

2020-2021

READING & WRITING RESOURCES



These resources were created & compiled for you by
Mrs. Pearson & Mrs. Redd

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PRESS CTRL AND CLICK ON THE TITLE TO JUMP TO THAT PAGE.

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GENERAL RESOURCES

Accountable Talk Roles

SPEAKER

- Turn and face the listener(s)
- Make eye contact
- Speak at the correct volume so you can be heard
- Speak slowly and clearly
- Explain your thinking
- Point to visuals as you speak (book, writing, picture, model, etc.)
- Stay on topic (talk about what you are supposed to be talking about)
- Get to your point as quickly as possible
- Answer questions

LISTENER

- Turn and face the speaker
- Make eye contact
- NOD and SMILE to show you are interested and following along
- Listen carefully
- Look where the speaker points
- Respond with a question or comment after the speaker is finished (no interrupting!)
- Always say, "Thank you for sharing!"

Accountable Talk Sentence Stems

AGREE

I agree with ... because...
I like what ____ said because...
I agree with ____, but...

AFFIRM

Thanks for explaining that
That's a great point
I like the way you...

CLARIFY

Could you explain that again?
Could you say more about that?
What do you mean when you say...?

CONNECT

I have would like to add that...
I want to go back to what ____ said...
To expand on what...said, ____
This reminds me of...
That makes me think of...
That reminds me of...
I can relate to that because...

INQUIRE

What do you think?
Why do you think that?
Can I ask ____ a question about...?
How do you know that?

DISAGREE

I disagree because...
Could it also be that...
That doesn't seem to fit with...

REFER

I noticed ____ here in the text.
In our notes, it says...
I think the author means that...

STATE AN OPINION

I believe that...
In my opinion...
From my perspective...
Based on ... it seems that...
After reading ____, I conclude...

SUMMARIZE

If I understand correctly,
you're saying...
In other words, you think
We've come to the conclusion
that...

SUPPORT

Can you show me where that is
in the text?
Could you give an example?
Another example of that is...

Comma Rules

1. Use a comma to offset an introductory word, phrase, or clause.
2. Use a comma between two descriptive adjectives can be that reversed in order.
3. Use a comma between three or more items in a series.
4. Use a comma before “and, but, or, nor for, yet” when there is a complete sentence on either side.
5. Use a comma to offset unnecessary and parenthetical words, phrases and clauses; appositives; and words in direct address.
6. Use a comma between days, dates, and years.
7. Use a comma in the salutation of a friendly letter.
8. Use a comma between cities and states but NOT between states and zip codes.
9. Use a comma to offset quotes unless you use a ? or !
10. Use a comma where a natural pause is necessary or to avoid confusing wordings.

Evidence-Based Terms

According to *author/title/source/article*, ...

Author/title/source/article states, ...

According to the *author/title/source*...

On page ____, *author/title/document* states ...

From the *reading/source/document* we know that ...

Based on the *reading/source/document* ...

The *text/source/document* provides evidence that ...

Because the *text/source/document* states ...

For example, ...

For instance, ...

VISUALS

The *picture/graphic* illustrates ...

Based on the visual clues in the *illustration/graphic*

Evidence-Based Terms Examples

Andrew Jackson, along with the majority of Americans, wanted to remove the Cherokee from their ancestral homeland **BECAUSE** they felt that they were impeding progress.

Susan B. Anthony played a pivotal role in the women's suffrage movement; however, she was also a committed abolitionist and social reformer. **FOR INSTANCE**, at the age of 17 she collected anti-slavery petitions and became an active member of the American Anti-Slavery society.

Throughout the voyage, Sacagawea proved herself to be a very smart and capable woman. **FOR EXAMPLE**, she could speak several languages, was extremely familiar with the landscape, and had extensive knowledge of the flora and fauna.

Abraham Lincoln was the quintessential self-made man. **THE AUTHOR STATED** that Mr. Lincoln only had about one year of formal education.

The Columbian Exchange refers to the exchange of technology, diseases, ideas, food crops, and people between Europe and the Americas. **ACCORDING TO THE AUTHOR**, this exchange primarily benefitted the Europeans as they began colonizing the "New World."

ACCORDING TO THE TEXT, the U.S. Constitution demonstrates the marriage between interest and principles.

FROM THE VARIOUS PRIMARY SOURCES WE KNOW that the heart of Manifest Destiny was the pervasive belief in American racial and cultural superiority.

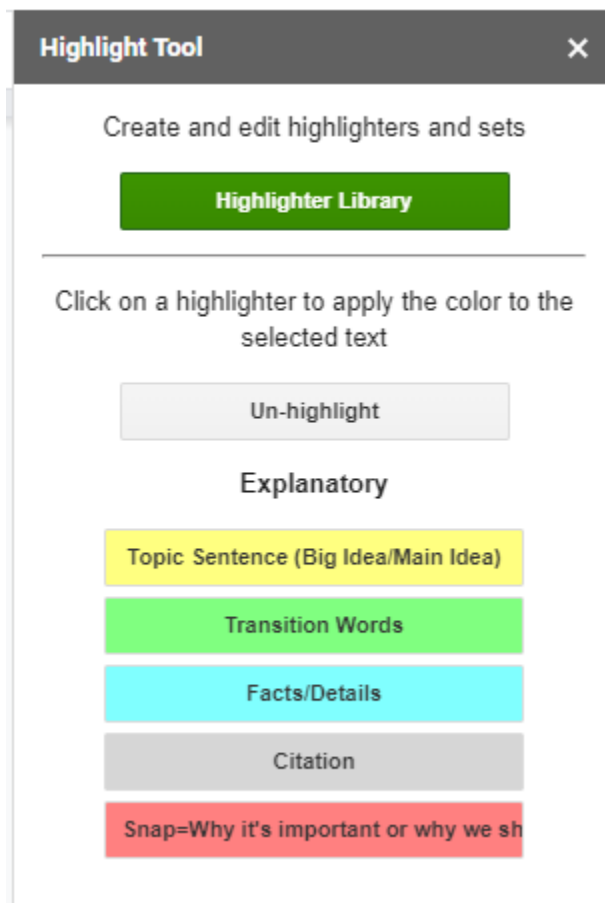
Greek and Latin Roots

ROOT	MEANING	EXAMPLES
ast(er)	star	asteroid, astronomy
audi	hear	audible, audience
auto	self	automatic, autopsy
bene	good	benefit, benign
bio	life	biography, biology
chrono	time	chronic, synchronize
dict	say	dictate, diction
duc	lead, make	deduce, produce
gen	give birth	gene, generate
geo	earth	geography, geology
graph	write	autograph, graph
jur, jus	law	jury, justice
log, logue	thought	logic, obloquy
luc	light	lucid, translucent
man(u)	hand	manual, manure
mand, mend	order	demand, recommend
mis, mit	send	missile, transmission
omni	all	omnivorous
path	feel	empathy, pathetic
phil	love	philosophy, bibliophile
phon	sound	phonics, telephone
photo	light	photograph, photon
port	carry	export, portable
qui(t)	quiet, rest	acquit, tranquil
scrib, script	write	ascribe, script
sens, sent	feel	resent, sensitive
tele	far off	telecast, telephone
terr	earth	terrain, territory
vac	empty	evacuate, vacate
vid, vis	see	visible, video

Highlight Tool User Notes

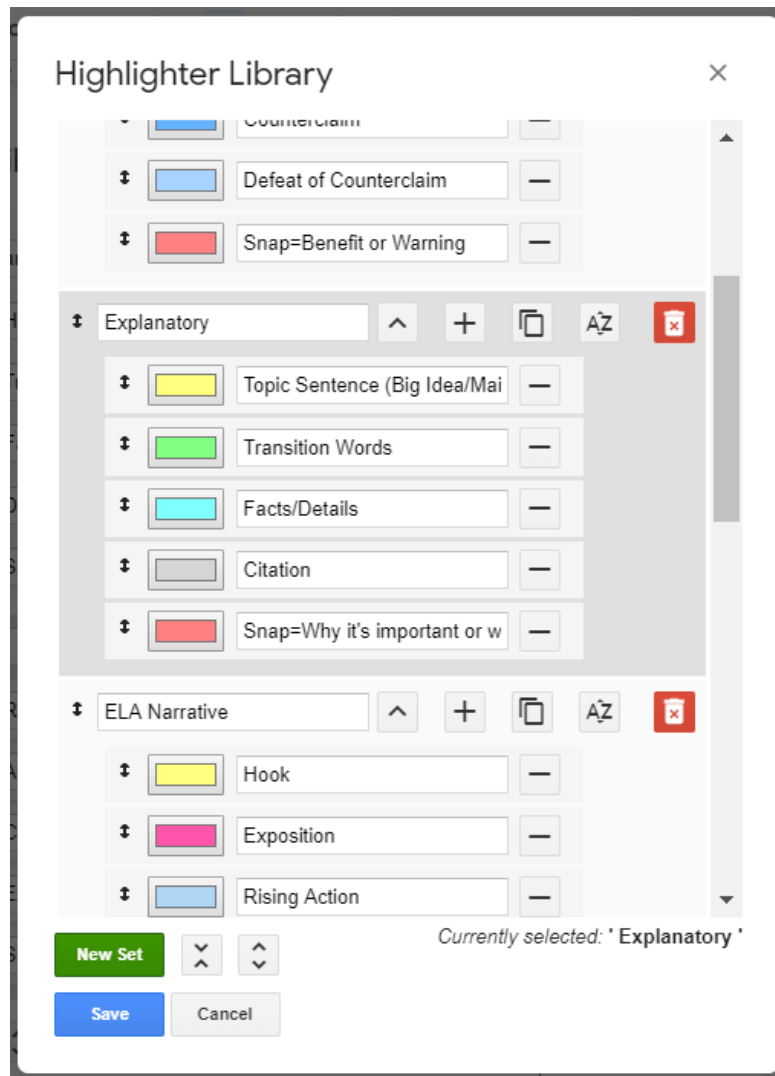
After you have imported the highlighter sets using the “Highlight Tool Installation” instructions, follow these instructions to highlight a piece of writing.

1. Go up to the menu in your Google Doc & click on “Add-ons”
2. Click on Highlight Tool
3. Click Start
4. The menu below will pop up on the right margin.



5. Click on the green “Highlighter Library” button.

6. Click to the right of the color boxes/descriptions for type of writing that you are highlighting (Argument, Explanatory, ELA Narrative, Historical Narrative, or R.A.C.E.S.) in order to select that highlighter set. The set should now have a gray box around it indicating that it is selected. (Note the gray box around Explanatory in the picture below, showing that it's selected.)



7. Click the blue "Save" button and that highlighter set you selected should appear to the right.
8. Highlight the text in your essay and then click the appropriate color on the Highlighter Tool menu on the right side of your screen to highlight your selected text in that color.

9. When you are done highlighting, go to the Highlight Tool menu on the right side of your screen and look at the bottom where it says “Extract Highlights” and click **“By COLOR.”**



10. When the Extract Highlights dialogue box comes up, click “Current Document” and the blue “Extract” button.
11. Your highlighted items should appear in a color-coded table at the bottom of your essay. Check over the extraction box to make sure you have all the necessary information required for the assignment.

MLA Formatting for Documents

Margins To make sure your page is set up with one-inch margins, go to “File” and “Page Set up” and verify that it is one inch for the top, bottom, left, and right.

Font Set your font to Times New Roman size 12.

Spacing Go to your toolbar and find spacing (there is an up/down arrow). Drop down and choose "double").

Header Click up near the top margin to get into the header (if you are in the header, a line below the header will appear that says, “Header.”) Set your font to Times New Roman size 12 and select “Right Align” from the menu using the “Align” button. Type your last name, press the space bar and then insert the automatic page numbers (see next instruction).

Page numbers Go to “Insert” and choose “Header and Page Number,” “Page Number” and choose the first option (upper left-hand corner). Click down low on the page to get out of the header. You should no longer see the line that says “Header.”

Heading Type the following in the top left: your first and last name, teacher’s name, subject and period number, date you are typing. Press enter 2 x before typing your title.

Title Center your title. (AOW: Put the article title in quotation marks.)

New paragraph Always indent when you begin a new paragraph.

SAMPLE

Potter 1

Harry Potter

Mrs. Pearson

Language Arts 1

13 September 2019

“Do Try This at Home” (AoW)

In the article “Do Try This at Home” by Wendy DuBow, the author introduces the concept of mental imaging. Imaging is thoughts or ideas about achieving a goal before a person begins to reach for that goal. DuBow begins her article with an anecdote of a struggling athlete who began imagining herself performing well and soon the athlete accomplished just that.

MLA Overview

What is MLA?

MLA stands for the **M**odern **L**anguage **A**ssociation. This organization has developed specific ways to format papers so that they are uniform from school to school. Elements of MLA include

FORMATTING	How your paper should be formatted (margins, font, titles, page numbers, etc.)
IN-TEXT CITATION	How to cite your sources (tell where you got your information) within the text of your paper. MLA calls this “parenthetical citations” because they are included in the text in parenthesis.
WORKS CITED	This is the bibliography page, where you list all of the sources you used. MLA includes a specific way to list out the information for different types of sources.

Plagiarism

Plagiarism is presenting someone else’s ideas without giving credit to that person. Anytime you have used someone else’s work in creating your own work, you must cite your sources so that your reader can go to that source for further information. Unless information is common knowledge, for example, “Abraham Lincoln was the 16th president of the United States,” you **must** give credit to the source. The goal of writing a research paper, argument, or explanatory text is not to show that you know everything on your own, but how well you synthesize the information available and use it to support a thesis or claim. **Therefore, citing your sources makes for a stronger piece of writing because you have experts backing up your thesis, argument, etc.**

MLA Paper Example

Your last name and the
page # go in the header

Potter 1

Harry Potter

Mrs. Redd

Social Studies 1

13 September 2020

Heading

Your name

Teacher's Name

1"
margins

Triangle Shirtwaist Factory Fire

Title

Panic struck the 500 employees at the Triangle Shirtwaist Factory late one afternoon when someone yelled, "Fire!" just after quitting time. It was Saturday, March 25, 1911, and the factory workers, most of whom were teenager girls, were just about to leave to enjoy their one day off that week. No one knows exactly how the fire started, but the huge amounts of fabric and paper patterns proved to be dangerous fuel for one of America's greatest workplace disasters. (Hart 353)

Parenthetical
Citation

Located on the top three floors of a New York City building, the Triangle Shirtwaist factory was a disaster waiting to happen. Building codes had not been followed and as a result, there were only two narrow staircases. Women crowded to the staircases, and panic struck as they realized the fire was growing faster than people were descending. "Despite scares from several small fires in the building, Asch [landlord] had not bothered to fix these problems" (Hart 362). As the fire spread, the women tried to utilize the fire escape, but found it broken and unusable.

Parenthetical
Citation

MLA Parenthetical Citations

MLA provides specific formatting guidelines for how to cite your sources within the body of your paper. As you are writing your paper, you will need to tell your reader where you got your information. There are two types of ways you can quote your source, directly or indirectly. Your parenthetical citation **must** match up with your Works Cited page so that your reader knows exactly where your information came from. The first name/word listed on your Works Cited page for the source you are quoting is the identifier you will use in your parenthetical citations.

SAMPLE OF A WORKS CITED PAGE

Works Cited

“American Experience: TV’s Most-watched History Series.” PBS. PBS, n.d. Web. 27 May 2015.

Hart, Diane, and Bert Bower. “25.” *History Alive!: The United States through Industrialism*. Palo Alto: Teacher’s Curriculum Institute, 2005. 353-69. Print.

“Triangle Shirtwaist Factory Fire.” *History.com*. A&E Television Networks, n.d. Web. 27 May 2015.

Notice that the author’s last name “Hart” is the first word listed for that source on the Works Cited page and is also the indicator used in the citations below.

DIRECT QUOTES

“The room filled with smoke, and the air became so hot that it burst the windows” (Hart 353).

- *Notice that this quote is taken directly from the source and is put in quotation marks. The author’s last name and page number is listed in parentheses.*

INDIRECT QUOTES

As industry grew after the Civil War, Americans benefited by having many types of inexpensive goods. However, the number of deaths from industrial disasters proved to be a heartbreaking tradeoff. (Hart 353)

- *Notice that the student has paraphrased the author’s ideas and put them in his/her own words.*
- *If the information in a paragraph is from several sources or several different pages in the same source, you will cite your source in parentheses INSIDE the period for each sentence that contains information from a source.*
- *If the information from the paragraph is in your own words AND all comes from the same page number in your source, you will put the author’s last name and page number in parentheses AFTER the last period in your paragraph.*

MLA Works Cited Page

The Works Cited page is where you will list out all of your sources. MLA has a specific format that you must follow in setting up your Works Cited page. Your Works Cited page should be **double-spaced**, just like the rest of your document.

- LOCATION** Your Works Cited page is a separate page at the very end of your paper.
- TITLE** Center your title, “Works Cited” at the top of the page.
- FORMAT** Follow the MLA format for each TYPE of source. You can use www.easybib.com to get the correct format for your source.
- ORDER** Once you have the correct format for your sources, list them in alphabetical order by the first letter. (Remember to use the first word of your formatted source as seen on your Works Cited page for your parenthetical citations.)
- INDENTATIONS** Each source is one “sentence.” Start your sentence on the margin and create a hanging indent (5 spaces in) for the subsequent lines.

A “Works Cited” page is the name that MLA gives to a bibliography. It is a listing of all of the sources you cited in the body of your paper. The website, EasyBib.com is a great tool for helping you make a bibliography.

Works Cited Sample

Potter 1

Works Cited

“American Experience: TV’s Most-watched History Series.” PBS. PBS, n.d. Web.

27 May 2015.

Hart, Diane, and Bert Bower. “25.” *History Alive!: The United States through*

Industrialism. Palo Alto: Teacher’s Curriculum Institute, 2005. 353-69. Print.

MLA Works Cited Cheat Sheet

ENTRIES Begin each entry flush with the left margin. If the entry runs longer than 1 line, indent each additional line.

- Double-space between all lines.
- Format date(s) as follows: DD Month YYYY (i.e. 19 September 2015)
- All information and punctuation must be exact.
- If any of this information isn't available, go on to the next item.

FORMAT FOR A BOOK (ONE AUTHOR)

Author's last name, First name. Book Title. City: Publisher, copyright date.

Janeczko, Paul J. How to Write Poetry. New York: Scholastic Reference, 1999.

FORMAT FOR A BOOK (TWO AUTHORS)

1st author's last name, First name and 2nd author's First name and Last name. Book Title. City: Publisher, copyright date.

Kottler, Jeffrey A. and Stanley J. Zehm. On Being a Teacher. Thousand Oaks, CA: Corwin Press, Inc., 2000.

FORMAT FOR A BOOK (THREE OR MORE AUTHORS)

1st Author's last name, First name, et al. Book Title. City: Publisher, copyright date.

Markman, Roberta, et al. 10 Steps in Writing the Research Paper. Hauppauge, NY: Barron's Educational Series, Inc., 2001.

FORMAT FOR A NEWSPAPER OR MAGAZINE

Author's last name, First name. "Article Title." Periodical Title Date: Page numbers.

Anderson, Kelli. "Going to the Dawgs." Sports Illustrated 15 November 1999: 116-19.

AN ARTICLE IN A REFERENCE BOOK (ENCYCLOPEDIA)

Author's last name, First name. "Title of Article or Entry." Title of Reference Book. Edition. Year of Publication.

Jones, Bob. "American Revolution." The Encyclopedia Americana. 15th ed. 1994.

FORMAT FOR AN ON-LINE ENTRY

Author's last name, First name. "Web page or article title." Website title. Date posted or last updated. Date viewed. <full electronic address>.

Devitt, Terry. "Flying High." The Why Files. 9 December 1999. 4 January 2000. <<http://whyfiles.news.wisc.edu/shorties/kite.html>>.

FORMAT FOR A SINGLE WORK FROM AN ANTHOLOGY

Author's last name, First name. "Title of piece." Anthology title. Editor's name. City: Publisher, date.

Paley, Grace. "A Warning." Telling and Remembering: A Century of American Jewish Poetry. Boston: Beacon, 1997.

Most Common Prefixes

Prefix	Meaning	Key Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-*	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-*	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-*	not	unfriendly
under-	under	undersea

*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

From *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade* by Bill Honig, Linda Diamond, and Linda Gutlohn. © 2000 by CORE. Reproduced by permission of Arena Press.

Most Common Suffixes

Suffix	Meaning	Key Word
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-ed*	past-tense verbs	hopped
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker, actor
-est	comparative	biggest
-ful	full of	careful
-ic	having characteristics of	linguistic
-ing*	verb form/ present participle	running
-ion, -tion, -ation, ition	act, process	occasion, attraction
-ity, -ty	state of	infinity
-ive, -ative, -itive	adjective form of a noun	plaintive
-less	without	fearless
-ly*	characteristic of	quickly
-ment	action or process	enjoyment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the qualities of	joyous
-s, -es*	more than one	books, boxes
-y	characterized by	happy

*Most frequent. The four most frequent suffixes account for 97% of suffixed words in printed school English.

Punctuating Direct Quotations

Here's the Big Idea

- To punctuate quotations, you need to know where to put quotation marks, commas, and end marks.

Direct Quotations

- A direct quotation is a report of a speaker's exact words
- Use quotation marks at the beginning and ending of a direct quotation.

"Flowers have meaning," said Sophie.

- Use commas to offset explanatory words used with direct quotations (whether they occur at the beginning, in the middle, or at the end of the sentences).

Sophie said, "Flowers have meaning."

"Flowers," said Sophie, "have meaning."

"Flowers have meaning," said Sophie.

- If a quotation is a question or an exclamation, place the question mark (?) or exclamation point (!) inside the closing quotation marks.

"What do flowers mean?" I asked.

- If quoted words are part of a question or exclamation of your own, place the question mark or exclamation point outside the closing quotation marks.

Do flowers tell "secret messages"?

Punctuating Indirect & Divided Quotations

Indirect Quotations

- An indirect quotation is a restatement, in slightly different words, of what someone said.
- An indirect quotation is often introduced by the word *that*.

INDIRECT Shakespeare wrote *that* a rose would smell just as good if it was called by a different name.

DIRECT Shakespeare wrote, "A rose by any other name would smell as sweet."

- Do not use quotation marks to set off an indirect quote.

Divided Quotations

- A divided quotation is a direct quotation that is separated into two parts, with explanatory words such as *he said* or *she said* between parts.
- Use quotation marks to enclose both parts of a divided quotation.

"A rose," he said, "means love."

- Do not capitalize the first word of the second part of a divided quotation unless it begins a new sentence.

"A rose," he said, "sometimes means treachery."

"A rose usually means love," he said. "Sometimes it means treachery."

- Use commas to set off the explanatory words used with a divided quotation.

"A rose," he summed up, "can mean treachery or love."

Reading Reasons by Kelly Gallagher

How many **minutes you read a day** has a direct impact on your standardized **test scores** for reading comprehension (and RI scores):

Minutes of Reading per Day	Percentile Rank on Standardized Tests	Estimated Number of Words Read per Year
90.7	98	4,733,000
40.4	90	2,357,000
21.7	70	1,168,000
12.9	50	601,000
3.1	20	134,000
1.6	10	51,000

Source: *Reading Reasons* page 7

Synonyms for Said - Acknowledging

acknowledged	reluctant disclosure of something perhaps a secret
admitted	reluctance to disclose or concede facts
affirmed	implies deep conviction, little chance of contradiction
alleged	to assert or declare, especially without proof
approved	to consent or agree
avowed	boldly declaring, often in the face of opposition
boasted	to take pride in, brag or overstate
bragged	to boast or overstate; be prideful
conceded	similar to acknowledge and admit
confessed	an admission of a weakness, failure, omission, or guilt
corrected	to instruct more correctly; remove misconception
denied	not accepted; unused, refused
disclosed	to reveal something previously concealed
divulged	to reveal sth that should have remained secret
fretted	to needlessly worry about small details
greeted	to acknowledge presence; salute, salutation
imitated	to copy, mimic or simulate
jested	to make fun of, tease
marveled	to speak with wonderment or amazement
nodded	to move head up and down in agreement
praised	to speak of with honor; to speak highly of someone
revealed	to make known that which had been secret or hidden
uttered	to articulate; pronounce or speak
volunteered	to give or offer to give voluntarily

Synonyms for Said - Arguing

accused	to charge, slander
agreed	to concur, to be in harmony
argued	defend position, disagree or dispute
commanded	lead; overwhelm opposition
contended	to argue, dispute, disagree
convinced	persuaded; remove all doubt, win over
countered	to dispute, question
chided	to scold mildly; to goad into action
disagreed	to be at odds; to not agree
emphasized	to stress
exclaimed	to speak suddenly, loudly with surprise
interjected	to add or assert; to interrupt
interrupted	to cut off or disrupt; to interject out of turn
maintained	to assert, to support by argument, to affirm
objected	to disagree; be in opposition to
pleaded	to implore or beg; to speak desperately
proclaimed	to announce officially; support publicly
proposed	to set forth a design or plan
reasoned	to state calmly and with logic
sassed	to speak back to authority figure; rebel
screamed	to use high pitch loud voice
threatened	to say in menacing manner
warned	to make aware in advance of harm, danger, or evil
yelled	to shout or use loud voice; scream

Synonyms for Said - Explaining

addressed	to speak directly to someone, respond or answer
answered	to respond to a question
asserted	to add or offer additional information
assured	to soothe, comfort, calm
broke in	to interrupt, supplying additional information
cautioned	to warn or advise; strongly suggest
claimed	to assert or maintain; to state as fact
concluded	to finish or draw to a close; to understand
confided	to let in on a secret; to disclose
described	to give additional information
explained	to make or offer an explanation
finished	to conclude or complete
quipped	to say ironically or unemotionally
implied	to suggest, hint, or say without saying
noted	to make mention; to acknowledge
promised	to give word or make a vow
puzzled	to say with doubt or ambiguity
reckoned	to add or submit; to figure or believe
rejoined	to answer an objection
replied	to answer a question or comment
responded	to reply or answer a question or comment
retorted	to reply to criticism in a sharp, witty way
returned	to answer an objection; to reply to a criticism or charge
speculated	to guess using information available
surmised	to conclude or deduce

Synonyms for Said - Questioning

asked	to question or solicit
begged	to ask in a humble manner earnestly
blurted	to interrupt or interject, to ask all together
bugged	to ask repetitively; difficult or unwanted questions
demanded	to ask for urgently and boldly
guessed	to infer; to ask without evidence
hypothesized	to guess, infer
implored	to ask with fervor, implying desperation or distress
inquired	to ask, seek information
insisted	to demand strongly, to declare firmly
pleaded	to answer a legal charge, to lovingly implore
questioned	to ask, doubt, or dispute
requested	to ask (sometimes) formally
wondered	to say with puzzlement or doubt
worried	to cause to feel anxious, distressed, or troubled

Synonyms for Said - Reporting

added	to enhance an argument
advised	to warn, to offer help
called	to capture attention by increased volume
complained	to express dislike or disagreement
congratulated	to give wishes; to acknowledge an action or deed
continued	to further or add to an earlier point
stated	to say or paraphrase from official documents
announced	to declare formally and or publicly
asserted	to state positively but having no proof
commented	to explain, interpret, or criticize - to make a remark
declared	to make known clearly and openly
informed	to give information, to make known; declare
lied	to not speak truthfully
observed	to mention casually
offered	to suggest; to state
mentioned	to state briefly; to bring up in conversation
protested	to formally or openly disagree
quoted	to repeat words of others; to cite a source
recalled	to remember or bring up
related	to make connection; to say allegorically
reminded	to remember; to mention so as not to forget
remarked	to make a brief, casual statement of an opinion
remembered	to recall
repeated	to say again; to restate
replied	to answer; to say in response
reported	to give a formal statement; to give an account of
reassured	to give additional comfort, support, or evidence
revealed	to make known; to publish
taunted	to cruelly tease in a mocking or insulting manner
teased	to annoy or pester; vex
tempted	to cause to consider (usually) something bad

Synonyms for Said - Suggesting

chimed in	to add (usually) unwanted advice
coaxed	to convince against someone's will; change mind
dared	challenge, question
hinted	implies suggestion
implied	similar to suggest - indicates a definite idea
insinuated	to convey sth unpleasant in a sly, sneaky way
intimated	to say without saying, stresses delicacy of situation
pondered	to consider; to weigh all options
suggested	to propose as a possibility, to imply
urged	To entreat earnestly and often repeatedly; exhort

Synonyms for Said - Sounds & Misc.

babbled	to speak incoherently; gibberish, like baby talk
bubbled	to speak lively and expressively; with joy
chatted	to speak informally as to a friend
chortled	to chuckle gleefully; short laugh of joy
chorused	to speak simultaneously, together
chuckled	short, soft laugh; usually to one's self
coughed	short, strong expulsion of air from lungs
decided	finished, set
echoed	repeated sound
gasp	heavy breath after scare or physical exertion
giggled	short, high-pitched laugh from fear or nervousness
growled	rough, threatening manner
gulped	to speak taking in large amounts of air as if drinking
gurgled	to speak with fluid in the throat
hissed	to speak in evil threatening manner
hollered	to shout usually to someone at a distance
lisp	to speak unclearly substituting sounds especially 'th'
panted	to speak as if out of breath
pip	to speak suddenly and loudly
quavered	to speak emotionally with faltering voice
shrilled	high pitched shriek
sighed	to speak with difficulty as if bored
snickered	to say derisively with a laugh
sniffed	to say as if about to cry
snorted	to say with contempt and a short burst of breath
sobbed	to cry uncontrollably
sputtered	to speak with difficulty perhaps from impediment
stammered	repeating words and sounds while missing others
stuttered	to repeat certain sounds multiple times
vowed	to promise solemnly; pledge
wept	to cry softly, quietly
whimpered	to cry or sob with soft intermittent sounds; whine
whine	to complain or protest in a childish fashion

Synonyms For Said - Tone

barked	to speak sharply or loudly; shout
bawled	to cry loudly
beamed	to glow, shine, radiate
bellowed	to roar, to cry out in anger or fear
bleated	to repeat same sound (cry) again and again
boomed	to speak with loud, deep, voice; a thunderous sound
cackled	to laugh cynically - implies sinister intent; sneer
chattered	to speak noisily about something unimportant; small talk
cheered	to yell loudly; to give a shout
choked	to speak with great difficulty due to emotion
clucked	noise made using tongue against bottom of mouth
cried	to call for help, to shout, to weep, to sob
croaked	to make a sound like a frog; hoarse voice
crowed	to speak in a self satisfied way; to boast
declaimed	to speak in a pompous way
drawled	to speak in a way that prolongs the vowels
groaned	to make noise in chest or throat
grumbled	to speak under one's breath; to show disapproval
grunted	to make unintelligible low sounds
jeered	to speak or shout derisively; to mock
joked	to make a joke or speak in funny manner
laughed	to say in fun, joking manner
mimicked	to say by copying another; to make fun of by imitating
mumbled	to utter inarticulate or almost inaudible sounds
murmured	to speak in a low, indistinct voice
muttered	to speak in a low, indistinct voice; inarticulate
nagged	to badger; to continually remind
ordered	to speak demandingly, with authority
ranted	to make short, angry monologue or speech
roared	to utter a loud, deep sound; animalistic
scolded	to find fault; speak angrily
shouted	to make a loud cry or call
shrieked	to make a loud, piercing cry or sound
smiled	to say good naturedly, kindly; in a kind manner
smirked	to say with contempt
snapped	to say suddenly and angrily
sarled	to say with a hateful rage
sneered	to say in scornful manner
squeaked	to say with tiny high pitched voice
wailed	to express grief or pain through long, loud cries
whispered	to speak softly to avoid being overheard

Thinking Maps: Frame of Reference

The Frame of Reference allows you to delve more deeply into what you're learning and apply higher level thinking skills. Here are some of the ways we will use the Frame of Reference to dig deeper:

GREEN Source

What is the **source** of the information on your map?

Did you use prior knowledge or a specific source?

If it was from a source, provide the title, page number, web address, etc.

BLUE Point of View

What **perspective** or **point of view** is influencing the information on your map?

Are there any **historic or social issues** influencing the information on your map?

Is the information on your map influenced by a **primary or secondary source**?

Are there any **cultural issues** influencing your thinking?

Does a specific **time period** influence your thinking about the information on your map?

RED Main Idea & Why It's Important

What is the **main idea** for the information on your map?

Why does it matter or why is it **important**?

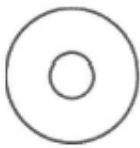
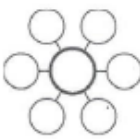


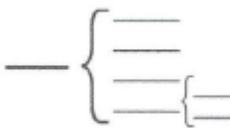

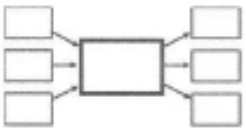

What **conclusions** can you draw from the information on your map?

What do you **now understand** about this concept because of what you have learned?

How would you **summarize** the information on your map?

Thinking Maps Key Words

The “Key Words” used in the instructions will alert you as to which Thinking Map to use to take notes.

Thinking Process	Key Words	Thinking Map
Defining in Context How are you defining this thing or idea?	Define Brainstorm Discuss Identify Tell everything you know	Circle Map 
Describing Qualities How would you describe this? What adjectives would you use?	Describe Characteristics Qualities Use vivid language Observe using your 5 senses	Bubble Map 
Comparing & Contrasting What similarities and differences do these two things have?	Compare & Contrast Similarities & Differences Alike & Different Distinguish Between	Double Bubble Map 
Classifying What are the main ideas, supporting ideas and details?	Classify Sort Types or kinds of Group Categorize	Tree Map 
Part-Whole What are the parts and subparts of this whole physical object?	Parts of Show the structure Deconstruct Take apart Physical components	Brace Map 
Sequencing What happened? What was the sequence of events? What are the sub stages?	Sequence Put in order Cycles Patterns Steps	Flow Map 
Cause & Effect What are the causes and effects of this event? What might happen next?	If...then Predict Motives Consequences Impact of	Multi-Flow Map 
Seeing Analogies What is the analogy being used? What is the guiding metaphor?	Identify the relationship Guess the rule Symbolism Analogy Simile/Metaphor	Bridge Map 

Transition Words and Phrases

BOLDED words are appropriate for narratives & are more conversational than those used in explanatory or argument writing.

Addition

- additionally
- again
- also
- **and, or, nor**
- **as well as**
- **besides**
- even more
- finally
- further
- furthermore
- in addition
- in the second place
- last, lastly
- likewise
- moreover
- next
- **too**

Beginning

- **first**
- in the first place
- to begin with

Cause

- **because**
- for that reason
- since

Clarification

- clearly
- in other words
- that is to say
- to clarify
- to explain
- to put it another way
- to rephrase it

Comparison

- **as well as**
- equally important
- in the same way
- likewise
- similarly

Concession

- admittedly
- although it is true that
- certainly
- granted
- in fact
- it may appear that
- naturally
- no doubt
- **of course**
- **surely**
- undoubtedly
- without a doubt

Conclusion

- **finally**
- in conclusion
- to conclude

Contrast

- **after all**
- **although**
- and yet
- at the same time
- **besides**
- **but**
- conversely
- **however**
- in contrast
- in spite of
- **instead**
- nevertheless
- nonetheless
- notwithstanding
- on the contrary
- on the other hand
- **otherwise**
- regardless
- **still**
- **though**

Effect

- accordingly
- as a result
- consequently
- hence
- **then**
- therefore
- thus
- with this in mind

Emphasis

- **after all**
- as an illustration
- by all means
- certainly
- clearly
- definitely
- even so
- in fact
- in short
- indeed
- namely
- **naturally**
- **obviously**
- **of course**
- of major concern
- once again
- somewhat
- specifically
- **surprisingly**
- thus
- to clarify
- truly
- undoubtedly
- unquestionably
- undeniably
- without a doubt

Example or Illustration

- for example
- **for instance**
- namely
- specifically
- such as
- to demonstrate
- to illustrate

Transition Words and Phrases

BOLDED words are appropriate for narratives & are more conversational than those used in explanatory or argument writing.

Generalizations

- as a general rule
- **for the most part**
- generally speaking
- **in general**
- on the whole
- **typically**
- **usually**

Place

- **above, below**
- adjacent to
- **beyond**
- **here**
- **nearby**
- opposite to
- **there**
- **wherever**

Purpose

- in order that
- **so that**
- to that end, to this end

Qualification

- **almost**
- although
- **always**
- frequently
- **maybe**
- nearly
- never
- perhaps
- **probably**

Intensification

- by all means
- certainly
- **in fact**
- indeed
- of course
- surely
- to repeat
- undoubtedly
- without doubt

Summary/Ending

- **as a result**
- as mentioned earlier
- **finally**
- in brief
- in conclusion
- in short
- in sum
- in summary
- on the whole
- overall
- therefore
- to conclude
- to sum up
- to summarize

Time

- **after**
- **afterward**
- **always**
- **at last**
- at length
- **during**
- **eventually**
- **finally**
- following
- formerly
- **immediately**
- **initially**
- **in the meantime**
- **later, earlier**
- **meanwhile**
- **never**
- **next**
- **now**
- **once**
- **previously**
- **recently**
- **simultaneously**
- **so far**
- **sometimes**
- **soon**
- subsequently
- then
- **this time**
- **until now**
- **when**
- **whenever**
- **while**

Transition Words Stop Light



- To begin with
- First of all
- Initially
- At first
- For instance



- Secondly
- Moreover
- Furthermore
- In addition
- Besides



- In conclusion
- To summarize
- Finally
- In brief
- Lastly

Types of Writing Chart

	EXPLANATORY	NARRATIVE	ARGUMENT
Topic Sentence	Big Idea	Hook	Claim
Sample	George Washington was the first president of the United States.	Had I only known what tragedy would befall me, I would never have gone down to the river that day.	George Washington was arguably the greatest president of the United States.
Body	Details/Facts	Events and description	Evidence and Warrants (explanations of how evidence backs up your claim)
Snap	Why it's important or why we should care	Cliffhanger or Takeaway (what character learned/how his/her life was changed)	Warning or benefit
Sample	George Washington is responsible for creating the American presidency as we know it today.	CLIFFHANGER Will I ever awaken from this horrifying nightmare? TAKEAWAY Through all of these hardships I have learned that, although a dream may not turn out as imagined, the adventure of discovery is life's greatest journey.	WARNING Had we not had George Washington's strong leadership as our first president, it is possible that the US may not have survived its tumultuous early years. BENEFIT Thanks to George Washington's superb leadership during our country's tumultuous early years, the U.S. has remained strong to this day.

ARTICLE OF THE WEEK

Academic Language to Discuss and Write Responses in Your AOW

1. What quote did you select from the reading/article/report?

The quote that I selected was _____.

The quote that stood out for me was _____.

The statement that caught my attention was _____.

2. Sentence frames to paraphrase the quote:

To me this statement meant that _____.

I interpreted this statement to mean that _____.

My interpretation of this statement is that _____.

My understanding of this statement is that _____.

3. Sentence frames to justify selection of quote:

I chose this quote because _____.

I selected this particular quote because _____.

4. Sentence frames to justify your selection:

I selected this image of _____ because _____.

I designed this image of _____ because _____.

I felt this image of _____ was appropriate because _____.

AOW Student Writing Model

A **summary and response** provides an objective overview of the topic and important details from a text and then presents the writer's position on the issue.

An objective overview is _____.

- A. The **summary** includes a topic sentence, detail sentences, and a concluding sentence.
- B. The **response** includes a transitional sentence, a topic sentence that presents the writer's position, supporting details, and a final statement.

Read this student model to analyze the elements of a **summary and response**.

In the article titled "The New Bully at School," Lucas Chen examines arguments about who should punish cyberbullies. Chen begins by describing how two teens felt about cyberbullying. The author continues to discuss how one principal responded. He explains further that very few schools took action due to fear of lawsuits. Chen concludes by suggesting that ultimately teens are responsible for their actions.

Whether schools should punish cyberbullies or not is a complex questions. After considering the evidence presented in Chen's article and my own experiences, I can fully support schools punishing cyberbullies. I am in favor o schools punishing cyberbullies in part because a bully's behavior can impact the school day. To illustrate, the article reports that the bullies who humiliated the student on Facebook also harassed him on campus. My first- hand experiences as a victim who chose to speak up have also helped me understand why students should be able to attend school without fear. For these reasons, I maintain that schools should punish cyberbullies.

- 1. Label **Summary** and **Response**.
- 2. Underline the writer's position.

The writer's position is _____.

- 3. Check three reasons or pieces of evidence that support the writer's position.

One (reason/piece of evidence) is _____.

- 4. Draw boxes around three transition phrases.

One transition phrase is _____.

- 5. Circle five citation verbs in the essay.

One citation verb is _____.

- 6. Star four precise topic words.

An example of a precise topic verb is _____.

AOW Template

In the article titled _____ written by (Author's full name) _____
_____ (citation verb) _____ (noun phrase:
arguments about impacts of) _____ (topic)

_____.
(Author's last name) _____ begins by (verb: describing, identifying,
clarifying) _____. (Important Detail) _____
_____. The author continues to (verb: address, discusses, point out) _____
_____ (important detail) _____

_____. (He/She) _____ (citation verb) _____ further that
(important detail) _____

_____. (Author's last name) _____ concludes by (verb:
emphasizing, suggesting, questioning) _____
(restate author's conclusion) _____.

Whether (noun) _____ should (verb phrase) _____
_____ or not is (precise adj: fascination, provocative, complex) _____
_____ question. After considering the evidence presented in (Author's last name)
_____ article and my own experiences, I (can/cannot) _____ fully
support (issue) _____. I am (in favor/opposed to)
_____ (issue) _____ in
part because (reason that supports your position)

_____. To
illustrate, (evidence from the article) _____

_____. My
first-hand experiences as a (noun: middle school student) _____
_____ have also helped me understand why (reason that supports your
position) _____. For these reasons, I maintain that
(your position) _____

_____.

AOW Sample

Potter 1

Harry Potter

Mrs. Pearson

Language Arts 4

13 September 2020

“Do Try This at Home” (AoW)

In the article “Do Try This at Home” by Wendy DuBow, the author introduces the concept of mental imaging. Imaging is thoughts or ideas about achieving a goal before a person begins to reach for that goal. DuBow begins her article with an anecdote of a struggling athlete who began imagining herself performing well and soon the athlete accomplished just that. By using all the senses, people can become more focused and, as a result, perform better because of imaging. Athletes that use imagery receive a boost in confidence and enhance their skill. People can improve their technique by creating a mental image of themselves performing an activity or meeting their goal before they begin the task at hand. (DuBow 44)

The anecdote that DuBow uses to open the article might be more effective if she had used a more well-known person to illustrate her point. “Although it’s not completely clear why it works, mental imaging is used by nearly all top-level athletes and coaches to improve physical execution” (DuBow 45). Had DuBow included the results of a study or two regarding imaging, she would have further demonstrated the effectiveness of mental imaging. While the examples of athletes using imaging for their benefit is good, including more examples of how imaging helps people outside the world of athletics would strengthen DuBow’s stance. Since the article opened with an anecdote of an athlete utilizing imaging successfully, DuBow could have ended the article with a similar anecdote that was not sports related. Imaging could prove valuable in preparation for a difficult test.

DuBow, Wendy. “Do Try This at Home.” The Language of Literature. Evanston, IL: McDougal Littell, 2000.

ARGUMENT WRITING

Argument Writing

Common Core Social Studies Writing Standard 1 for 8th Grade

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
- d. Establish and maintain a formal style.*
- e. Provide a concluding statement that follows from and supports the argument presented.*

Rationale for Argument Writing

For college and career one needs to know how to make an effective case, to make a good argument. Gerald Graff was recently cited in *Education Week* as giving the following advice to college students: “Recognize that knowing a lot of stuff won’t do you much good,” he wrote, “unless you can do something with what you know by turning it into an argument” (qtd. In Viadaro). In 2009, the National Governor’s Association Center for Best Practices and the Council of Chief State School Officers put a document on the Internet entitled *College and Career Ready: Standards for Reading, Writing, and Communication*. It says this of writing argument... The goal of making an argument is to convince an audience of the rightness of the claims being made using logical reasoning and relevant evidence. In some cases, a student will make an argument to gain access to college or to a job, laying out their qualifications or experience. In college, a student might defend an interpretation of a work of literature or of history and, in the workplace, an employee might write to recommend a course of action. Students must frame the debate over a claim, presenting the evidence for the argument and acknowledging and addressing its limitations. This approach allows readers to test the veracity [reliability] of the claims being made and the reasoning being offered in their defense. (George Hillocks Jr. *English Journal* 99.6 (2010): 24–32)

Elements of Argument Writing

1. **Claim** is drawn from evidence (use valid reasoning, not opinion)
2. **Evidence that supports the claim** is sufficient and relevant and based on reliable sources
3. **Warrants** explain how the evidence backs up the claim
4. **Counterarguments** present the opposing views
5. **Evidence/argument defeating the counterargument:** present evidence that defeats counterarguments
6. **Conclusion:** summarize your claim and the evidence that supports it

Making an argument—expressing a point of view on a subject and supporting it with evidence—is often the aim of academic writing. Even when the material you read or hear is presented as simple “fact,” it may actually be one person’s interpretation of a set of information. Instructors may call on you to examine that interpretation and defend it, refute it, or offer some new view of your own. In writing assignments, you will almost always need to do more than just summarize information that you have gathered or regurgitate facts that have been discussed in class. You will need to develop a point of view on or interpretation of that material and provide evidence for your position.

We all use argumentation on a daily basis, and you probably already have some skill at crafting an argument. The more you improve your skills in this area, the better you will be at thinking critically, reasoning, making choices, and weighing evidence.

Making a claim

What is an argument? In academic writing, an argument is usually a main idea, often called a “claim” or “thesis statement,” backed up with evidence that supports the idea. It is time to stake out a position and prove why it is a good position for a thinking person to hold.

Evidence

Do not stop with having a point. You have to back up your point with evidence. The strength of your evidence, and your use of it, can make or break your argument. Make sure that within each section you are providing the reader with evidence appropriate to each claim.

Counterargument

One way to strengthen your argument and show that you have a deep understanding of the issue you are discussing is to anticipate and address counterarguments or objections. By considering what someone who disagrees with your position might have to say about your argument, you show that you have thought things through, and you dispose of some of the reasons your audience might have for not accepting your argument. You can generate counterarguments by asking yourself how someone who disagrees with you might respond to each of the points you’ve made.

Once you have thought up some counterarguments, consider how you will respond to them—will you concede that your opponent has a point but explain why your audience should nonetheless accept your argument? Will you reject the counterargument and explain why it is mistaken? Either way, you will want to leave your reader with a sense that your argument is stronger than opposing arguments.

When you are summarizing opposing arguments, present each argument fairly and objectively, rather than trying to make it look foolish. You want to show that you have seriously considered the many sides of the issue and that you are not simply attacking or caricaturing your opponents. It is usually better to consider **one or two serious counterarguments in some depth**, rather than to give a long but superficial list of many different counterarguments and replies. Be sure that your reply is consistent with your original argument. If a counterargument changes your position, you will need to go back and revise your original argument.

Critical Reading of Sources

Critical reading is a big part of understanding argument. Although some of the material you read will be very persuasive, do not fall under the spell of the printed word as authority. Very few of your instructors think of the texts they assign as the last word on the subject. Remember that the author of every text has an agenda, something that he or she wants you to believe. Ask yourself, “What is the author assuming I agree with?” (*Source: <http://writingcenter.unc.edu/handouts/argument/>*)

Steps to Writing an Argument Essay

1. Conduct and record **research** for **both sides** using the historical investigative question as your guide.
2. Choose the side that has the **strongest evidence**.
3. Fill in your **Argument Essay Template**.
4. Use your Argument Essay Template as a guide for writing your argument essay:

Things to keep in mind...

- Write it like a textbook, avoid using personal pronouns like “I” or “me”.
- Maintain a formal style.
- Use transition words.

Introduction

- Introduce the claim.
- Provide general background to help your reader understand the topic.

Body

- Paragraph(s) providing evidence to support your claim
- Paragraph to introduce counterargument & evidence for the counterargument then defeat the counterargument with evidence & reasoning.

Transition phrases: opponents would argue, some might argue, although it is true that, certainly, despite, granted, however, indeed, admittedly, in fact, in spite of, it may appear that, naturally, nevertheless,

- Use **warrants** to explain how your evidence ties into the claim or counterargument.

Conclusion (<http://www.ltn.lv/~markir/essaywriting/conclude.htm>)

- Re-state the claim.
- 1-2 sentences that summarize your key points/evidence supporting your claim.
- SNAP! Provides a general **warning** of the consequences of not following the premise that you put forward and/or a general statement of how the community will **benefit** from following that premise.

Argument Essay Template

Investigative Question _____

INTRODUCTION: PARAGRAPH 1

Claim _____

Background to claim _____

Source (_____)

BODY: PARAGRAPHS 2-5 *EVIDENCE SUPPORTING CLAIMS & EXPLANATIONS*

PARAGRAPH 2

Evidence A _____

Source (_____)

Explain how A supports your claim _____

PARAGRAPH 3

Evidence B _____

Source (_____)

Explain how B supports your claim _____

PARAGRAPH 4

Evidence C _____

Source (_____)

Explain how C supports your claim _____

PARAGRAPH 5

COUNTERCLAIM ****Use your “Counterclaim Sentence Frames” handout****

Introduce the Counter-Claim _____

Source (_____)

Evidence Disproving Counterclaim _____

Source (_____)

CONCLUSION: PARAGRAPH 6

Re-State Claim (using different words) _____

Summarize Evidence A, B & C _____

Snap! (warning/benefit) _____

Counterclaim Sentence Frames

Disproving the Opposing Argument

<i>Introducing</i> the Counter-Claim	<i>Disproving</i> the Counter Claim
A common argument against this position is...	...however, when you look at the evidence it becomes clear...
Admittedly, some would argue...	...the evidence clearly indicates that...
Although it is true that...	...the evidence clearly states that...
Despite the opposition's belief that...	...the evidence clearly shows that...
In spite of the opposition's position that...	...the evidence overwhelmingly supports...
It is often thought...	...still, all in all, ...
It may be true that...	...however, ...
Opponents would argue...	...nevertheless, ...
Others would argue...	...however, the evidence points to...
Some might argue...	...however, when one evaluates the evidence it becomes clear that...
The opposition would argue...	
While it may appear that...	
While it may be true that...	
While some researchers say...	

Argument Writing Rubric

Score	4 = A Effective	3 = B Adequate	2 = C Brief/weak	1 = D Inadequate	0 = F Lack of effort
Claim and Introduction	CLAIM is clearly stated, focused and strongly maintained BACKGROUND is well-developed	CLAIM is clear and for the most part maintained BACKGROUND is adequate	CLAIM Somewhat unclear or unfocused BACKGROUND brief or inadequate	CLAIM Very brief , lacking key information, or does not take a clear position BACKGROUND May be confusing or irrelevant	CLAIM is not included BACKGROUND is not included
Evidence & Body	EVIDENCE strongly supports claim and is smoothly integrated and relevant SOURCES Clearly identifies source(s) of evidence and uses in-text citation and/or evidence-based terms WARRANTS clearly explain the connection between claim and evidence COUNTER-CLAIM is clearly addressed & defeated TRANSITIONS are effective , varied and consistent CONVENTIONS Effective command and use	EVIDENCE adequately supports claim and is integrated well SOURCES Adequately Identifies source(s) of evidence and uses in-text citation and/or evidence-based terms WARRANTS adequately explain the connection between claim and evidence COUNTER-CLAIM is adequately addressed and defeated TRANSITIONS are adequately used CONVENTIONS Adequate command and use	EVIDENCE from sources is weak and/or poorly integrated SOURCES Some effort made to identify source(s); may or may not use in-text citation and/or evidence-based terms WARRANTS may be brief and unclear COUNTER-CLAIM is briefly addressed , but is not clear or clearly defeated TRANSITIONS are used occasionally with little variety CONVENTIONS Partial command; inconsistent	EVIDENCE Use of evidence is minimal , incorrect, or irrelevant SOURCES only one of the following included: source(s) of evidence, in-text citation or evidence-based terms WARRANTS are not included COUNTER-CLAIM may be unclear or irrelevant and are not defeated TRANSITIONS are not included CONVENTIONS Lack of command ; many errors	EVIDENCE is not included SOURCES are not identified ; in-text citation and evidence-based terms are not included WARRANTS are not included COUNTER-CLAIM is not included TRANSITIONS are not included CONVENTIONS Meaning is obscured
Conclusion	CONCLUSION is effective and convincingly restates the claim, key evidence and a meaningful warning or benefit.	CONCLUSION is adequate and restates the claim, key evidence and a warning or benefit.	CONCLUSION is weak and missing 1 of the key elements (claim, evidence and a meaningful warning or benefit.)	CONCLUSION is very weak and is missing 2-3 of the key elements (claim, evidence and a meaningful warning or benefit.)	CONCLUSION is not included

Argumentative Essay Writing Rubric Grading

/5pts outline completed

- claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task
- alternate and opposing argument(s) are clearly acknowledged or addressed*
- effective introduction and conclusion

/2pts Do you have a thesis/claim? Put a star by it.

/2pts Does your intro have the author and title in the first sentence? Underline it in green? _____

/2 pts Did you explain the story in the first paragraph? _____ Underline it in orange.

/1pt Does your essay flow? _____

/1pt. Did you write to your audience and not use personal pronouns? (I, me, we, us) _____

/2pts. Does your essay make sense? _____

/2 pts. Did you restate your three pieces of evidence in the conclusion?

/2pts. Did you restate your thesis in the conclusion?

/1pt. Did you read it aloud to an adult? _____

/1pt. (Signature) _____

- consistent use of a variety of transitional strategies to clarify the relationships between and among ideas

/4pts. Did you use a transition between new ideas? _____

List four transitions here and highlight them in yellow on your paper.

- logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety

/5pts Paragraph #2

Topic Sentence-underline in orange _____

Underline evidence or quoted sentence # 1 in red.

Warrants? Did you explain how the evidence supports the claim? Underline this in green.

Did you cite your source with (author's last name and page number)? Underline this in yellow.

Concluding Sentence/Underline this in blue. _____

/5pts Paragraph #3

Topic Sentence-underline in orange _____

Underline evidence or quoted sentence # 1 in red.

Warrants? Did you explain how the evidence supports the claim? Underline this in green.

Did you cite your source with (author's last name and page number)? Underline this in yellow.

Concluding Sentence/Underline this in blue. _____

/5pts Paragraph #4

Topic Sentence-underline in orange _____

Underline evidence or quoted sentence # 1 in red.

Warrants? Did you explain how the evidence supports the claim? Underline this in green.

Did you cite your source with (author's last name and page number)? Underline this in yellow.

Concluding Sentence/Underline this in blue. _____

/5pts Paragraph #5

Does you explain counterargument? "Some might argue ..." Underline that in purple.

Did you explain the rebuttal? However,....Underline that in blue.

/5pts grammar/Spelling

Total: /50 points

EXPLANATORY WRITING

As an expert *explanatory* reader, I...



read the questions first.



read the *Title & Headings* to focus my brain on the main idea(s).



find the topic sentence and underline it.



skim over the passage quickly to get a sense of the information presented and then read it carefully.



underline or **highlight** important information so I can find it easily when I need it.



label the sentences that have answers to a question with the question's number (#1, #2, #3 etc.).



use my magic finger to keep my brain focused.

As an expert *explanatory* writer, I...



re-read the question and my answer when I am done writing to check and make sure that every sentence is focused and helps me answer the question.



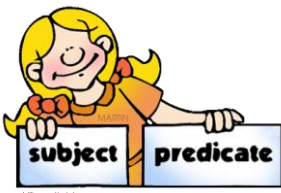
check to make sure I have a clear topic sentence that introduces the topic and hooks in the reader and that I ended it with a *snap*.



check my writing to see if I have maintained a formal style like a textbook.



use my highest-level vocabulary words.



check my writing to make sure I have used complete sentences.



use relevant details from the source(s) *in my own words* to support my ideas.

Revise!

re-read what I have written (out loud if possible) and make revisions that will improve it.

Explanatory Text Chant

By Nancy Fetzer

Explanatory Text,
That's non-fiction,
Which is true information
And it always has the same parts:
Introduction, Body, Conclusion.

In the **Introduction**,
The author hooks in the reader
Then introduces the Big Idea.
That's what all the information is about!

Body is full of ...
Information, Information, Information!
All about the Big Idea.

Conclusion!
Repeat the Big Idea
(Using different words)
And end it with snap!

Explanatory Text Paragraph

Pretend you're a textbook author (no personal references like "I" or "me").

Use your most formal writing style.

Use your highest-level vocabulary words.

TOPIC SENTENCE

Change the question into a statement.

Make sure you have SS Light Bulb (Setting: Date/Location, Subject, and Big Idea.)

Essential Question: What was life like for most people in the Western World in the 1700s and how were their lives transformed by the Industrial Revolution?

Topic Sentence Example: Life for most people in the Western World changed dramatically in the 1700s with the launch of the Industrial Revolution.

DETAILS

Pull meaningful details from your source that will help you answer the question.

Use transition words.

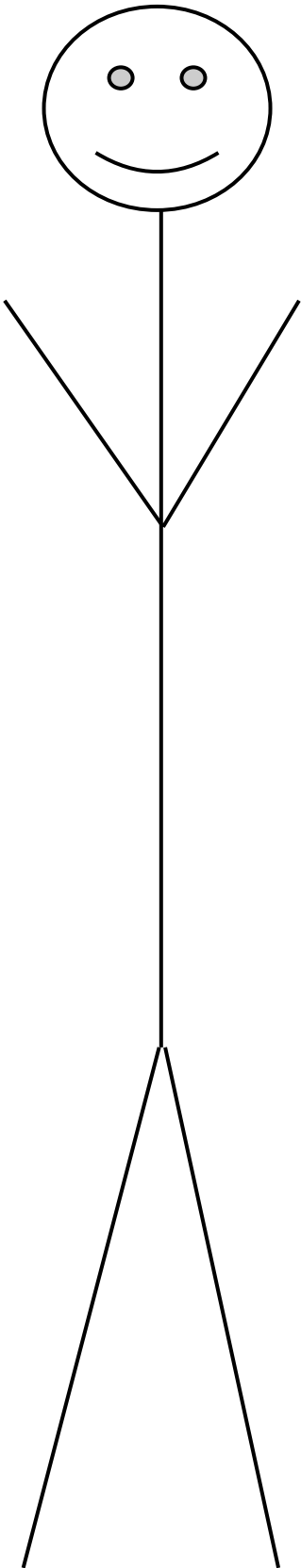
SNAP

This sentence should convince your reader that the topic is important.



Include the Subject and Big Idea.

Snap Example: The Industrial Revolution changed the world and started a chain reaction that led to the technological age in which we live today.

True Information → Explanatory Text Structure



Hook in the reader!

INTRODUCTION	BIG IDEA 		
	S etting When? Where?	S ubject Who? What?	Title Last sentence of intro 1 st sentence of conclusion
BODY	INFORMATION, INFORMATION, INFORMATION TEXTBOOK, ARTICLE OR RESEARCH NOTES <ol style="list-style-type: none">1. Read one section quickly to get an overview of the material2. Re-read that section take notes on<ul style="list-style-type: none">• Main ideas• Examples of main ideas that help you understand3. Notes are bullet-points (words or phrases)<ul style="list-style-type: none">• IN YOUR OWN WORDS (so that you can write from your notes without worrying about plagiarizing)• Key facts that will trigger your memory about what you read		
CONCLUSION	S (subject)  Big Idea Snap = Why it's important or why we should care		

Explanatory Writing Rubric

Score	4 = A Effective	3 = B Adequate	2 = C Brief/weak	1 = D Inadequate	0 = F Lack of effort
Introduction	<p>MAIN IDEA is clearly stated and strongly maintained</p> <p>BACKGROUND is well-developed</p>	<p>MAIN IDEA is clear and for the most part maintained</p> <p>BACKGROUND is adequate</p>	<p>MAIN IDEA is unclear or unfocused</p> <p>BACKGROUND is brief/ inadequate</p>	<p>MAIN IDEA is related to topic but has little focus or is confusing</p> <p>BACKGROUND is confusing/ irrelevant</p>	<p>MAIN IDEA is not included</p> <p>BACKGROUND is not included</p>
Evidence & Body	<p>ORGANIZATION Effective structure is developed with logical progression from beginning to end</p> <p>TRANSITIONS are effective, consistent, and varied</p> <p>EVIDENCE strongly supports main idea, is relevant & smoothly integrated</p> <p>SOURCES Clearly identifies source(s) of evidence and uses in-text citation and/or evidence based terms</p> <p>VOCABULARY is effectively used and is precise</p> <p>CONVENTIONS Effective command and use</p>	<p>ORGANIZATION Adequate structure is developed with an adequate progression from beginning to end</p> <p>TRANSITIONS are adequately used with some variety</p> <p>EVIDENCE adequately supports main idea and is well-integrated</p> <p>SOURCES Adequately Identifies source(s) of evidence and uses in-text citation and/or evidence-based terms</p> <p>VOCABULARY is adequately used and is general</p> <p>CONVENTIONS Adequate command and use</p>	<p>ORGANIZATION Structure is inconsistent and has an uneven progression from beginning to end</p> <p>TRANSITIONS are used inconsistently with little variety</p> <p>EVIDENCE from sources is weak and/or poorly integrated</p> <p>SOURCES Some effort made to identify source(s); may/ may not use in-text citation and/or evidence-based terms</p> <p>VOCABULARY is simplistic and may inappropriate</p> <p>CONVENTIONS Partial command; inconsistent</p>	<p>ORGANIZATION Little or no structure is developed and no clear progression from beginning to end</p> <p>TRANSITIONS are rarely used or not included</p> <p>EVIDENCE Use of evidence is minimal, incorrect, or irrelevant</p> <p>SOURCES only one of the following included: source(s) of evidence, in-text citation or evidence-based terms</p> <p>VOCABULARY is limited, vague or confusing</p> <p>CONVENTIONS Lack of command; many errors make meaning unclear</p>	<p>ORGANIZATION No planned structure is evident</p> <p>TRANSITIONS are not included</p> <p>EVIDENCE is not included</p> <p>SOURCES are not identified; in-text citation and evidence-based terms are not included</p> <p>VOCABULARY is limited or confusing</p> <p>CONVENTIONS Meaning is unclear</p>
Conclusion	<p>CONCLUSION is effective; restates the big idea and convincingly communicates why the topic is important</p>	<p>CONCLUSION is adequate; restates the big idea and adequately communicates why the topic is important</p>	<p>CONCLUSION is weak; restates the big idea and may not communicate why the topic is important</p>	<p>CONCLUSION is very weak and does not communicate why the topic is important</p>	<p>CONCLUSION is not included</p>

R.A.C.E.S

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

The reader should be able to understand exactly what you are talking about without seeing the question.

A

ANSWER THE QUESTION

What is being asked? Answer all parts of the question.

Give a specific and concise answer.

C

CITE THE EVIDENCE

Provide specific examples from the text to support your answer.

Use "Evidenced-Based Terms" to refer back to the text & author.

E

EXPLAIN OR EXTEND

Explain your logic and how the evidence supports your answer.

You can also extend your answer and connect this information to a greater understanding about life, relationships, conflict, etc.

S

SUM IT UP

The last sentence should sum up the entire paragraph.

Restate the question as the conclusion using different words.

Reading Texts & Note-Taking

Marking & Underlining

Read a section of your text (that you own!) that you consider "manageable" but make no entries

Review the section:

- Number important or sequential ideas in the margins
- Underline or highlight:
 - main subjects
 - examples of these main ideas that help you understand them
 - unfamiliar vocabulary and/or definitions
- Jot down paraphrases, questions, and summaries in available space within the text
- Develop a system to coordinate various sources of information: workbooks, CDs, Web sites, classroom notes, etc.

Taking Notes

First: Read a section of your textbook chapter

- Read just enough to keep an understanding of the material. Do not take notes, but rather focus on understanding the material.
- It is tempting to take notes as you are reading the first time, but this is not an efficient technique: you are likely to take down too much information and simply copy without understanding

Second: Review the material

- Locate the main ideas, as well as important sub-points
- Set the book aside
- Paraphrase this information: Putting the textbook information in your own words forces you to become actively involved with the material

Third: Write the paraphrased ideas as your notes

- Do not copy information directly from the textbook
- Add only enough detail to understand

Fourth: Review, and compare your notes with the text, and ask yourself if you truly understand

Source: <http://www.studygs.net/marking.htm>

NARRATIVE WRITING

Historical Narratives

Great historical events often have deep effects upon the people who live through them. Depending on the person and the situation, the effects can be very different. Historical narratives and poetry tell the stories of those people's experiences, which allows us to gain empathy and sympathy about the world around us. As you learn about a particular time period or event, think about how the experience may have affected the individual people who lived through it. Writing **historical narratives** allows you to master the art of storytelling (the heart of most compelling history) as well as demonstrate mastery over the historical material you have studied.

Historical Elements

- when, where, and *why* a certain event occurred
- its larger significance or context
- who the important participants were
- how one person or a group of people were affected by the event
- essential historical details and facts create the setting, characters, and storyline; you want to describe the people, events, and setting so that your reader will feel like he or she was there
- making a clear point so the audience learns a lesson or gains insight into the historical event

Story Elements

- establishes a clear point of view; usually written in the first person, but third person may also be used
- focuses closely on one character
- is usually told chronologically, but you can use flashbacks or flash forwards
- may use dialogue
- uses strong sensory/emotional details and vocabulary to make the character(s) and event come alive and help your reader feel what the characters felt; adjectives and adverbs will help you vividly describe what you see, feel, touch, and smell in the story; **CREATE A MOVIE IN YOUR READER'S MIND!**
- concludes effectively

Concrete Language vs Abstract Details

Effective historical narratives allow readers to visualize everything that's happening, in their minds. One way to make sure that this occurs is to use concrete, rather than abstract, details.

Avoid abstract details—they won't help the reader create a movie in their mind, which is your goal!

Abstract: It was a nice day.

Concrete: The sun was shining and a slight breeze blew across my face.

<http://examples.yourdictionary.com/narrative-essay-examples.html> <http://www.roanestate.edu/owl/describe.html>
<http://lps.lexingtonma.org/Page/2254> <http://www.achievethecore.org/page/505/common-core-narrative-writing>

Narrative Outline

Introduction/Exposition

Setting Time period *when* your story happens.

Place *where* your story happens.

Character Age

Physical description

Personality

Hook Draw your reader in with an engaging first sentence that makes him/her want to read more.

Rising Action, Climax & Falling Action

Conflict What are some problems/conflicts that your character must overcome?

Details In chronological order, list details that will help you describe the main events of your story. These events and details will tell the reader about the conflicts that were faced, and how those conflicts were resolved.

Resolution

Takeaway Wrap it all up! What did the main character learn or how did his/her life change?

Narrative Prompt Story Glove



PROMPT	A narrative prompt will ask you to write a story that is fictional, personal, or based on historical events.
HOOK	Begin with an opening sentence that hooks in the reader!
CONFLICT	Explain the problem or dilemma the main character faces.
ACTION	Move the story along with several events that happen while the character is trying to solve the conflict.
SOLUTION	Resolve the conflict.
TAKEAWAY	Wrap it up by explaining what your character learned or how his/her life changed.

"Narrative" is a term more commonly known as "story." Narratives written for college or personal narratives, tell a story, usually to some point, to illustrate some truth or insight. Following are some tools to help you structure your personal narrative, breaking it down into parts.

Introduction

The "Hook" Start your paper with a statement about your story that catches the reader's attention, for example: a relevant quotation, question, fact, or definition.

Set the Scene Provide the information the reader will need to understand the story: Who are the major characters? When and where is it taking place? Is it a story about something that happened to you, the writer, or is it fiction?

Thesis Statement The thesis of a narrative essay plays a slightly different role than that of an argument or expository essay. A narrative thesis can begin the events of the story: *"It was sunny and warm out when I started down the path"*; offer a moral or lesson learned: *"I'll never hike alone again"*; or identify a theme that connects the story to a universal experience: *"Journeys bring both joy and hardship."*

Body Paragraph

"Show, Don't Tell" Good story telling includes details and descriptions that help the reader understand what the writer experienced. Think about using all five senses—not just the sense of sight—to add details about what you heard, saw, and felt during the event. For example, *"My heart jumped as the dark shape of the brown grizzly lurched toward me out of the woods"* provides more information about what the writer saw and felt than, *"I saw a bear when I was hiking"*.

Supporting Evidence In a personal narrative, your experience acts as the evidence that proves your thesis. The events of the story should demonstrate the lesson learned, or the significance of the event to you.

Passage of Time Writing about the events of your experience using time chronologically, from beginning to end, is the most common and clear way to tell a story. Whether you choose to write chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. Some time transition words are *next, finally, during, after, when, and later*.

Transitions In a narrative essay, a new paragraph marks a change in the action of a story, or a move from action to reflection. Paragraphs should connect to one another. For example, the end of one paragraph might be: *"I turned and ran, hoping the bear hadn't noticed me"*, and the start of the next might be: *"There are many strategies for surviving an encounter with a bear; 'turn and run' is not one of them."* The repetition of words connects the paragraphs. (What does the change in verb tense indicate?)*

Conclusion

The Moral of the Story The conclusion of a narrative include the closing action of the event, but also should include some reflection or analysis of the significance of the event to the writer. What lesson did you learn? How has what happened to you affected your life now?

Outlining Your Narrative

Try applying this structure to your own writing: write sentences for the corresponding elements of your introduction, body paragraphs, and conclusion in the space provided below.

Introduction:

Begin your paper with a “hook” that catches the reader’s attention and set the scene. Where is the event set? What time of year? How old were you when this happened?	
State your thesis: what you learned, or how the event is significant to you.	

Body paragraphs: write three significant moments from the beginning, middle, and end of the event.

Para. 1: Beginning Action	Topic sentence: Detail 1. Detail 2. Detail 3.	Note: Don’t forget to “Show, Don’t Tell”: List sounds, smells, sights, tastes, and textures that you remember. Your experience is your “evidence”. Use transition words to mark the passage of time.
Para. 2: Middle Action	Topic sentence: Detail 1. Detail 2. Detail 3.	
Para 3: End Action	Topic sentence: Detail 1. Detail 2. Detail 3.	

Conclusion:

Analyze and reflect on the action of the story, including how the events are significant to you.	
--	--



Writing Strategies to Consider

First Person vs. Third Person Narratives are a mode of writing in which writers often use first person perspective (“I saw”, “I did”). Check with your instructor to determine whether you can use “I” when telling your story.

***Verb Tense: Reporting vs. Reflecting** The events of most narratives are told in past tense: “As I hiked, I felt the warm sun on my back.” Use present tense when reflecting on the events: “Now I know how unprepared I was”. Notice the change in tense in this sentence as the writer reflects on the past event, from the present.

Narrative Phrases and Vocabulary

NARRATIVE VS. EXPLANATORY

A narrative should provide your reader with the same level of information as explanatory text, but be told in a story format. In order to avoid having your narrative sound like explanatory text, describe what your character

- thinks
- feels
- hears
- smells and
- sees.

DESCRIPTIVE PHRASES

In addition, describe your setting in a way that creates a movie in your reader's mind by carefully choosing descriptive words and phrases.

- The constant **rising and plunging** of the ship upon the waves caused the **nauseated passengers** to remain below deck.
- I winced at the **crunching of dry leaves** underfoot as I **quietly crept** through the **dimly lit forest**.
- The **scorching** sun beat down on us as we crossed the **arid** landscape.
- The air was filled with the **deafening sound** of cannon explosions and the **acrid smell** of gunpowder.

ADVANCED VOCABULARY

Use advanced vocabulary to show that you're ready for high school. As you read over your writing, replace simple words with higher level synonyms.

- **dry** becomes **arid**
- **hot** becomes **blazing or scorching**
- **happy** becomes **ecstatic**
- **mean** becomes **cruel**
- **mad** becomes **furious**

Descriptive Words: Sounds, Landscape, Weather

Loud Sounds

blaring
bleating
blustering
booming
brawling
braying
clamor
clap
clash
crash
deafening
din
discord
earsplitting
grating
pandemonium
piercing
racket
raging
raucous
riot
roar
rowdy
rumble
scream
screech
slam
smash
squawk
stamp
stomp
thud
thump
thunder
tumult
whine
whistle

Soft Sounds

buzz
chime
clink
crackle
faint
gurgle
hiss
hum
hush
inaudible
lilting
murmur
mute
mutter
patter
peep
purr
rasping
rustle
sigh
snap
still
swish
tinkle
twitter
whir
whisper

Landscape

arid
drenched
lush
mountainous
rocky
rolling
rugged
sandy
snow-capped
tranquil
vast

Water

chilly
flowing
foaming
gleaming
icy
murky
pounding
rushing
salty
sapphire
sparkling

Weather

arid
breezy
calm
cloudy
cool
chilly
crisp
damp
downpour
drizzling
dry
foggy
freezing
frosty
hazy
humid
icy
misty
muggy
parched
pouring
rainy
scorching
shady
thunderous
torrential rain
windy

Descriptive Words: Movements, Touch & Shape

Fast Movements

accelerate
bolt
bounce
careen
chase
dart
dash
drop
flee
flick
gallop
hurl
plummet
plunge
propel
race
ram
rapid
rush
sail
scamper
scramble
scurry
shove
skip
smash
soar
speedily
spin
spring
sprint
streak
stride
swat
swerve
swing
swoop
trot
whisk
zip
zoom

Slow Movements

leisurely
sluggish

Touch & Feel

brittle
cold
coarse
cool
craggy
crisp
damp
delicate
dry
dull
elastic
explode
feathery
firm
fishy
fleshy
fragile
furry
fuzzy
gnarled
gritty
hairy
hard
hot
icy
leathery
lukewarm
moist
oily
prickly
rocky
rough
rugged
sandy
satiny
scaly
sharp

silky
slick
slimy
slippery
smooth
soft
spongy
steamy
sticky
tacky
tender
tepid
textured
thick
velvety
warm
waxy
wiry
wooly

Shapes

angular
circular
gnarled
hooked
square
triangular
twisted
wavy

Size

colossal
gaunt
immense
lanky
lean
miniature
miniscule
narrow
scrawny
towering

Descriptive Words: Clean/Dirty, Old/New, People

Clean/Dirty

immaculate
immaculate
scrubbed
spotless
sterile
tidy
dusty
filthy
squalid
foul
polluted
dingy
murky

New/Old

fresh
green
pristine
sparkling
recent
aged
antique
time-worn
crumbling
tired
decaying
antiquated
elderly
ancient
weathered
dilapidated

People

bright
clever
witty
crazed
cruel

dishonest
nasty
rude
thoughtless
vicious
vile
wicked
wretched
aggravated
angry
annoyed
callous
cranky
disagreeable
exhausted
enraged
fuming
harsh
impatient
indignant
irate
provoked
sulky
sullen
snarling
wicked
anguished
dejected
desolate
despairing
distressed
gloomy
grave
hopeless
melancholy
mournful
nervous
sad
secretive
sorrowful
energetic

dynamic
vivacious
intelligent
shrewd
brilliant
adorable
amiable
attractive
beautiful
charming
composed
cute
dainty
delicate
elegant
engaging
gorgeous
graceful
intelligent
relaxed
striking
stunning
friendly
honest
kind-hearted
truthful
comical
hilarious
dependable
competent
conscientious
optimistic
reliable
absurd
amusing
cheerful
comical
curious
foolish
giddy
humorous

ludicrous
ridiculous
whimsical
witty
aloof
arrogant
conceited
haughty
pretentious
self-centered
smug
vain
afraid
alarmed
apprehensive
fearful
frightened
horrified
panicked
panicky
petrified
shocked
startled
terrified
eccentric
exotic
fastidious
meticulous
mysterious
proper
audacious
bold
courageous
daring
fearless
gallant
heroic
valiant

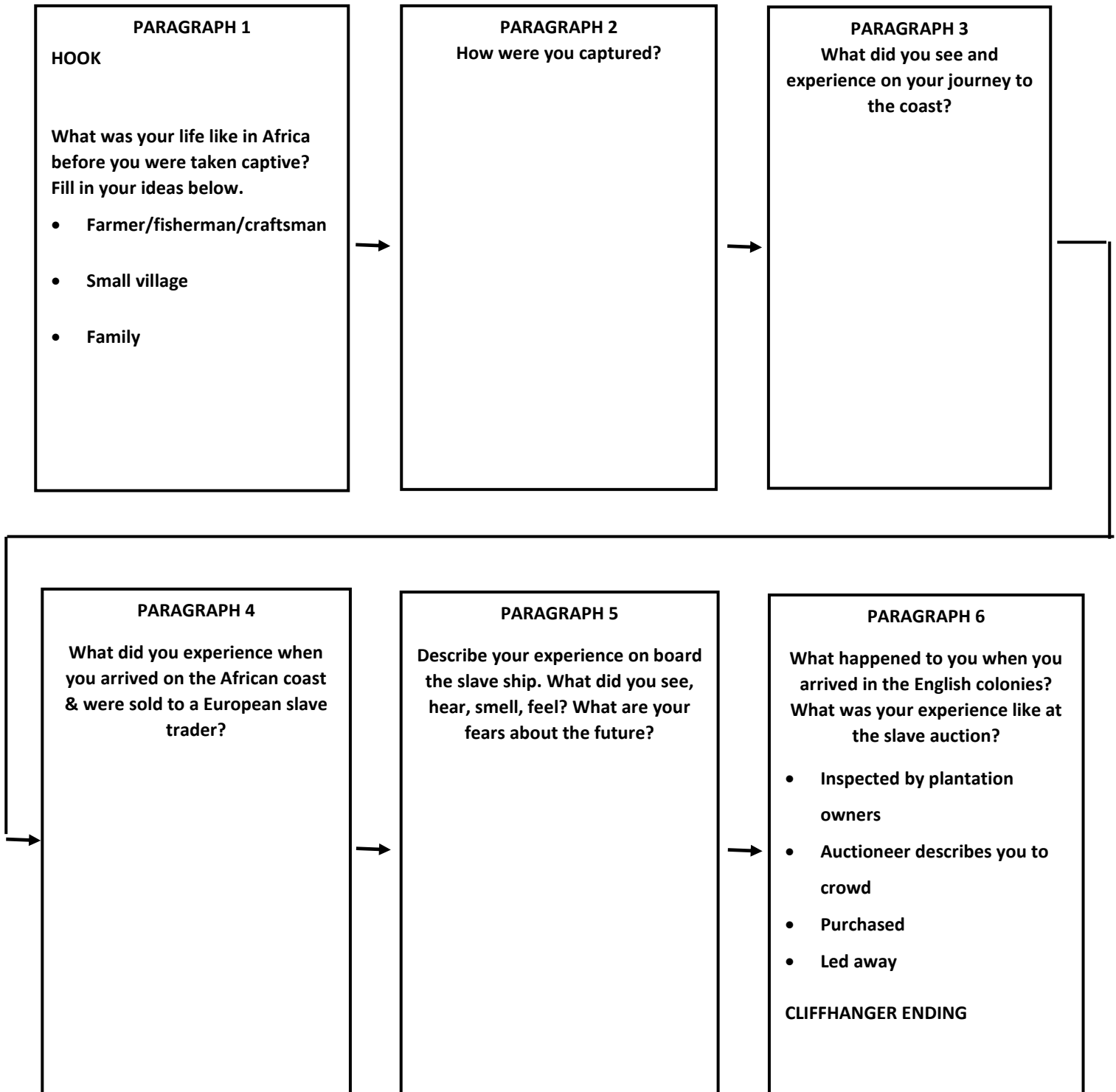
Narrative Flow Map Sample

DIRECTIONS Use a flow map to help you plan out your narrative essays.

BOX 1 Paragraph 1: Include your hook and the background your reader needs to know.

BOX 2 Each box represents a paragraph in the body of your story and, usually, a separate event in the story.

LAST BOX Conclusion: Wrap up your narrative in your final paragraph, ending with a cliffhanger or takeaway.



Narrative Writing Rubric

Score	4 = A Effective	3 = B Adequate	2 = C Brief/weak	1 = D Inadequate	0 = F Lack of effort
Introduction (Narrative Focus)	OPENING is <i>effective</i> SETTING, CHARACTER & POINT OF VIEW is <i>effectively</i> established and <i>strongly</i> maintained	OPENING is <i>adequate</i> SETTING, CHARACTER & POINT OF VIEW is <i>adequately</i> established and <i>generally</i> maintained	OPENING is <i>weak</i> SETTING, CHARACTER & POINT OF VIEW is established <i>somewhat</i> and may have a <i>minor</i> <i>drift</i> in focus	OPENING is <i>inadequate</i> SETTING, CHARACTER & POINT OF VIEW are lacking, <i>little</i> <i>or no focus</i>	SETTING, CHARACTER & POINT OF VIEW are <i>not</i> <i>established</i>
Body	<p>ORGANIZATION <i>Effective</i> plot is developed with a <i>logical</i> sequence from beginning to end</p> <p>TRANSITIONS are <i>effective</i>, varied and consistent</p> <p>DETAILS are <i>effectively</i> incorporated provide <i>detailed</i> framework for the story</p> <p>DIALOGUE <i>effectively</i> advances the story</p> <p>DESCRIPTION Vocabulary is <i>effectively</i> used and provides a <i>very detailed</i> mental picture for the reader</p> <p>CONVENTIONS <i>Effective</i> command and use</p>	<p>ORGANIZATION <i>Adequate</i> plot is developed with a <i>logical</i> sequence from beginning to end</p> <p>TRANSITIONS are <i>adequately</i> used and varied</p> <p>DETAILS are <i>adequately</i> incorporated, <i>somewhat detailed</i> framework for the story</p> <p>DIALOGUE <i>adequately</i> advances the story</p> <p>DESCRIPTION Vocabulary is <i>adequately</i> used and provides a <i>detailed</i> mental picture for the reader</p> <p>CONVENTIONS <i>Adequate</i> command and use</p>	<p>ORGANIZATION <i>Inconsistent</i> plot is developed with a <i>uneven</i> sequence from beginning to end</p> <p>TRANSITIONS are used <i>inconsistently</i> with little variety</p> <p>DETAILS are <i>weak</i> and the framework for the story is <i>lacking</i></p> <p>DIALOGUE is <i>inconsistent</i>, fails to advance story</p> <p>DESCRIPTION Vocabulary is <i>weak</i> and provides a <i>partial</i> mental picture for the reader</p> <p>CONVENTIONS <i>Partial</i> command; inconsistent</p>	<p>ORGANIZATION <i>Little or no</i> plot is developed and story has <i>no clear</i> sequence from beginning to end</p> <p>TRANSITIONS are <i>not included</i></p> <p>DETAILS are <i>few or missing</i> and there is <i>no</i> framework for the story</p> <p>DIALOGUE is used <i>rarely</i> or <i>not at all</i></p> <p>DESCRIPTION Vocabulary is <i>not descriptive</i> and <i>does not</i> provides a mental picture for the reader</p> <p>CONVENTIONS <i>Lack of command;</i> many errors</p>	<p>ORGANIZATION Plot is not developed</p> <p>TRANSITIONS are <i>not included</i></p> <p>DETAILS are <i>not included</i></p> <p>DIALOGUE is <i>not</i> used</p> <p>DESCRIPTION Vocabulary is <i>basic</i> and <i>not descriptive</i></p> <p>CONVENTIONS Meaning is <i>unclear</i></p>
Conclusion	CONCLUSION <i>effectively</i> explains what the character learned or took away from the experience	CONCLUSION <i>adequately</i> explains what the character learned or took away from the experience	CONCLUSION , if included, is <i>weak</i> and may or may not explain what the character learned or took away from the experience	CONCLUSION , if included, is <i>inadequate</i> and does not explain what the character learned or took away from the experience	CONCLUSION is not included

RESEARCH

Research Reminders

Purpose

The purpose of research is to find information provided by credible sources, present what you found in your own words with quotations accurately inserted to support your writing, and cite your sources correctly so that your reader can go back to those sources, if necessary, for more information.

Choosing Your Sources

Find sources that are reliable and presented by experts in that field (do not use ask.com, EHow, etc.)

Your first source should provide a good overview so that you understand your topic fully and have at least a few notes on almost every aspect of your topic. Your other sources can be more detailed on various aspects of your topic on which you need additional information.

Choose sources that have adequate information to fulfill the requirements of your assignment.

Taking Notes

First, read over your source to get an idea of all the information presented. Then go back and decide what information is worth writing down to help you answer the Essential Question. Only take notes on information that will help you answer the question.

When deciding which pieces of information are most important, look at what has the longest range of effect, has the largest effect on the most people, or helps you understand the topic the most clearly.

Be sure that you have notes on all aspects of the Essential Question so that you can answer it completely.

Take notes in your own words so that you're not in danger of plagiarizing. If you want to quote something directly, write it in quotes (record the page number next to the quote if it is from a printed source).

Your notes should clearly indicate the source where you found each piece of information and all of the required information for a bibliography.

Do not write down any words or phrases that you don't understand. Either look up the meaning of the word and find a synonym or figure it out from the context and find a synonym.

Writing

You can only include information in your writing that you have recorded in your notes with the source's bibliography information.

You must be able to defend everything you write by going back to your sources.

If you start writing your paper and realize you don't have information for part of the question you have to go back and do more research and take notes that will help you answer that aspect of the question.

Present your information in third person (no "I" or "we").

Use transition words so that your facts do not sound like a list.

Research Project Planning Guide

TOPIC	Choose a topic based on the instructions provided by your teacher.
DOCUMENT	Create a Google Doc entitled, "Last Name, First Name, Topic"
FONT	Use "Heading 1" 16-point font for each of the following sections and put the information you find. Everything else should be use "Normal Text" 12-point font.

SECTIONS IN DOCUMENT

SOURCES	<p>Find 1 credible sources on your topic that is relatively SHORT (about 5 paragraphs) that provides a brief overview of your topic.</p> <p>Copy the source's info into your Google Doc with the website address and MLA citation if provided.</p> <p>Choose your remaining sources based on the type of information you still need.</p> <p>Copy the source's info into your Google Doc with the website address and MLA citation if provided.</p>
NOTES	<p>Bullet-point 5 important facts from each source IN YOUR OWN WORDS.</p> <p>Highlight the portions of your sources that you chose for your notes.</p>
WRITING	<p>Use your notes to write a well-developed paragraph/essay. Be sure to follow your teacher's directions.</p> <p>Topic Sentence: Use the Essential Question to create your topic sentence.</p> <p>Double-spaced 12-point font.</p>
PICTURE	<p>If required, find pictures of your topic and embed it into your document.</p> <p>Image Quest http://quest.eb.com/#/, Wikimedia Commons, Google Images (must do an Advanced Search...Usage Rights: select "Labeled for noncommercial reuse").</p> <p>Copy the website address and MLA citation if provided into your document.</p>
WORKS CITED	<p>If the website did not provide the MLA citation, go to http://www.easybib.com/ and copy and paste the webpage address to get the MLA format (select "include URL").</p> <p>Copy and paste the MLA citation for BOTH sources into the Works Cited section of your paper.</p> <p>Put your sources in ALPHABETICAL ORDER.</p> <p>Double-space between sources.</p>

Evaluating Web Pages

Accuracy

- Is the site created or sponsored by a reputable organization? If so, can I confirm that the organization is a credible and authoritative source of information?
- Is the information on the site well written? Are there misspellings or grammatical errors?
- Is the information cited correctly?
- Is there a biography on the author that tells you why the author is an expert on the topic?
- Is there an “about us” section that tells us why we should trust their information?
- Check the authority of the domain (org, gov, com, edu, net).

Extension	Source	Reliability
.gov	Government agency	Reliable
.edu	Educational institution	Reliable
.mil	Military	Reliable
.org	Organization (usually a non-profit):	Usually reliable, be sure to verify
.com	Commercial business or personal website	Requires verification of reliability

Objectivity

- What is the site's purpose: to persuade, inform, or entertain? If the purpose is to persuade or entertain, beware of using the information.
- How detailed is the information? Do they provide links to more detailed information?
- What opinions (if any) are expressed by the author?
- Determine if page is a mask for advertising; if so, the information might be biased. View any web page as you would an infomercial on television.

Up-to-Date

- When was the information first uploaded?
- When was the information last updated?
- Do the links work, or do they lead to error messages, such as "Page Not Found"? Sites that are not regularly updated are likely to have more "broken links."

Keeping Track of Your Sources for Your Works Cited Page

- Author's Name – First and Last Name
- Title of Webpage – Go to the “Home” page to get the title
- Institution that published the website
- URL
- Date you viewed the website and/or downloaded the information

MLA Sample

Author/editor. Title (or description) of the site. Name of any institution or organization associated with the site. Your access date <URL>.

Citing Help

Use EasyBib.com to get a correctly formatted citation using MLA. Copy & paste it into your Works Cited page.

Google Slides Presentation Cheat Sheet

Inserting a Video

1. Go to the slide in your presentation where you want to insert the video
2. Create a new tab
3. Find a video
4. Highlight the entire address in the address bar
5. Click **CONTROL + C** to copy the address
6. Click on the tab that has your presentation
7. Go to the menu and click on **INSERT**. On the insert menu, click **VIDEO**.
8. Depending on the website where you found the video, do the following...
 - If it is a **YouTube** video
 - Press **CONTROL + V** to paste the address.
 - Click the blue search button to the right of the pasted address
 - Click on your video that shows up below the address
 - Click the blue **SELECT** button
 - If it is from a **different site**, click on **BY URL**
 - Press **CONTROL + V** to paste the address.
 - Click on your video that shows up below the address
 - Click the blue **SELECT** button
9. Your video should now be inserted into your slide

Selecting a Portion of a Video

1. Select your video
2. Go to the menu. Click **FORMAT** and **VIDEO OPTIONS**.
3. Adjust the **START AT** and **END AT** points to be the portion of the video you want to show.
4. **OPTION:** Click the “Auto play when presenting” box so that the video will automatically start when you get to that slide.

DIRECTIONS CONTINUED ON NEXT PAGE

Google Slides Presentation Cheat Sheet (cont.)

Inserting a Picture

1. Go to the slide in your presentation where you want to insert the picture
2. Create a new tab
3. Go to Google Images, type in your topic and hit enter
4. On the menu, click TOOLS, SIZE, LARGE
5. Click and hold the picture you want to insert
6. Drag the picture to the tab that has your presentation
7. Move your mouse down to the slide and let go of your mouse.
8. Your picture should now be inserted

Cropping and Resizing a Picture

1. Click on the picture
2. Go up to the menu and click on the cropping tool
3. Click and drag the BLACK lines on the sides, top or bottom until you get the portion of the picture you want.
4. To resize the picture, always click and drag from the CORNER so that your picture does not become distorted.

VOCABULARY

8th Grade SBAC Vocabulary Words

- | | | |
|------------------------------|----------------------------------|----------------------------------|
| 1. accurate | 39. develop ideas | 75. plot |
| 2. inaccurate | 40. dialogue | 76. point of view |
| 3. acknowledge | 41. draft | 77. pre-write |
| 4. counterclaim | 42. edit | 78. precise |
| 5. opposing viewpoint | 43. editorial | 79. word choice |
| 6. counterargument | 44. elaborate | 80. presentation |
| 7. affix | 45. essay | 81. punctuation |
| 8. analysis | 46. establish a claim | 82. purpose |
| 9. antonym | 47. evidence | 83. purpose for writing |
| 10. argument | 48. excerpt | 84. quotation(s) |
| 11. argumentative | 49. explanatory | 85. reference sources |
| 12. audience | 50. flashback | 86. relationships |
| 13. author's intent | 51. focus | 87. relevant/irrelevant |
| 14. author's message | 52. global notes | 88. relevant supporting evidence |
| 15. author's point of view | 53. grammar usage | 89. resolve/resolution |
| 16. author's purpose | 54. heading | 90. revise |
| 17. blog | 55. illustrate | 91. root word |
| 18. capitalization | 56. inclusion | 92. sensory |
| 19. central idea | 57. infer | 93. sequence of events |
| 20. character's action | 58. inference | 94. setting |
| 21. character's interaction | 59. integrate | 95. shift in narrators |
| 22. character's relationship | 60. information | 96. skim |
| 23. claim | 61. interaction | 97. stanza |
| 24. clarify | 62. interpretation | 98. style |
| 25. clause | 63. introduction | 99. summarize |
| 26. compare/contrast | 64. justify | 100. support |
| 27. comparison | 65. key events | 101. synonym |
| 28. conclude/conclusion | 66. logical progression of ideas | 102. text structure |
| 29. conclusion drawn | 67. logical sequence of events | 103. theme |
| 30. concrete details | 68. motive | 104. thesis |
| 31. conflict/tension | 69. multiple meanings | 105. tone |
| 32. context | 70. narrative | 106. topic |
| 33. contradict | 71. observations | 107. transitions |
| 34. controlling | 72. paraphrase | 108. trustworthy |
| 35. conventions | 73. phrases | 109. visualize |
| 36. counter argument | 74. plagiarism | 110. voice |
| 37. counterclaim | | 111. website |
| 38. credible | | |

Vocabulary = Academic Success

Vocabulary for the Common Core

By Robert J. Marzano & Julia A. Simms

“Intelligence and vocabulary are highly correlated. That is, as one increases, so does the other.” (Marzano & Simms 10)

“If a teacher used direct vocabulary instruction, a student in the 50th percentile would be expected to improve to the 83rd percentile. In comparison, a student who didn’t receive direct vocabulary instruction would be expected to remain in the 50th percentile.” (Marzano & Simms 10)

Vocabulary Games for the Classroom

By Lindsay Carleton & Robert J. Marzano

What is also clear is that there is a vast difference in the vocabularies of low-versus high-achieving students. Data collected as far back as 1941 indicates there is roughly a 6,000-word gap between students at the 25th and 50th percentiles on standardized test in grades 4–12. Since the 1980s, researchers have estimated the difference to be anywhere between 4,500 and 5,400 words for low- versus high-achieving students (for a discussion, see Marzano, 2009). This means we can take the commonsense connection between vocabulary and content one step further and conclude that **the size of a student's vocabulary is directly related to his or her academic achievement** (Carleton & Marzano 1).

Vocabulary Circle Map

Below are frame of reference **OPTIONS** for vocabulary circle maps

- Picture: ALWAYS do an illustration as one of the strategies because pictures are the easiest things for your brain to remember.
 - Draw the actual thing
 - Symbol
 - Example
- Affixes
- Associated words
- Characteristics
- Definition in your own words
- Examples
- Non-Examples
- Personal association
- Properties
- Related words
- Roots
- Sentence with context clue
- Synonyms
- Word in their native language

Example

