

Unit 7, Activity 1, Reading Response Prompts

ELA.6.11a	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events and steps in a process.
	<ul style="list-style-type: none"> Develop a timeline of events in your book. What are the five most important or significant events in your book at this point?
ELA.6.11b	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information.
	<ul style="list-style-type: none"> Summarize the most recent chapter of your book. Select one passage from your book. Paraphrase it.
ELA.6.11c	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and supporting details.
	<ul style="list-style-type: none"> Identify the main idea of the _____ (novel, chapter, or passage). Label the main idea as stated or implied. List supporting details in support of the main idea you identified.
ELA.6.11d	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas.
	<ul style="list-style-type: none"> How does the author use literary elements in this _____ (novel, chapter, or story)? Compare and contrast the use of two literary elements.
ELA.6.11e	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.
	<ul style="list-style-type: none"> As you read this _____ (novel, chapter, or passage), make a list of inferences you make. Identify the background knowledge you used to form each inference.
ELA.6.11f	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including predicting the outcome of a story or situation?
	<ul style="list-style-type: none"> What do you think will happen next (in tomorrow's reading)? What events led you to this prediction/
ELA.6.11g	Demonstrate understanding of information in grade-appropriate texts by identifying literary devices.
	<ul style="list-style-type: none"> Make a list of metaphors, similes, or imagery the author has used to bring events to life for the reader.
ELA.6.14	Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs.).
	<ul style="list-style-type: none"> What was the author's purpose for writing (to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs, or a combination of these)? How do you know? Use evidence from the novel to support your choice.
ELA.6.15	Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts.
	<ul style="list-style-type: none"> What is the author's viewpoint? What persuasive techniques has the author used to support his/her viewpoint? Explain the author's use of unsupported inferences, faulty reasoning, or generalizations.

Unit 7, Activity 2, Frayer Model Vocabulary Card

Vocabulary Self-Awareness Chart

Word	+ ? -	Example	Definition

Word	+ ? -	Example	Definition

Word	+ ? -	Example	Definition

Unit 7, Activity 2, Frayer Model Vocabulary Card

Frayer Model Vocabulary Card

Definition:		Characteristics:	
	Key Word:		
Example:		Non-Example:	

Frayer Model Vocabulary Card EXAMPLE

Definition: <i>A solid made of atoms arranged in an ordered pattern</i>		Characteristics: <i>glassy clear colored brightly colored evenly shaped patterned glimmer or sparkle</i>	
	Key Word: <i>crystal</i>		
Example: <i>metals rocks snowflakes salt sugar</i>		Non-Example: <i>coal pepper snowflakes lava obsidian</i>	

Word Map

Definition:	Synonym:
Vocabulary Word:	
Antonym:	Visual Representation [Drawing]:

Definition:	Synonym:
Vocabulary Word:	
Antonym:	Visual Representation [Drawing]:

Unit 6, Activity 3, Words in Context

Book: _____

date	word	sentence(s) from context, page number	definition	restatement	example	contrast	student-developed definition	understanding level + ? -

Unit 7, Activity 4 and 5, Writing Piece with Target Skills Planner

Standards, Benchmarks, Grade-Level Objectives

Instructional Decisions to Make before Beginning Writing Unit:

Writing Genre: _____

Writing Mode: _____

Prewriting Technique(s) _____

Model(s) from Literature: _____

Student Model(s): _____

Organization Style: _____

Transition Type: _____

Graphic Organizer(s): _____

Focus: _____

Supporting Details: _____

Beginning Technique: _____

Ending Technique: _____

Composing Skill(s): _____

Literary Device(s): _____

Revision Focus(es): _____

Proofreading for: _____

Assessment with: _____

Unit 7, Activity 5, Writing Record

Date(s)	Piece	Extended Time Frame			Shorter Time Frame			Audience
		research	reflection	revision	journal	text response	other	

Proofreading/Editing Strategies for Students



Try these proofreading strategies:

- 1) Read your own paper backward word by word.
- 2) Make an index card with a word-size hole in the center of it and move it over the page one word at a time, checking spelling & capitalization as you do.
- 3) Read the first sentence in your paper carefully. Put your left index finger over the punctuation mark that signals the end of that first sentence. Next, put your right index finger on the punctuation mark that ends the second sentence. Carefully read material between two of your fingers, looking for errors.

Then move your left index finger to the end of the second sentence and move your right index finger to the end of the third sentence and read carefully. Keep moving fingers until you have carefully examined every sentence in your paper.
- 4) Do any of these strategies for a peer.

Unit 7, Activities 6, 13, 14, and 15, Secondary Editing/Proofreading Checklist, Secondary Editing/Proofreading Checklist

Name _____

Period _____

Directions: For each corrected assignment, record title/description and number of errors you made in each area. ERROR Types																				
Title																				
Irregular Verbs																				
Possessive Pronoun Form																				
Appropriate Part of Speech to Enhance Writing [preposition, interjection]																				
Homophones																				
Word Endings																				
Word Omissions																				
Unnecessary Repetition																				
Spelling																				
Capitalization [Indicate companies, buildings, monuments, geographical names]																				
Comma Use [Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]																				
Colon Use (after salutation in business letters)																				
Hyphen/Dash Use [Indicate: to separate syllables of words, compound adjectives.]																				
Italics/Underlining																				
Legibility																				
Review from Previous Grades:																				
Sentence Fragments																				
Run-Ons																				
Varied Sentence Structure																				
Double Negatives																				
Subject-Verb Agreement																				
Consistent Verb Tense																				
Plurals																				
Pronoun Agreement																				
Capitalization [first, important words, titles, proper nouns, proper adjectives.]																				
End Marks																				
Apostrophe [contractions, possession]																				
Comma Use [Appositives; Adjectives; Intro. Phrase/Clause; Items in a Series, etc]																				
Quotation Marks/Dialogue																				
Indentation/Margins																				
Writing Development Focus:																				
Literary Devices [flashback, foreshadowing, imagery]																				

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

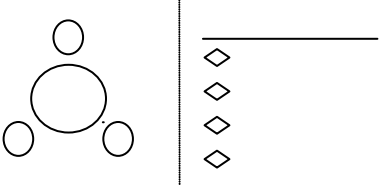
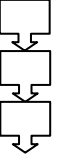
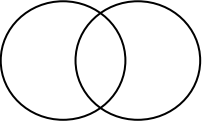
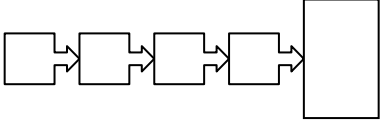
Unit 7, Activity 7, Nonfiction Text Structures

Nonfiction Text Structures

TEXT STRUCTURE	GRAPHIC ORGANIZER	SIGNAL WORDS	MEANING FOR READER	QUESTIONS to Ask for Understanding Structure:
Description or List				
Sequence/Time Order				
Compare and Contrast				
Cause and Effect/ Problem and Solution				

Unit 7, Activity 7, Nonfiction Text Structures (Answer Key)

**Nonfiction Text Structures
(ANSWER KEY)**

TEXT STRUCTURE	GRAPHIC ORGANIZER	SIGNAL WORDS	MEANING FOR READER	QUESTIONS to Ask for Understanding the Structure:
Description or List		<i>one, two, first, second, third, to begin, next, finally, most important, when, also, too, then, to begin with, for instance, for example, in fact, etc.</i>	<i>A description, a set of a topic's characteristics, or a list will follow.</i>	<i>What is being described? What are its unique (sensory) attributes?</i>
Sequence or Time Order		<i>on (date), not long after, now, as, before, after, when, first, second, then, finally, during, finally, until, etc.</i>	<i>A set of steps in a process or a sequence of events is being described in order of occurrence.</i>	<i>What happened first, second, and third? How were items in this paragraph organized: by age, time, etc?</i>
Compare and Contrast		<i>however, but, as well as, on the other hand, not only...but also, either...or, while, although, similarly, yet, unless, meanwhile, nevertheless, otherwise, compared to, despite, etc.</i>	<i>The likenesses and differences of two things are being described.</i>	<i>How are these items alike? How are these items different?</i>
Cause and Effect Problem and Solution		<i>because, since, therefore, consequently, as, so that, as a result, cause, this led to, so, nevertheless, accordingly, if...then, thus, etc.</i>	<i>A cause and its resulting effects will be explained or a problem and its solution(s) will be described.</i>	<i>What happened? What were the effects of (TOPIC)? What were the reasons for this? What caused this to happen? Is there a solution to the problem?</i>

Unit 7, Activities 8, 10, and 11, KWL Graphic Organizer

KWL

NAME _____ Date _____ Pd. _____

<p>K</p> <p>What Do I Already Know?</p>	<p>W</p> <p>What Do I Think I Will Learn? or What Do I Want To Know?</p>	<p>L</p> <p>What Have I Learned?</p>

Unit 7, Activity 9, Paraphrasing versus Summarizing

Paraphrasing versus Summarizing

To paraphrase means to express someone else's ideas in your own language.

To summarize means to distill only the most essential points of someone else's work.

How do I paraphrase? Whenever you paraphrase, remember these two points:

1. You must provide a reference.
2. The paraphrase must be entirely in your own words. You must do more than merely substitute phrases here and there. You must also completely alter the sentence structure.

It can be difficult to find new words for an idea that is already well expressed. The following strategy will make the job of paraphrasing a lot easier:

1. When you are at the note-taking stage, and you come across a passage that may be useful for your essay, do not copy the passage verbatim unless you think you will want to quote it.
2. If you think you will want to paraphrase the passage, make a note only of the author's basic point. You don't even need to use full sentences.
3. In your note, you should already be translating the language of the original into your own words. What matters is that you capture the original idea.
4. Make sure to include the page number of the original passage so you can make a proper reference later on.

When it comes time to write the paper, rely on your notes rather than on the author's work. You will find it much easier to avoid borrowing from the original passage because you will not have recently seen it. Follow this simple sequence:

1. Convert the ideas from your notes into full sentences.
2. Provide a reference.
3. Go back to the original to ensure that (a) your paraphrase is accurate and (b) you have truly said things in your own words.

How do I summarize?

Summary moves much farther away from point-by-point translation. When you summarize a passage, you need first to absorb the meaning of the passage and then to capture in your own words the most important elements from the original passage. *A summary is necessarily shorter than a paraphrase.*

EXAMPLES:

ORIGINAL Paragraph

Jenny is a fifteen-year old student who attends a rural school. She is very outgoing and participates in school activities such as cheerleading and Quiz Bowl. Because her school is small, everyone knows her and she knows everyone in school.

Paraphrase of the Paragraph

**Jenny, a fifteen-year old girl, goes to a small school where everyone knows each other. She is active in several extra-curricular activities including cheerleading and Quiz Bowl.

Summary of the Paragraph

**Jenny is well known in her small high school and participates in school activities.

GIST Worksheet

Unit 7, Activities 13 and 14, Research Group Checklist

Reviewer _____

	Student:	Student:	Student:	Student:
Development of argument: Student clearly introduces argument and reasonably supports claims.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no
Relevant evidence: Student provides relevant evidence and a balance of paraphrasing, summarizing, and directly quoting.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no
Credible sources: Student uses credible sources to demonstrate understanding of content.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no
Formal style: Student uses language that is formal, refraining from slang or other casual language.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no

Unit 7, Activity 15, Research Report Rubric

Name _____ Date _____ Pd. _____

Research Report Rubric

Title of Piece _____

CRITERIA: The essay will be evaluated on the basis of these criteria:

Introduction

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. The introduction makes the topic clear in an attention grabbing way. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The introduction explains the reason for interest in this topic. | 0 | 1 | 2 | 3 | 4 | 5 |

Body

- | | | | | | | |
|--|---|---|---|---|---|---|
| 3. The body of the report explains the story of the search. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. The body of the report refers to facts learned in at least three print and non-print sources, plus the personal interview. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. The information in the body of the report is organized logically. | 0 | 1 | 2 | 3 | 4 | 5 |

Conclusion

- | | | | | | | |
|--|---|---|---|---|---|---|
| 6. The conclusion summarizes what was learned and tells future plans. | 0 | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|

Report as a Whole

- | | | | | | | |
|--|---|---|---|---|---|---|
| 7. The report has interesting word choice and good sentence structure/variety. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. The report interweaves factual information with personal voice. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Transitions are used effectively to connect ideas and paragraphs. | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. The report is relatively free of mistakes in spelling, grammar, usage, and manuscript form {Use <u>spellcheck</u> ; <u>proofread</u> your work!}. | 0 | 1 | 2 | 3 | 4 | 5 |

Possible: 50 points x 2 = 100 points

TOTAL _____ X 2 = _____

Final grade = _____