East Meadow School District

Curriculum Area Project

Grade 8-To Kill a Mockingbird

Pacing Calendar-2013/2014

**Facilitators**:

Elizabeth Hoffman and Jennifer La Volpe

**Writers**:

Stacie Moisa

Rebecca Regan

Lisa Scully

**Schools involved:**

Woodland Middle School

and W.T. Clarke Middle School

**Superintendent:**

Louis DeAngelo

**Clarke Middle School Principal:**

Stacy Breslin

**Woodland Middle School Principal:**

James Lethbridge

**Subject Area:**

English

Grade 8- To Kill a Mockingbird by Harper Lee

Pacing Calendar 2013/2014

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| --- | --- |
| **Page #** | **Content** |
| 2 | Abstract  |
| 3 | Rationale |
| 4 | Pacing Calendar |
| 8 | Teacher created materials to differentiate instruction |
| 19 | Appendix |

Grade 8-To Kill a Mockingbird by Harper Lee Pacing Calendar 2013/2014

**ABSTRACT**

One primary goal for middle school educators is prepare students for high school, college and life. With the new common core standards in mind and the New York State unit for the novel, To Kill a Mockingbird by Harper Lee we developed a plan that prepares students for the rigors ahead. We identified the skills and strategies within the module that correspond with the test topics needed to be successful on the ELA. We created a pacing calendar that will help teachers prepare students for the ELA state assessment, while comprehending this complex text.

Grade 8 – To Kill a Mockingbird by Harper Lee Pacing Calendar – 2013-2014

**RATIONALE**

In keeping with the Common Core Standards, this curriculum area project provides students with the opportunity to read, write and think. This unit will focus on close reading strategies to help students understand the meaning and analyze the structure of the text(s). Students will engage in written, oral, and listening activities that will assess their ability to analyze and synthesize information. Specifically addressed in this unit are the Common Core Reading Standards for Informational Text and the Reading Standards for Literature.

In addition, the lessons in this module will serve as a review of the skills and strategies that are needed to be successful on the ELA.

**Pacing Calendar: To Kill a Mockingbird by Harper Lee**

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| --- | --- | --- | --- | --- |
| **Lesson #**  | **Standards**  | **Strategies/Skills** | **Projected Lesson Length** | **Homework Differentiation** **(if applicable)**  |
| 1 | RI.8.7 | -Inference-defining prefixes-connotation/denotation-analyzing a photograph-compare and contrast-characterization | 1 | Assign choice A or B or both |
| 2 | RI .8.1 | -compare and contrast-vocabulary in context-dialect-text structure-speech-defining prefixes and roots | 2 | Give assigned writing prompt or modify to, “Why is Shirley Chisholm taking a stand for women’s rights?” |
| 3 | RI. 8.5RI. 8.8 | -note taking-vocabulary-central idea-summarizing | 1 |  |
| 4 | RI. 8.2RI. 8.8 | -theme/central idea-summarizing-assessing an argument | 2 | Students could be given a graphic organizer or summary provided for them  |
| 5 | RI 8.6RI  | -Non Fiction-Point of View-Author’s Purpose-Analyzing Conflicting Information-Text Structure-Vocabulary-Language-Central Idea-Theme-Repetition-Analyzing Point of View | 2 | Give students the definitions and having them find the context clues. |
| 6 | RI 8.2L 8.4SL 8.1 | -Central Idea -Supporting Details-Text Structure-Author’s Perspective-Tone -Vocabulary Strategies-Cite Text Evidence-Analyze Development of Central Idea | 2 | Have students complete a 321 summarizer |
| 7 | RI 8.2RI 8.5RI 8.6 | -Informational Text-Theme-Central Idea-Analyze development of Central Idea-Author’s Point of View-Author’s Purpose-Cite Text Evidence-Structure of a specific paragraph in text-Analyzing conflicting evidence or point of view-Summarize an informational text | 1 |  |
| 8 | RL 8.1SL 8.1RL 8.4 | -Fiction-Analyzing Text Evidence-Cite text evidence-Compare/Contrast-Making Predictions-Vocabulary-Prefix, Suffix, Root -Word Choice Setting -Character-Tone-Analogies -Allusions | 1-2 | Give students summary and have them answer the focus question.  |
| 9 | Rl. 8.1Sl 8.1Rl. 8.3W.9 | -Supporting a claim-Inferences-Text structure (dialogue) -Character analysis | 2 | May need an additional dialogue piece to reinforce lesson\*\*Additional handout to support |
| 10 | Rl. 8.5Rl. 8.2 | -Narrative structure (plot)-Connotation/Denotation -Test specific vocabulary | 2 | Time may be a factor\*Homework can be shared (3 questions)\*Limiting independent work may be needed |
| 11 | Rl. 8.1L. 8.4 | -Context Clues-Inference-Fact/Opinion-Reasoned judgment | 2-3 | Possible partner share |
| 12 | Rl. 8.7Rl. 8.9 | -Primary/Secondary sources-Reasoned judgment -Evidentiary analysis-Inference-Visual information-Theme | 2-3 | Possible book on tape |
| 13 | Rl. 8.1Rl 8.2Rl 8.3Rl. 8.9W. 9 | -Theme-Inference-Context clue-Character analysis-Narrative structure (dialogue) | 2 | Focus question might be moved to next day’s learning target |
| 14 | Rl 8.1Rl 8.4L 8.4W.9 | -Figurative language-Word choice/tone -Inference-Citing textual evidence | 1 | Only reading guide |
| 15 | Rl. 8.2Rl 8.1Rl. 8.5W. 9 | -Compare/Contrast-Analyzing different texts-Genre-Plot structure(Myths) | 2 | Partial filled in structured notes |
| 16 | Rl. 8.1Rl 8.9Rl. 8.3W. 9 | -Mood-Tone | 3 | “Tic-Tac-Toe”-additional handout  |
| 17 | Rl. 8.5Rl 8.1Rl8.7W. 9W.10 | -Compare/Contrast-Text style-Bias | 1 | 13.5 pages of reading \*chunk |
| 18 | Rl. 8.9Rl. 8.1W.9 | -Archetype-Genre-Allusion-Myths/Biblical references | 2 | 18 pages of reading\*Chunk\*Structured Notes done the next day |
| 19 | L.8.5Rl. 8.5Rl. 8.9Rl. 8.4W.10 | -Tone-Analogies-Allusions-Patterns in literature-NuancesWord relationships (context clues)-Text structure (poems vs. novel) -Dramatic irony | 2 | **Assessment**- May take longer than 2 days |

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

**Job Choice Homework**

**You are responsible to do one job completely and to the best of your ability. Tomorrow you will share your work with your group members who completed the other jobs. All members in the group must write the responses their classmates have shared to complete the entire assignment. Next time, you will have a different job than you had this time.**

**Check which job you have been assigned.**

**\_\_\_\_\_ Reporter—Write the Gist/Summary for the homework reading:** 



**\_\_\_\_\_ Lawyer – Answer the following question using evidence from the text:**

 **Why does Scout stand up for Walter?**

**(Turn over)**

**\_\_\_\_\_ Detective – Write the definition and context clue(s) for the following vocabulary words.**

**Word Definition Context Clues**

**Meditating:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Illicitly:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sentimentality:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Vexations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sojourn:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

ELA Tic-Tac-Toe Choice Board

Topic: To Kill A Mockingbird

Essential Understanding:

* Close read of a text
* Comprehension of information
* Comparison of other texts, events, etc.
* Use text evidence to support theme “Taking a Stand.”

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| A | **Reading with a question in mind** | **Note and Notice Reading log** | **Story Characterization** |
| B | **Concept Summary** | **Required nightly reading** | **Interactive Bookmark** |
| C | **Figurative Language** | **3-2-1- summarizer** | **S.O.S.** |

An “S-O-S” Summary

**S**tatement-**O**pinion-**S**upport

**Given a statement:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What does it mean? (Interpret the statement)**

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**What is your opinion: (I agree/I disagree)**

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**Support your opinion with evidence (facts, data, reasons, examples, etc.)**

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 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interactive Bookmark**

* Jot down a key idea expressed by the author.
* Paraphrase what you have read.
* Draw a symbol or picture to help you remember an important part.
* Make note of something important (a quotation, a theme).
* Make a connection between this text and your own experiences.
* Make a connection between this text and another.
* Make a connection between this text and something in the
* Write two questions that can be answered by the reading.
* Predict what will happen next.
* Note evidence of text structure.
* Identify a confusing part.
* Pose a question you want answered.
* Give your opinion of what you read.

Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| STOP Point #1 | STOP Point #1 |
| STOP Point #2 | STOP Point #3 |
| STOP Point #3 | STOP Point #3 |
| STOP Point #4 | STOP Point #4 |
| STOP Point #5 | STOP Point #5 |

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notice and Note Log for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Location (page #)** | **Signpost I Noticed** | **My Notes About It** |
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2013 Notice and Note

**Figurative Language**

Directions: Give at least 3 different examples of figurative language used in the chapter. Be sure to name the figurative language used and explain how it enhances understanding.

|  |  |  |  |
| --- | --- | --- | --- |
| **Location (page #)** | **Quote from text** | **Figurative language named** | **How does it enhance your understanding of the text?** |
|  |  |  |  |
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**Taking a Stand**

**Reading with a Question in Mind**

**Who took a stand?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What did the character do and why?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Do you agree with his/her actions? Why or why not?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Were you or anyone you know ever in a position to take a similar stand? Explain.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**