

# TONE AND MOOD

Anchor Chart | Notes | One-Pager

PDF Includes:

- Definition
- Characteristics
- How to Determine the Difference



## TONE vs. MOOD

Writers set a MOOD and a TONE to their writing by conveying emotion through words. So, what's the difference?

| TONE                                                                                                                                                                                                                               | MOOD                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tone is the author's attitude towards the subject, readers, or characters. A piece of writing can have more than one tone. The author conveys their tone by the setting, characters, word choice, and other details along the way. | Mood is the feeling the reader gets from reading the author's words. It could be the same as the tone, but not always. Writers create a mood by using images, dialogue, setting, and plot. |

THINK...

WRITERS SET A MOOD AND TONE THROUGH THE WORDS THAT THEY USE. PAY ATTENTION TO THE WAY THE AUTHOR DESCRIBES EVENTS, SETTINGS, CHARACTERS, ETC.

| TONE                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               | MOOD                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AUTHORS TELLING US HOW THEY FEEL ABOUT THE SUBJECT                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                               | READERS FEELING BASED ON THE AUTHORS WORDS                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |
| TONE WORDS                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                               | MOOD WORDS                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |
| Amused<br>Angry<br>Authoritative<br>Calm<br>Cautious<br>Clever<br>Cynical<br>Daring<br>Disappointed<br>Enthusiastic<br>Formal<br>Gloomy<br>Grumpy<br>Informal<br>Joking<br>Lively<br>Mysterious<br>Nervous<br>Optimistic<br>Pessimistic<br>Polite<br>Rude<br>Sarcastic<br>Silly<br>Sincere<br>Sneaky<br>Tender<br>Tough<br>Witty | Light<br>Dark<br>Happy<br>Sad<br>Calm<br>Anxious<br>Excited<br>Bored<br>Proud<br>Shy<br>Angry<br>Calm<br>Cautious<br>Clever<br>Cynical<br>Daring<br>Disappointed<br>Enthusiastic<br>Formal<br>Gloomy<br>Grumpy<br>Informal<br>Joking<br>Lively<br>Mysterious<br>Nervous<br>Optimistic<br>Pessimistic<br>Polite<br>Rude<br>Sarcastic<br>Silly<br>Sincere<br>Sneaky<br>Tender<br>Tough<br>Witty | Amused<br>Calm<br>Cheerful<br>Cynical<br>Disappointed<br>Enthusiastic<br>Formal<br>Gloomy<br>Grumpy<br>Informal<br>Joking<br>Lively<br>Mysterious<br>Nervous<br>Optimistic<br>Pessimistic<br>Polite<br>Rude<br>Sarcastic<br>Silly<br>Sincere<br>Sneaky<br>Tender<br>Tough<br>Witty | Amused<br>Calm<br>Cheerful<br>Cynical<br>Disappointed<br>Enthusiastic<br>Formal<br>Gloomy<br>Grumpy<br>Informal<br>Joking<br>Lively<br>Mysterious<br>Nervous<br>Optimistic<br>Pessimistic<br>Polite<br>Rude<br>Sarcastic<br>Silly<br>Sincere<br>Sneaky<br>Tender<br>Tough<br>Witty |

# Tching Tone And Mood To Sixth Graders

**Huangqi Zhang**



## **Tching Tone And Mood To Sixth Graders:**

**Poetry Writing, Grades 6-8 (Meeting Writing Standards Series)** Kimberly A. Williams, 2000-06      **Writing Learning Stations, Grades 6 - 8** Schyrlet Cameron, Suzanne Myers, 2013-01-02 Writing Learning Stations is perfect for center activities whole class instruction or individual assignments Topics includes inference proofreading editing compare and contrast and more The Learning Stations series increases student achievement and provides opportunities for inquiry with a variety of learning stations Aligned to Common Core State Standards each of the activities included also support Listening Speaking and Media Technology standards Make learning fun today with Learning Stations      **Speaking and Listening Learning Stations, Grades 6 - 8** Schyrlet Cameron, Suzanne Myers, 2017-01-03 Ideal for individual and small group learning within classroom centers Speaking and Learning Stations by Mark Twain Media for sixth eighth grades provides practice and stimulates discussion with engaging activities Each unit consists of four or five learning stations and activities are designed to strengthen presentation skills This middle school literacy book focuses on the speaking and listening standards for ELA in a learning station environment Correlated to current state national and provincial standards Speaking and Listening Learning Stations includes teacher pages station activities handouts answer keys an interactive notebook unit Mark Twain Media Publishing Company specializes in providing supplemental books and decorative accents to add style and substance to middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including social studies history government mathematics science language arts fine arts and character

*Parallel Curriculum Units for Language Arts, Grades 6-12* Jeanne H. Purcell, Jann H. Leppien, 2009-08-25 The Parallel Curriculum Model PCM holds the power to help students and teachers see the whole of what they are learning We invite practitioners to read more about this model and join us on a professional journey that we believe will yield that joy and wisdom that comes from seeing the whole To address the varying needs of teachers across the K 12 grade span as well as different content areas we decided to create a series of curriculum units based on PCM that could be used by practitioners It is our hope that the lessons not only underscore important and discipline specific content but also illuminate the four parallels in unique and enduring ways From the Introduction Design exemplary language arts lessons based on the Parallel Curriculum Model Want to create rigorous learning opportunities for students in language arts based on a deeper understanding of pedagogy and curriculum design As demonstrated in the best selling book The Parallel Curriculum the Parallel Curriculum Model PCM allows teachers to determine student performance levels and design intellectual challenges that help students develop expertise in specific subject areas Parallel Curriculum Units for Language Arts Grades 6 12 provides sample language arts units written by practicing teachers to demonstrate what high quality curriculum looks like within a PCM framework Covering a variety of topics including narrative voice literary criticism and writing original pieces these field tested units each contain Teacher rationales explaining the unit design Connections to concepts skills and national

or state standards Step by step directions for delivering the lessons and unit Modification strategies assessments and reproducibles Use these examples to design your own units and deepen your understanding of how the PCM framework helps tailor curriculum to the abilities interests and learning preferences of each learner *Culturally Affirming Literacy Practices for Urban Elementary Students* Lakia M. Scott, Barbara Purdum-Cassidy, 2016-08-17 The nation's demographic of public schools are more ethnically racially and linguistically diverse than ever before Strauss 2014 However there are still educational policies and practices that call to question whether traditionally marginalized students receive an equitable education This is demonstrated in national achievement trends which highlight disproportionality ratings among minoritized student groups Also when examining school discipline policies expulsion ratings special education services and school choice movements all seem to handicap educational opportunity for low income Black and Brown students As American schools become more and more diverse it is imperative that the literacy practices used to teach young students of color reflect the nation's changing demographic This book provides practical insights guided by conceptual and contextual knowledge in understanding how to teach urban African American and Hispanic Latino students by discussing issues associated with critical pedagogies literacy and culturally appropriate instructional strategies that have demonstrated success for traditionally marginalized student populations This book examines culturally affirming literacy practices from three main components 1 scholarship 2 the field of practice and 3 teacher education models Each of these three are significant in understanding how to teach minoritized populations As such chapters have been organized into three main sections that address scholarship and research trends in the field and implications for teacher education models all in order to advance the literacy achievement of African American and Hispanic Latino students **Literacy in Science and Technology, Grades 6 - 8** Schyrlet Cameron, Suzanne Myers, 2014-01-15 Literacy in Science and Technology Learning Station Activities to Meet CCSS builds student interest allows for inquiry and increases student achievement Includes Common Core State Standards matrices Can be used for center activities whole class instruction or individual assignments Topics include Electricity Science Lab Skills Space Exploration Periodic Table of Elements Volcanoes and Plate Tectonics Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources **Language Learning Stations, Grades 6 - 8** Schyrlet Cameron, Suzanne Myers, 2013-01-02 Language Learning Stations is perfect for center activities whole class instruction or individual assignments Topics includes punctuation spelling skills figures of speech word meaning and more The Learning Stations series increases student achievement and provides opportunities for inquiry with a variety of learning stations

Aligned to Common Core State Standards each of the activities included also support Listening Speaking and Media Technology standards Make learning fun today with Learning Stations Literacy in History and Social Studies, Grades 6 - 8 Schyrlet Cameron,Suzanne Myers,2014-01-15 Literacy in History and Social Studies Learning Station Activities to Meet CCSS builds student interest allows for inquiry and increases student achievement Includes Common Core State Standards matrices Can be used for center activities whole class instruction or individual assignments History and Social Studies topics include Civil War Westward Migration Immigration Women s Suffrage and Citizenship Rights and Responsibilities Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources **Reading, Grades 6 - 8** Schyrlet Cameron,Suzanne Myers,2013-01-02 The Reading Literature Learning Stations is perfect for center activities whole class instruction or individual assignments Topics include plot and setting alliteration and rhyme tone and mood inferences and evidence and poetry The Learning Stations series increase student achievement and provide opportunities for inquiry with a variety of learning stations Aligned to Common Core State Standards each of the activities included also support Listening Speaking and Media Technology standards Make learning fun today with Learning Stations *Teaching Literacy in the Visible Learning Classroom, Grades 6-12* Douglas Fisher,Nancy Frey,John Hattie,Marisol Thayre,2017-04-12 Teach with Optimum Impact Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to Visible Learning for Literacy Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your 6 12 students are ready for surface deep or transfer levels of understanding Getting to the Core of Writing: Essential Lessons for Every Sixth Grade Student Richard Gentry,Jan McNeel,2012-10-01 Inspire students to develop as writers in the sixth grade classroom with these engaging and creative writing lessons This classroom tested resource shows positive results in students writing and simplifies the planning of writing instruction It contains detailed information on how to establish and manage daily Writer s Workshop and includes consistent structured instruction to encourage students to actively participate in the writing process Specific lessons to help students develop the traits of quality writing are also included *Getting to the Core of English Language Arts, Grades 6-12* Vicky Giouroukakis,Maureen Connolly,2012-04-19 Design effective CCSS aligned lessons for secondary students If you want to revamp your secondary English Language Arts curriculum to reflect the Common Core State Standards this book is the perfect resource The authors

move the implementation of the CCSS for ELA from the abstract to the concrete by providing adaptable exemplar lesson plans in each of the CCSS strands reading writing speaking and listening and language Each lesson template includes Intended grade level band timeline and the type of student writing involved Connections to supporting theory including the Backward Design model Variations to differentiate the lesson for diverse student populations Ways to link the lesson to technology and service learning Reproducible handouts The lesson narratives also give tips for incorporating technology into lessons and connecting them to enduring theorists in education Dewey Bloom and Gardner The final section offers collaboration strategies for connecting via technology to colleagues beyond the school building and working together on CCSS based ELA lessons This practical easy to use guide will help you navigate the most efficient route to creating standards based lessons that optimize student learning      *Lesson Design for Differentiated Instruction, Grades 4-9* Kathy Tuchman Glass, 2009-01-14 Discover how effective differentiated instruction can support your students individual learning needs Designed for middle level teachers who may not be experienced in differentiating instruction this book provides step by step guidance for creating comprehensive meaningful lessons in language arts math science and social studies The author helps teachers develop confidence and expertise through a wide range of differentiation strategies and includes a lesson planning template and concrete examples of student handouts Readers will expand their understanding of What a differentiated lesson looks like What components are included in a lesson How differentiated lessons are taught How to craft differentiated lessons

**Practical Teaching Methods K-6** Pamela Fannin Wilkinson, Margaret A. McNutt, Esther S. Friedman, 2003 The book communicates with an informed conscience and consciousness hard earned from years of classroom teaching and administration The encouraging tone renews teachers with a sense of hope for authentic connection with their students The authors have provided an informed pathway out of the bewilderment Carol Gulley Director of AccessAbility Program Imagination Stage Bethesda MD Gleaned from decades of practice this is a harvest of wisdom gathered from the intuition and invention of three gifted teachers Their jargon free collection of lessons will serve educators at all stages of professional development Their suggestions restore human thought and communication to the educative process Frances Monteverde Lecturer The University of Texas Austin TX This is the one clear handbook for K 6 educators it covers virtually all the curricular areas in the elementary grades Now K 6 teachers have a single resource that addresses the best teaching practices and methods available today The easy handbook format allows you to use single chapters to concentrate on a particular subject area or you can use the entire book as a professional development tool to renew re energize and reinvigorate your instructional practice Using national standards this valuable guide covers one essential topic in each chapter including language mathematics science social studies technology the library media center and the arts Assessment tips are included for everything from class participation to composition as well as examples on how to integrate and assess various subjects in one lesson plan      **The role of teachers' emotions in students' outcomes: from the perspective of**

**interpersonal emotions** Xiying Li,Zhongling Pi,Wenli Chen,Xiangen Hu,Harrison Hao Yang,2023-01-05      **English Language Arts, Grade 11 Module 1** PCG Education,2015-12-17 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6-12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

**Teaching Sixth Grade Students to Make Predictions from Reading Materials** Charles Melvin Clark,1958      *Descriptive Writing, Grades 6-8 (Meeting Writing Standards Series)* Rebecca Rozmiarek,2000-10      *Story Dramas for Grades 4-6* Gretchen Courtney,Sarah Jossart,1998 The teacher playing the role of a park ranger takes an accident report to find out what students know about that nasty fall taken yesterday by Humpty Dumpty Developing similar strategies for engaging students imaginations these two books encourage students to respond to stories by discussing and analyzing story elements as preparation for writing or acting out scenes In addition to each books step by step directions for staging 30 or more story dramas based on specific popular books both books train teachers to develop dramas for their own favorite literature Grades 4-6 Illustrated Good Year Books      Reading First Activities, Grade 3 Jennifer Overend Prior,2004-03-23 Contains activities based on the United States Dept of Education s Reading First program

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