning letters of words
<b>Imagery</b> Using words to create a mental picture for the reader
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