ENGLISH LANGUAGE ARTS

Foundations of Writing Literature of a Genre

Unit 1- Elements of Short Stories
September-December
Course Philosophy

Students will be introduced to the writing process as they study and are introduced to the various writing disciplines and genres. Emphasis is placed on giving students the variety of reading and writing experiences necessary to the developing writer. Vocabulary development, exposure to writing models, writing outlines, elements of genres, composition, and publishing are presented. Students will practice writing like a reader and reading like a writer. The purpose of this class is to encourage students to develop the habits and attitudes of a professional writer in a professional writing community. The true art of writing includes not only the process of generating, but also the phases of reading, mentoring, experimenting, revising and editing. The final pieces created for this class will reflect the process of writing. Application and production will take place in the lab. Contributions to essay and writing contests, fairs, and school publications are required. The literary art magazine, Wings, emanates from this class.

http://www.state.nj.us/education/modelcurriculum/ela/
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of Instruction</td>
<td></td>
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<td>• Teacher coaching</td>
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<td>• Individual and collaborative problem-solving &amp; decision-making</td>
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<td>• Individual instruction</td>
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<td>• Small group instruction</td>
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<td>• Peer review</td>
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<td>• Guest speakers</td>
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<td>• Writing to learn</td>
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<td>• Independent practice</td>
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<td>• Practice in critical reading</td>
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<td>• Making thinking visible</td>
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<td>• Critical analysis</td>
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<td>• Note-taking</td>
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<td>• Establishing metacognitive reflection and articulation as a regular pattern in learning</td>
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<td>• Diagrams, charts, visuals and graphs</td>
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<td>• Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</td>
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</tbody>
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### Educational Technology Standards

<table>
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<th>Standards</th>
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- **Technology Operations and Concepts**
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.
CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the
Career Ready Practices

profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
Career Ready Practices

upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
# Differentiated Instruction

**Accommodate Based on Students’ Individual Needs: Strategies**

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Modified handouts with larger fonts, additional graphics</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Extra response time</td>
<td>• Short manageable tasks</td>
<td>• Reference resources to promote independence</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Have students verbalize steps</td>
<td>• Brief and concrete directions</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Communication system between home and school</td>
<td>• Repeat, clarify, or reword directions</td>
<td>• Provide immediate feedback</td>
<td>• Graphic organizers</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Mini-breaks between tasks</td>
<td>• Small group instruction</td>
<td><strong>Organization</strong></td>
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<tr>
<td><strong>Assistive Technology</strong></td>
<td>• Provide a warning for transitions</td>
<td>• Emphasize multi-sensory learning</td>
<td>• Individual daily planner</td>
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<td>• Computer/whiteboard</td>
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<td>• Display a written agenda</td>
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<td>• Tape recorder</td>
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<td>• Note-taking assistance</td>
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<td>• Spell-checker</td>
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<td><strong>Behavior/Attention</strong></td>
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<td>• Audio-taped books</td>
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<td>• Consistent daily structured routine</td>
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<td><strong>Tests/Quizzes/Grading</strong></td>
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<td>• Simple and clear classroom rules</td>
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<td>• Extended time</td>
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<td>• Frequent feedback</td>
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<td>• Study guides</td>
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<td></td>
<td>• Shortened tests</td>
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<td></td>
<td>• Read directions aloud</td>
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</tbody>
</table>

**Recall**

- Teacher-made checklist
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

- Visual Art: Students will generate short stories in collaboration with the art students for use in Wings, the literary magazine.
- Economics: Students will read articles that highlight the social and economic conditions that women dealt with at the apex of the Industrial Revolution.
- Multicultural Studies: Students will read excerpts from *The House on Mango Street* and explore how Hispanic culture influences the writing.
## Methods of Assessment

### Suggested Formative/Summative Classroom Assessments

- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Observation
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping
- Student Conferencing
- Proper tool and material use, which includes rubrics
Portfolio Assessment (included materials):
- Short Stories
- Poetry
- Scenes
- Literary art publication materials
- Completed departmental assignments
- Rubrics and student reflections

Essential Focus Questions
- What are the parts of a short story?
- How do you develop a character?
- How does a setting influence a story?
- What is the central idea/theme of a story?
- How does self-reflection create growth as an independent reader?
- What strategies would you consider to generate story ideas?

Outcomes
- Develop abilities to write creatively and expressively
- Practice the behavior of committed writers
- Develop knowledge of writing and appropriate vocabulary for discussing writing
- Recognize reading and listening as a constructive, meaningful process
- Learn the essential elements of a short story
- Discuss literary fiction/nonfiction and its development
- Understand the stages of the writing process
- Formulate different writing strategies
- Draw from experiences to create a short story
- Use a variety of writing techniques to develop a theme for a publication
### Student Learning Objectives

**NJSLS:**

**RL.9-10.1, R.L.9.10.2, Rl.p-10.3**

Analyze the elements of fiction, specifically short stories.


<table>
<thead>
<tr>
<th><strong>Student Learning Objectives</strong></th>
<th><strong>Skills, Strategies &amp; Concepts</strong></th>
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<tbody>
<tr>
<td></td>
<td>Students will learn and understand the definition of the following terms and apply them to their work:</td>
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<tr>
<td></td>
<td>Atmosphere Objective</td>
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<td>Setting Irony</td>
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<td>Theme Verbal Irony</td>
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<td>Plot Dramatic Irony</td>
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<td>Introduction Situational Irony</td>
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<td>Rising Action Foreshadowing</td>
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<td>Climax Suspense</td>
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<td>Falling Action Symbol</td>
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<td>Resolution Indirect Characterization</td>
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<td>Internal Conflict Direct Characterization</td>
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<td>External Conflict Protagonist</td>
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<td>Figurative Language</td>
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- Students will identify different types of narrative.
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Students will identify parts of a plot (including introduction, rising action, climax, falling actions, resolution, conflict).
- Students will apply different strategies to comprehend, interpret and evaluate text.
- Students will understand the importance of character development in a short story.
- Students will analyze the author’s choice of point of view.
<table>
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<tbody>
<tr>
<td>NJSLS:</td>
<td>➢ Students will identify and analyze a theme/central idea.</td>
</tr>
<tr>
<td>RL.9-10.1, R.L.9.10.2, Rl.p-10.3</td>
<td>➢ Students will contrast theme versus main idea.</td>
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<tr>
<td>Explore and identify the central theme in a short story.</td>
<td>➢ Students will have to focus on questions that do not just ask the to identify the theme but story specific questions that lead to theme.</td>
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<td>➢ Students will analyze theme from different directions. For example,</td>
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<td>• What did the author want you to think about?</td>
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<td>• What ideas stay with you?</td>
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<td>• What will you remember about the story a year from now?</td>
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<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
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<tr>
<td><strong>NJSLS:</strong></td>
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<tr>
<td><strong>RL.9-10.1, R.L.9.10.2, Rl.p-10.3</strong></td>
<td>Ø Students will understand the importance of character development in a short story.</td>
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<td>Ø Students will evaluate the different methods used to effectively develop characters in a literary text.</td>
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<td>Ø Students will discover how a reader identifies the different roles of characters in a literary text.</td>
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<td></td>
<td>Ø Students will learn and understand the definition of the following terms and apply them to their work:</td>
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<td></td>
<td><strong>Indirect Characterization</strong></td>
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<td><strong>Descriptive details</strong></td>
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<td><strong>Reactions</strong></td>
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<td><strong>Major/Minor</strong></td>
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<td><strong>Static/Dynamic</strong></td>
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<td><strong>Dialect</strong></td>
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<td></td>
<td><strong>Descriptive details</strong></td>
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<td></td>
<td><strong>Reactions</strong></td>
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<tr>
<td>Explore characterization within writing pieces.</td>
<td><strong>Dialect</strong></td>
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<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
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<tr>
<td><strong>NJSLS:</strong></td>
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</table>
➢ Students will learn how reading helps us become better writers?  
➢ Students will analyze how word choice improves our writing.  
➢ Students will write dialogue using the correct format. |

| **NJSLS:** |  |
| W.9-10.4, W.9-10.5, W.9-10.6 | ➢ Students will self-edit short stories for errors in content and structure.  
➢ Students will collaborate with others through peer editing.  
➢ Students will analyze short stories for relevant-irrelevant information. |

| **NJSLS:** |  |
➢ Students will establish characters.  
➢ Students will write dialogue using the correct format.  
➢ Student will create a variety of characters. |
Analyze a variety of writing techniques to develop a solid foundation | ➢ Students will follow a plot diagram to outline an original short story.  
➢ Students will apply knowledge of language structure, figurative language, and genre to create original work. |
|---|---|
| **NJSLS :**  
Analyze a variety of sensory words that can be used in writing. | ➢ Students will use sensory language and words to create a vivid picture.  
➢ Students will replace sensory words with synonyms to strengthen writing.  
➢ Develop sensory writing skill through modeling and the sharing of quality literature full of sensory writing. |
Analyze a variety of writing techniques to develop a solid foundation | ➢ Students will develop a plot, conflict and resolution.  
➢ Students will examine how plots, conflicts and resolutions follow a progression and are not rushed. |
## RESOURCES FOR UNIT # 1


### Texts:

- *A Jury of Her Peers* by Susan Glaspell
- *The Story of an Hour* by Kate Chopin
- *The Yellow Wallpaper* by Charlotte Perkins Gilman
- *The Secret Life of Walter Mitty* by James Thurber
- *The Lottery* by Shirley Jackson
- *The Tell-Tale Heart* by Edgar Allan Poe
- *The Masque of the Red Death* by Edgar Allan Poe


“The Women’s History in America.” Excerpted from Compton’s Interactive Encyclopedia, 1995. [www.wic.org/misc/history.htm](http://www.wic.org/misc/history.htm)


For each lesson, when the students answer questions, they should incorporate the “3C Method” in their responses:

1. Restate the question and state the **claim**.
2. **Cite** textual evidence to support the claim.
3. Explain the textual evidence and **connect** it to the claim.

### Identifying Conflict

**Materials Needed:** Conflict handouts and Identifying Conflict plan (one copy for the teacher only).

**Activity:**
This lesson demonstrates the importance of conflict in the short story through readings and written responses and/or a speculative what-if exercise, a simple strategy for generating story ideas.

Begin by giving students sample “what-if” scenarios (see handout 3- Types of Conflict lesson plan). Explain to the class that asking questions is an effective way to begin developing short story ideas. Using Table Talk, students will develop three different “what-if” ideas.

After discussing students’ ideas, begin identifying and analyzing the major types of conflict. Students will be given various short story topics and they must be the central conflict for each.

**Assessments:** Students will present the central conflict they have devised.

### Developing Characters

**Materials Needed:** Developing Character handout, 8 Ways to Reveal Character handout

**Activity:** By reviewing the 8 ways of Revealing Character (handout) and provide examples for each. Ask students to provide their own examples.

First, choose one of the boring “telling” sentences below. Then, in the space provided, write a more “showing” example of the characterization of your chosen example. Use vivid imagery, throw in a simile or a metaphor, and use both direct and indirect characterization.

- She or he was a spy on a mission
- She or he was a (un)friendly old nurse
- The tired student sat on the couch
- The construction worker ate his/her lunch
- The irritated executive prepared for the day
- The bored lifeguard sat atop his/her tower

**Assessment:** Students will write a paragraph depicting how their characters would respond to a specific scenario. Grading will be done with a student-devised rubric.
Analyzing A Jury of Her Peers

Materials Needed: Analyzing A Jury of Her Peers lesson plan (one copy for the teacher only).

Activity:
(Note- Before reading the assigned short story, have students read online texts of Susan Glaspell’s (see complete lesson plan for resource). Ask the following questions:
• What do you think were the traditional gender roles in the 1900’s?
• Why did Susan Glaspell conflict with them?
• In your opinion, what influence will this have on the story?)

After reading Susan Glaspell’s A Jury of Her Peers ask students to explain how the study of the author and the historical context in which the story was written help you understand the story better.

Have students answer the following questions:
• Explain the significance of the story’s title.
• Compare and contrast Mrs. Hale and Mrs. Peters. Support your statement with evidence from the text.
• Mrs. Hale and Mrs. Peters use clues in the house to make inferences about Mrs. Wright’s life. What clues from the text did you use to make inferences about Mrs. Wright’s actions? Explain.
• The men in this story fail to see the clues that provide the motive for Mr. Wright’s murder. How does this contribute to the theme of the story? What do you think Glaspell was trying to say about the difference between men and women? Use details to support your answer.

Assessment:
Using A Jury of Her Peers, students will work in small groups (2-3 students) and complete a graphic organizer by identifying the parts of a plot and the events that occur in each part.
Analyzing “The Secret Life of Walter Mitty”


Activity:
• Introduce *The Secret Life of Walter Mitty*, and explain the following:
  a. Most people daydream and use daydream as some form of escape, entertainment, or vicarious experience.
  b. In this short story, Thurber created a character whose daydreams contrast dramatically and comically with his actual life. In reading "The Secret Life of Walter Mitty,” the class will investigate how Thurber creates humor.

• Students read the story aloud in class.
• Have students journal their responses to the story for 5 minutes paying close attention to what really grabbed them and what they want to explore further. What was particularly effective in this story?

• Class discussion answering the following key questions:
  ▶ How does the imaginary Walter Mitty differ from the real Walter Mitty?
  ▶ Which of his daydreams appealed to you most? Why?
  ▶ Why did Walter Mitty imagine himself facing a firing squad? Evaluate what he was saying about his life with such a statement.
  ▶ Why would Thurber end the story with a fantasy sequence?
  ▶ Besides daydreaming, what other things could Walter Mitty do to change his life?
  ▶ Does “The Secret Life of Walter Mitty” contain a climax and/or a resolution? Speculate on why Thurber did or did not include these conventional story elements.

Assessment:
Students will respond to the following in a short composition:
Put yourself in Thurber’s place and create an additional daydream for Walter. It can occur at any place in the story, but you need to capture Thurber’s sense of humor, drama, and mood in Walter’s daydream. Maximum of 250 words.
<table>
<thead>
<tr>
<th>Plot Development</th>
<th>Reader’s Guide to Understanding Plot Development</th>
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</thead>
<tbody>
<tr>
<td>1. What is the conflict in this story? How does the writer present the problem between the protagonist and antagonist?</td>
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<tr>
<td>2. What do you learn in the exposition or introduction of the story?</td>
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<tr>
<td>3. What events are included in the rising action of the story?</td>
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<td>4. What is the climax of the story?</td>
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<td>5. What events are included in the falling action of the story?</td>
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<tr>
<td>6. How is the conflict resolved?</td>
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<tr>
<td>7. How does the writer use suspense in developing the plot of this story?</td>
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</tbody>
</table>
**Sensory Words**

Keep the following lists of words to help you improve your writing. Using sensory words can help you provide more details and examples in your writing.

**SOUND WORDS**
- Hanging croaking laughing ringing tinkling
- Barking crunching moaning rumbling thudding
- Bawling crying mooing rustling thumping
- Blaring dripping mumbling scratching ticking
- Booming exploding muttering screaming twittering
- Buzzing fizzing noisy screeching warbling
- Chattering gagging peeping singing wheezing
- Chiming gasping piercing slamming whimpering
- Chirping giggling pinging shouting whining
- Clanging grating plopping silent whispering
- Clicking grunting quacking snoring whooping
- Clinking gurgling quiet splashing

**TOUCH WORDS**
- Abrasive feathery knobbed sandy spongy
- Biting fine lacy scalding steamy
- Boiling fluffy leathery scorching steely
- Bubby foamy light scratchy sticky
- Bulky freezing lukewarm scummy stifled
- Bumpy furry matted shaggy tender
- Burning fuzzy metallic sharp stony
- Bushy glassy moist silky stubby
- Clammy gluey mushy slimy tangled
- Coarse grainy numbing slippery tender
- Cool greasy oily sloppy tepid
- Cottony gritty piercing smooth thick
- Crisp gushy plastic smothering tickling

**TASTE AND SMELL WORDS**
- Acid doughy minty rank sweaty Acrid florid moldy rich tangy
- Alkaline flowery musky rotten tasteless Aromatic fresh musty salty tough
- Biting fruity oily scented vile Bitter garlicky perfumed sharp vinegary
- Bland hearty pickled sour Burnt hot piney spicy Buttery lemony plastic spoiled Cold medicinal pungent stagnant

**SIGHT WORDS**
- Abrasive feathery knobbed sandy spongy
- Biting fine lacy scalding steamy
- Boiling fluffy leathery scorching steely
- Bubbly foamy light scratchy sticky
- Bulky freezing lukewarm scummy stifled
- Bumpy furry matted shaggy tender
- Burning fuzzy metallic sharp stony
- Bushy glassy moist silky stubby
- Clammy gluey mushy slimy tangled
- Coarse grainy numbing slippery tender
- Cool greasy oily sloppy tepid
- Cottony gritty piercing smooth thick
- Crisp gushy plastic smothering tickling
- Cushioned hairy pocked soapy tough
- Damp heavy pointed soft velvety
- Downy hot pulpy sopping warm
- Drenched humid rocky soupy waxy