Preparing Secondary Writers to Construct Competent CCSS-Aligned Responses

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AZ Dept. of Ed. OELAS Conference

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Participants will consider and receive tools to:

- Address language demands posed by CCSS reading and writing tasks
- Develop academic oral language to leverage in applied writing tasks
- Remedy serious limitations in traditional writing instruction approaches
- Introduce and dissect a model paper exemplifying the elements of a CCSS-aligned writing type
- Design and utilize a student-friendly analytical rubric that specifies the attributes of the writing type
- Structure brief writing tasks to build competencies for longer responses
- Integrate grammar and vocabulary targets in writing tasks and rubrics

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In this session, we will consider

- Language demands posed by CCSS tasks
- The role of oral language in writing achievement
- Aspects of academic language proficiency that must be explicitly modeled and taught
- Limitations in traditional writing instruction
- The need for brief constructed verbal and written responses across the school day
- Instructional imperatives: writing models, targeted language frontloading, student-friendly rubrics, timely and productive feedback

Identifying Language Demands in the Common Core

READING Read a range of complex literary and informational texts and respond to text-dependent questions and tasks.

LANGUAGE Expand academic vocabulary through direct instruction, reading, and academic interaction.

WRITING Write logical arguments based on relevant evidence and research.

SPEAKING & LISTENING Engage in formal academic discussions in pairs, small groups, and whole group.

Writing Not Emphasized in CCSS

- Seasonal Poetry (e.g., Halloween Haiku)
- Personal Journal Entries (Response to Lit.)
- The Arizona State Report
- Daily Oral Language (Sentence Correction)
- Book Reports w/ Art Projects (e.g., Dioramas)
- The Persuasive Essay

Major CCSS Writing Categories

- Opinions, Justifications (1-5)
- Justifications, Arguments (6-12)
- Informative, Explanatory (1-12)
- Narratives (1-12)

Direction Words in Writing Prompts

Common Direction Words in Academic Writing Prompts

ANALYZE	Break the subject (an object, event, or concept) down into parts, and explain the various parts.
ARGUE	State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions.
COMPARE	Show how two things are similar and different; include details or examples.
CONTRAST	Show how two things are different; include details or examples.
CRITIQUE	Point out both the good and bad points of something.
DEFINE	Give an accurate meaning of a term with enough detail to show that you really understand it.

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Informal Verbal Writing Prompt

- Write an informative paragraph about your usual **study place;** tell what is positive and negative and give the reasons why.

Formal Writing Prompt

- **Evaluate** your **current study place** and **determine** whether you should make any changes to **create** a more **productive work environment**.
- Write a **thoughtful informative paragraph**, **including** a **clearly-stated** topic sentence, **transitions**, specific **reasons**, **concrete details,** and a **concluding statement**.

Most Frequent Question Regarding Writing Tasks:

How long does it <u>have</u> to be?

Example – Long-Term English Learner (9th grade)

Constructed Response

Well actually I study in my livingroom almost sometime. Because I don't usually do my homeworks. Every time when I pick up my pen to work on my homeworks. I got disturb from my little bros., and sister. They come into the livingroom and chasing each other aroun. Man I was like sitting in hell with a demon. In my living room I had a desk. Which it is about 6 ft. by 3, a lamp, dictionary, pens and school stuff. I had a 27 inch TV in front of me.

(9th grade: 7 years in U.S., Intermediate English for 5 years)

What do we notice about this student's writing skills and English language use?

- Imprecise vocabulary use: *school stuff*
- Inconsistent and inaccurate use of present tense to describe habitual actions: *I study; I had a desk*
- Errors with:
  - Adverbs of frequency: *almost sometime*
  - Count/non-count nouns: *homeworks*
  - Verb phrases: *I got disturb from*
  - Sentence fragments: *Because I don't do my homeworks.*
  - Conversational register: *Well actually; Man I was like*

These written oral language proficiency errors…

- Are not unusual among long-term ELs
- Are not simply performance mistakes, but rather reflect a lack of linguistic knowledge
- Are often fossilized errors resulting from years of benign instructional neglect
- Can be addressed through planned, explicit, interactive and sustained instruction (vs worksheets and on-the-fly explanations)

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Revised EL Writing Post Instruction Devoid of Language Development

My living room isn't a good study place. **In contrast,** every time when I pick up my pen to work on my homeworks. I got disturb from my little bros., and sister. **Then,** they come into the living room and chasing each other aroun. **Also**, I was like sitting in hell with a demon. **Moreover,** in my living room I had a desk. Which it is about 6 ft. by 3, a lamp, dictionary, pens and school stuff. **Finally,** I had a 27 inch TV in front of me.

(9th grade: 7 years in U.S., Intermediate English Proficiency for 5 years)

The Goal of English Development: Accurate Oral Fluency

- **Oral Fluency:** ease of target language production and listening comprehension
- **Accurate Oral Fluency:** ease of producing accurate target language forms (vocabulary, syntax, grammar) and ability to follow along and comprehend while listening to more sophisticated language

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Vocabulary Support: Evaluating Your Study Environment

Precise Topic Words
- assignments
- concentrate
- environment
- resources, materials
- distract, distraction
- avoid
- improve, improvement
- productive, unproductive
- challenge, challenging

High-Utility Words
- complete
- strength
- weakness
- challenge
- positive
- negative
- numerous
- several
- select

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Syntax Support: Evaluating Your Study Environment

- I (regularly, typically) complete my most demanding homework assignments in __
- I prefer to study in this location because __
- One challenge I face working in __ is __
- To create a more productive study environment, I should (base verb: remove) __
- Another positive I could make would be to __

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Constructed Verbal & Written Responses with Vocabulary & Syntax Support

WRITE: **Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.**

Frame 1: I regularly complete my most demanding assignments in_____ because ___
Response: _____
_____

Frame 2: One challenge I face working in ____ is ____ due to _____(noun phrase)
Response: _____
_____

Frame 3: To create a more productive study environment, I should __ (base verb: remove)
Response: _____
_____

Word Bank:

Nouns	**Verbs**	**Adjectives**
assignment	eliminate	productive, unproductive
distraction	distract	distracting
materials	avoid	positive/negative
improvement	improve	challenging
interruption	interrupt	annoying

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A Call from the National Literacy Panel for Explicit Academic Oral Language Instruction within K-12 Literacy Initiatives

- Sound reading instruction (decoding, fluency, etc.) must be combined with explicit efforts to increase the scope and sophistication of English Learners' social and academic oral language proficiency;
- Well-developed oral language proficiency in English is associated with improved reading comprehension, writing skill and test scores.

Source: August & Shanahan (2006): *Summary Report of the National Literacy Panel.*

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What do all students need to become proficient writers?

- Academic English language development in vocabulary, syntax, and grammar to adeptly read, discuss, and write about specific topics.
- Writing guidance versus mere assignments, a model to emulate, a scaffolded process, and reasonable, well-articulated grading criteria.
- Teachers who model and support classroom use of precise, academic oral language.

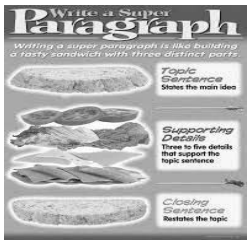
Briefly stated…

- **You cannot write what you cannot say!**
- Students cannot be expected to write what they cannot competently articulate.
- Writing frequently without instruction and coaching doesn't produce competent writers.
- We must equip academic English Learners and immature readers with a process and linguistic tools for communicating in writing.

Wasted Classroom Real Estate: Posters Don't Teach Writing Skills

Editing Checklists or Tips

Paragraph Writing Visuals



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Register: A Linguistic Definition

- The words, syntax, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing:
  - Writing a text message to invite a friend to a party
  - Writing an email message to a teacher requesting an extension on a research report
  - Asking a coach for permission to miss practice
  - Asking a manager at an internship to clarify expectations for a task

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Demands of an Academic Register

What challenges do recent immigrants face?

Informal Verbal Response
Jobs. The language. Learning English.

Formal Constructed Verbal Response
One challenge that recent immigrants face is learning an entirely new language.

Formal, Brief Constructed Written Response
One challenge faced by recent immigrants is learning an entirely new language. English communication and literacy skills are critical for adult immigrants if they want to have jobs that pay well or attend college.

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A Sentence Frame to Promote Use of Academic Register

- What challenges do recent immigrants face?
- *One challenge that immigrants face is ____* (verb + ing) *learning a new language.*
- **Verb Bank**:

Everyday	Academic
knowing	*understanding*
dealing with	*adjusting to*
making	*earning*
getting	*receiving*

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Informational Text:
Nutrition in School Lunches

What's Happening

IN THE USA?

BY LAWRENCE GABLE *VOL 18, NO 6 FEBRUARY 2011*

SCHOOL LUNCHES GET HEALTHIER

School lunch programs have existed for more than a hundred years. Mostly they have served what the schools could afford to buy. Now a new law, the Healthy, Hunger-free Kids Act of 2010, is changing that focus to nutrition, so school lunches will be healthy too.

The first school lunch programs came in cities. A group in Philadelphia started serving lunches for a penny at one school in 1894. It expanded its program quickly to serve nine schools. In 1904 a women's group in Milwaukee accepted donations so that it could buy food. They cooked in their homes and brought the meals to children in schools. In 1908 a group in Boston cooked at a central kitchen and took lunches to nine high schools.

Over time some boards of education took on

foods possible, most programs have chosen to serve prepared food that they get cheaply. Usually they have low nutritional value, and contain high levels of sugar and fat.

The number of children who have weight problems has grown. Presently one-third of the nation's 110 million children are overweight or obese. According to the American Medical Association, the problem has become critical in the past three decades. Children are consuming more empty calories and also getting less exercise. They are likely to become obese adults with serious health issues like diabetes, high blood pressure, heart disease and strokes.

The Healthy, Hunger-free Kids Act of 2010

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Vocabulary Support:
Nutrition in School Lunches

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Word	Meaning	Examples	Images
nutrition nu•tri•tion *noun* **nutritious** nu•tri•tious *adjective* _____ _____	the process of eating the right types of food for good health and _____	Professional _____ try to eat a variety of grains, fruits and vegetables for good **nutrition**. Eating a **nutritious** breakfast on school days helps a student _____ during morning classes.	

Verbal Practice (Think-Pair-Share-Write):
One food I should probably eat more often for good **nutrition** is _____.

Writing Practice (Think-Write-Pair-Share):
I wish our school had vending machines with delicious and _____ choices such as _____ and _____.

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Syntax and Vocabulary Support for Text-Dependent Responses

- **Why is there a need for more nutritious food in school lunches?**
- There is a dire need for more nutritious food in school lunches because __.
  - many American children are __ (**adj**: *sickly*)
  - meals some districts provide lack ___ (**noun**: *grains*)
  - children require a healthy meal to __ (**verb**: *focus*)

How will you help your Davids realize their dreams?

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The End

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Phase 1: Think	Phase 1: Think
	1. **Display and read aloud** the discussion question
	2. Students **reread question aloud** *(phrase-cued)*
	3. **Model brainstorming response(s)** *(quick list, phrases, everyday English)*
	4. **Prompt** students **to think** and record brief responses
	5. Students **star one or two preferred ideas** to develop into academic responses

Phase 2: Write	Phase 2: Write
	1. **Introduce first frame** *(visibly displayed, include model response)*
	2. Students **rehearse model response** *(silently, phrase-cued)*
	3. **Direct attention to grammatical target** *(underline, highlight)*
	4. **Prompt** students **to select an idea** from the brainstorming list
	5. **Direct** students **to write an academic response** using the first frame
	6. **Circulate** to read sentence and provide feedback
	7. **Introduce second frame** *(visibly displayed, include model response)*
	8. Students **rehearse model response** *(silently, phrase-cued)*
	9. **Direct attention to grammatical target(s)** *(underline, highlight)*
	10. **Prompt** students **to select another idea** from the brainstorming list
	11. **Direct** students **to write an academic response** using the second frame
	12. **Circulate** to read sentences and provide feedback

Phase 3: Interact	Phase 3: Partner Interaction
	1. **Direct** students **to silently reread their sentences** in preparation to share
	2. **Cue** partner (A/B) **to read their response twice (then switch/A)**
	3. **Circulate** to provide feedback and preselect reporters
	4. **Cue** partners **to restate and record** each other's idea
	5. **Repeat phase 3 for response with second frame**

Phase 4: Report	Phase 4: Whole Group Reporting
	1. **Establish expectations for reporting using the 1st frame**
	2. **Assign active listening task(s):** take notes, identify similarities/differences
	3. **Record** student **contributions** on board or organizer to display later
	4. **Cue preselected** reporters
	5. **Elicit additional** reporters using varied strategies *(e.g., name cards, popcorn, volunteers)*
	6. **Briefly synthesize contributions** and make connections to article focus
	7. **Repeat phase 4 for response with second frame**

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Academic Discussion Topic: *Study Environment*

THINK: **Identify the strengths and weaknesses of your most regular study place as a productive work environment to complete demanding assignments.**

+	-
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

WRITE: **Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.**

Frame 1: I regularly complete my most demanding assignments in_____ because ____
Response: _____

_____

Frame 2: One challenge I face working in ____ is ____ due to _____(noun phrase)
Response: _____

_____

Frame 3: To create a more productive study environment, I should __ (base verb: remove)
Response: _____

_____

Word Bank:

Nouns	**Verbs**	**Adjectives**
assignment	eliminate	productive, unproductive
distraction	distract	distracting
materials	avoid	positive/negative
improvement	improve	challenging
interruption	interrupt	annoying

DISCUSS: **Listen attentively to and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.**

- *So your (experience/observation/perspective) is that __*
- *Yes, that's correct. No, not exactly. What I (meant/stated/intended) was __*

Classmates' names	Ideas
1.	
2.	
3.	

REPORT: **Prepare to report your idea during the whole group discussion. Listen attentively, and utilize the sentence frames to point out similarities.**

- *My idea is similar to __'s.* • *My idea builds upon __'s.*

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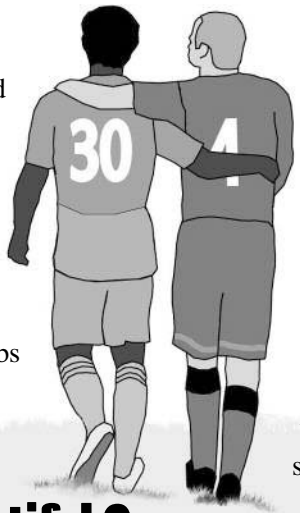
What's Happening
IN THE WORLD?

BY LAWRENCE GABLE

VOL 13, NO 7 MARCH 2013



The Beautiful Game Faces Ugliness

Soccer is the world's most popular sport, and the great Brazilian star Pelé once called it "the beautiful game." That does not mean that soccer is without problems though. Racism has been a constant, ugly problem, but recent responses to it are completely new.

Today there are many foreign-born players playing on teams around the world. Clubs everywhere are offering contracts to stars from other countries. Those players get to play on teams in some of the best leagues. There they earn a lot of money and international recognition.

A racist incident during a game in Italy in January led to an unusual, powerful response. The famous club AC Milan was playing an exhibition game in the home stadium of Pro Patria, a team from a lower league. Early in the game some fans directed monkey chants at three of Milan's Black players. Only 26 minutes into the game those fans also began chanting racial slurs at another of Milan's Black players, Kevin-Prince Boateng.

Mr. Boateng's response was swift, decisive and extraordinary. First he picked up the ball and kicked it into the stands toward the fans. Then he pulled off his jersey and began walking off the field. Several players from both teams embraced him. Then both teams followed him off the field in solidarity. Most of Pro Patria's fans cheered Mr. Boateng, and quickly officials called off the match. It was the first time that a soccer team had halted a game because of racism.

The responses to Mr. Boateng's actions have been supportive. AC Milan's director expressed pride in his players' decision to leave the field, and he called for an end to racism and "stupidity." AC Milan's coach hopes that Mr. Boateng and his teammates have set an example for teams and players everywhere. The owner of the club maintained that his team would leave the field in the future, even in important league or international games.

The incident comes after many similar incidents across Europe in the last two decades. Black soccer players in particular have felt frustration at having to endure open racism.

Mr. Boateng insists that he is prepared to walk off fields again, if he must. In addition, he argues that fighting racism should not be left to players, but rather to the authorities in soccer and in government.

Soccer and its various organizations have indeed been trying to deal with racists. In the past the referees have stopped games temporarily to allow clubs and players to get fans under control.

An organization called FIFPro, which represents the interests of soccer players worldwide, now wants referees to have extra powers. It believes that they should be able to terminate games if fans engage in racial abuse.

Soccer's international governing body, FIFA, is also reacting to racism. It urges leagues to impose harsh penalties against teams that cannot control their fans. One idea is to take points away from teams in the league standings. In February FIFA announced penalties against the national teams of Bulgaria and Hungary. In October 2012 Bulgarian fans abused a Black player on Denmark's national team. In August 2012 Hungarian fans chanted anti-Semitic chants during an exhibition game against Israel. FIFA is forcing both countries to play one World Cup qualifying game in March in a stadium without spectators. FIFA also may expel the two countries from the 2014 World Cup if there are further incidents.

Racist fans are also receiving punishment. Some teams have banned certain fans from their stadiums. Now police and prosecutors are taking legal action against Pro Patria's fans. They have used videotape to identify the racist fans at January's game, and plan to charge about a dozen of them with inciting racial hatred.

Kevin-Prince Boateng risked getting a suspension or fine for leaving the game. However, he decided it was time to stand up for his dignity and that of other minorities. His decision did not remove the hatred from the hearts of racists. However, they are starting to get the message that their ugly behavior has no place in public.

Name _____ Date _____

1	Word	Meaning	Examples	Images
	incident **in**•ci•dent *noun* _____ _____	**synonym:** *event* an event, especially one that is unusual, extremely serious or _____	Police reported that the _____ incident at the mall was gang-related. Unfortunately, the poisoned _____ was not the first incident of pet abuse in this apartment complex.	

Writing Practice)

Due to the recent _____ in which Justin Bieber made the headlines by (verb +ing: *crashing*) _____,

many former fans now want him to (base verb: *consider)* _____

2	Word	Meaning	Examples	Images
	maintain main•**tain** *verb* _____ _____	to strongly express your belief that something is _____	The music star maintained that she did not _____ during her halftime show at the Superbowl Game. The chef still maintains that he only uses locally grown _____ in his four star restaurant, even though a reporter took photos of him buying three basketfuls of salad ingredients at Walmart.	

Writing Practice

At last week's assembly, the principal _____ that the Senior Prom would be abruptly cancelled if any students (past tense verb: *arrived with …)* _____

_____

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Name _____ Date _____

1	Word	Meaning	Examples	Images
	incident **in**•ci•dent *noun* *incident* *incidente*	**synonym:** *event* an event, especially one that is unusual, extremely serious or violent	Police reported that the shooting **incident** at the mall was gang-related. Unfortunately, the poisoned kitten was not the first **incident** of pet abuse in this apartment complex.	

Writing Practice)

Due to the recent incident in which Justin Bieber made the headlines by (verb +ing: *crashin*g) tossing loads of party trash on his neighbor's lawn in the middle of the night, many former fans now want him to (base verb: *consider)* return to his home country, Canada.

2	Word	Meaning	Examples	Images
	maintain main•**tain** *verb* *maintain* *maintener*	to strongly express your belief that something is true	The music star maintained that she did not lip-synch during her halftime show at the Superbowl Game. The chef still maintains that he only uses locally grown produce in his four star restaurant, even though a reporter took photos of him buying three basketfuls of salad ingredients at Walmart.	

Writing Practice

At last week's assembly, the principal maintained that the Senior Prom would be abruptly cancelled if any students (past tense verb: *arrived with …) engaged in twerking.* .

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Academic Discussion Topic: *Racism in the Sports World*

THINK: **Briefly record your responses to this question:**

What inappropriate fan behavior have you witnessed at sporting events or learned about from the media, a relative or friend?

1. _____
2. _____
3. _____

WRITE: **Rewrite one idea using the academic sentence frame. Include a precise verb. Prepare to elaborate upon your idea verbally if you are asked to report.**

Frame 1: At a recent sporting event, I witnessed a (*soccer, etc.)* _____ fan

(**verb + ing**: *shouting racial slurs at an Asian athlete; heckling an injured foreign player*)

_____

_____

Frame 2: I recently learned from (*a television news report, a cousin, etc.)* _____

that a (*basketball, etc.)* _____ fan _____

(**past tense verb**: *shouted racial slurs at an Asian athlete; heckled an injured Black athlete)*

_____

_____

Verb Bank:	**Everyday**	**Precise**
	say	*shout,* _____
	throw	*hurl,* _____
	laugh	*jeer,* _____

DISCUSS: **Listen attentively to and record notes on your classmates' ideas. Start by restating and recording your partner's idea.**

So your example is that __. Yes, that's correct. No, not exactly. What I stated was __.

Names	**Ideas**
1.	
2.	
3.	

REPORT: **Prepare to report your idea during the unified-class discussion. Listen attentively, and utilize frames to point out similarities.**

•*My idea is similar to*_____*'s.* •*My idea builds upon* _____*'s.*

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Ten-Minute Paper

1. **Structure a Think-Write-Pair-Share** using sentence frames and a precise word bank.
2. **Record** contributed ideas on the board.
3. **Distribute** a Ten-Minute Paper notebook page.
4. **Guide** students in reading the (I do) model paragraph using the oral cloze routine.
5. **Analyze** the paragraph features: topic sentence, supporting details, precise word choices.
6. **Establish** language targets for the paragraph: e.g., precise words, subject-verb agreement.
7. **Highlight** the correct language targets in the model paragraph.
8. **Guide** students in reading the (We do) paragraph using the oral cloze routine.
9. **Pair** students to brainstorm precise words and phrases to complete the blanks.
10. **Record** suggested words and phrases on the board.
11. **Select** appropriate content to complete the blank: class vote, teacher's choice.
12. **Pair** students to collaborate on writing the (You'll do) paragraph.
13. **Provide** the topic sentence, using the sentence frame and an idea from the discussion.
14. **Direct** students to put down their pens and discuss their support for the topic sentence.
15. **Elicit** strong verbal responses from a few students.
16. **Direct** partners to mutually decide upon their two supporting sentences before writing.
17. **Pre-select** 2-3 pairs to present their paragraph to the class (using a document reader, etc.).
18. **Assign** the independent (You do) paragraph.
19. **Guide** students in proofreading and editing considering the assigned language targets.
20. **Pair** students to read their paragraphs and provide feedback on idea development.
21. **Wrap up** with paragraph presentations, one pre-selected and one volunteer.
22. **Collect** completed Ten-Minute Paper notebook pages.

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Name _____ Date_____

Academic Discussion Topic: *Active Listening*

THINK: **Briefly record your personal responses to this question:**

How does a productive partner demonstrate active listening?

1. _____
2. _____
3. _____

WRITE: **Rewrite one idea using the sentence frame. Include a precise academic verb. If time permits, write a second sentence on the back.**

Frame: In my opinion, a productive partner demonstrates active listening when she/he ___ (third person singular, simple present tense +s: *looks interested, nods in agreement*).

Verb Bank:	**Casual**	**Academic**
	looks (at me)	makes eye contact
	helps (me)	_____
	tries	concentrates, focuses
	says	answers, _____
	repeats	restates, paraphrases, summarizes

Model Sentence: ***In my opinion, a lesson partner demonstrates active listening when she makes eye contact the entire time I am sharing my opinion.***

My Sentence: _____

_____

DISCUSS: **Listen attentively to and record notes on your classmates' ideas. Begin by recording your partner's idea.**

Classmates' names	**Ideas**
1.	
2.	
3.	

REPORT: **Prepare to report your idea during the whole group discussion. Listen attentively, and utilize sentence frames to point out similarities.**

•*My idea is similar to*_____*'s.* •*My idea builds upon* _____*'s.*

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Ten-Minute Paper: Active Listening

Setting Up: *A ten-minute paper needs a topic sentence and two supporting sentences.*

✎ I'll do it… Teacher

In my opinion, a productive partner demonstrates active listening when she makes eye contact with me. For example, if I am making a suggestion, she looks directly at my eyes. When my partner makes eye contact with me, I know that she is really paying attention to me and not worrying about what other classmates are doing or saying.

✎ We'll do it… Teacher and Students

In my opinion, a productive lesson partner demonstrates active listening when he *asks clarifying questions if he is confused. For example, he might* ***(adverb)*** _____ *ask "What do you mean by that?" When my partner asks a clarifying question while we are working on a* ***(singular noun)*** _____*, I know that he really cares about my* ***(plural noun)*** _____ *and wants to get them right.*

✎ You'll do it… With a Partner

*In my opinion, a productive partner demonstrates active listening when he paraphrases my ideas. For example,*_____

_____

_____

When my partner _____

_____

I know that _____

_____

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Academic Discussion

What are the consequences of sleep deprivation?

BRAINSTORM IDEAS

Briefly record at least two ideas in each column using everyday English.

Physical Consequences	Mental Consequences
• getting out of shape	• less interest in friends
•	•
•	•

ANALYZE WORDS

Complete the chart with precise words to discuss and write about the issue.

Everyday	Precise
often *(adverb)*	regularly,
tired *(adjective)*	fatigued,
moody *(adjective)*	anti-social,

MAKE A CLAIM

Rewrite two ideas using the frames and precise words. Then prepare to elaborate verbally.

Language to ELABORATE

For example, _____.

I know this firsthand because _____.

1. **Frame:** One physical (consequence/impact/outcome) of sleep deprivation for adolescents is (**verb** + ***–ing:*** having, getting, gaining) _____

   Response: _____

   _____

2. **Frame:** A mental (consequence/impact/outcome) of chronic fatigue is that adolescents can become _____ (**adjective**: distracted, alienated, anti-social)

   Response: _____

   _____

COLLABORATE

Listen attentively, restate, and record your partner's ideas.

Classmate's Name	Ideas
	1.
	2.

Language to RESTATE

So you believe that _____.

Yes, that's correct.

No, not exactly. What I (pointed out/stated) was _____.

Kinsella, Kate. (2011). English 3D: Course 2, Scholastic.

Ten-Minute Paper

A **ten-minute paper** begins with a well-stated **claim,** followed by **two detail sentences** that elaborate with relevant examples and precise words.

Language to AGREE/DISAGREE

I agree with _____'s idea.

I don't quite agree with _____'s idea.

PRESENT IDEAS

Listen attentively, and take notes. Then indicate if you agree (+) or disagree (–).

Classmate's Name	Idea	+/–

ELABORATE IN WRITING

Work with the teacher to write a ten-minute paper.

Language to COLLABORATE

What should we write?

We could put _____. What do you think makes sense?

We could also write _____.

One _____ consequence of sleep deprivation for adolescents is getting sick _____ For example, not getting _____ sleep throughout the week weakens an individual's immune system. As a result, _____teens commonly develop illnesses such as _____ and _____and have to miss _____ days of school.

Work with your partner to write a ten-minute paper.

A _____ impact of chronic fatigue is that adolescents can become forgetful. For example, insufficient sleep can cause _____ with short-term memory and _____ As a result, teens who _____ come to school feeling _____have considerable difficulty _____ _____

Kinsella, Kate. (2011). English 3D: Course 2, Scholastic.

Common Direction Words in Academic Writing Prompts

ANALYZE	Break the subject (an object, event, or concept) down into parts, and explain the various parts.
ARGUE	State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions.
COMPARE	Show how two things are similar and different; include details or examples.
CONTRAST	Show how two things are different; include details or examples.
CRITIQUE	Point out both the good and bad points of something.
DEFINE	Give an accurate meaning of a term with enough detail to show that you really understand it.
DESCRIBE	Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why.
DISCUSS	Give a complete and detailed answer, including important characteristics and main points.
EVALUATE	Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses.
EXPLAIN	Give the meaning of something; give facts and details that make the idea easy to understand.
ILLUSTRATE	Give the meaning of something; give facts and details that make the idea easy to understand.
INTERPRET	Explain the meaning of a text, statement, photo, graphic aid; discuss the results or the effects of something.
JUSTIFY	Give convincing reasons and evidence from sources to support a claim, decision, action, or event.
PERSUADE	Give convincing reasons in order to get someone to do or believe something; appeal to the reader's feelings and mind.
RESPOND	State your overall reaction to the content, then support your individual opinions or claims with specific reasons and relevant examples, making sure to refer back to supporting texts.
STATE	Give the main points in brief, clear form.
SUMMARIZE	Provide an objective overview of the topic and important details from a text; use paragraph form, key topic words, and no personal opinions about the content.
SYNTHESIZE	Combine ideas from different sources in a single response.
TRACE	Describe an event or process in chronological order.

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Narrative and Informational Text Differences

Narrative Text

Writing that tells a story:

- children's picture books
- fairy tales
- short stories
- novels
- fables
- myths and legends
- anecdotes about personal experiences
- personal narrative paragraphs/essays

Informational Text

Writing that informs:

- paragraphs
- essays
- textbook chapters
- newspaper articles
- magazine articles
- research reports
- editorials
- Wikipedia entries

Narrative Text Elements

- setting
- characters
- plot
- problem(s) or conflict(s)
- attempts to resolve problems
- problem or conflict resolution
- theme or moral

Informational Text Elements

- definition
- categorization
- description
- explanation
- problem-solution
- comparison
- contrast
- cause-effect
- time sequence
- listing
- process

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Expository Paragraph Structure Signal Words and Phrases

Words that signal definition:

refers to	consists of	means
in other words (i.e.)	is equal to	synonymous with

Words that signal example:

for example (e.g.)	such as	including
for instance	is like	to illustrate

Words that signal simple listing or addition of ideas:

also	in addition	moreover
another	furthermore	finally

Words that signal sequential listing:

first	before	next
second (etc.)	then	since
later	finally	initially
now	following	previously

Words that signal analysis:

consider	investigate	this means
analyze	the first part suggests	examine

Words that signal comparison:

similarly	just like	likewise
similar to	just as	in comparison

Words that signal contrast:

in contrast	however	but
on the other hand	whereas	yet

Words that signal a cause-effect relationship:

because	hence	due to
resulting in	as a result	thus
therefore	consequently	this led to
factor	impact	consequence

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JohnCarlos
Sept. 25, 2013

Narative: My Award

One day after school I went to play basketball at the Elementry School by my house because I was bored. I wanted to shoot some hoops. I saw a teacher carrying books. I asked her if she needed any help. She said sure. I asked her if she needed anymore help. She said yes. I went with her inside the classroom with her. She said thanks. She asked me what my name was. I helped her fold papers and staple them toeghter. Then she was going to leave. Then I went back and tossed the ball some more. Then the next day after school my teacher told me that someone had sent her a e-mail. It said that I helped the teacher out. Then, at assembly I got a servies award.

John Carlos Kinsella
September 27, 2013

Narrative Essay: My Service Award

Last Thursday I decided to play basketball after school because I had already finished my homework, but I ended up becoming a teacher's assistant.

I went to the elementary school in our neighborhood to practice shooting hoops. When I got to the court, no one was around so I dribbled the ball and tried shooting from farther and farther away. One time, the ball missed the hoop, bounced off the backboard, and rolled over to the fence by the school parking lot. I ran to get the ball and noticed a teacher unloading boxes from her car. She looked like she was struggling to lift a heavy box so I decided to give her a hand. I walked over to her car and asked if she would like some help. She look a little surprised and replied "Sure, if you have the time." She was trying to unload boxes of used children's books she had collected over the summer from yard sales.

We carried five boxes to her classroom and chatted while we were walking. She told me her name was Miss Andrews and that she taught kindergarten. Next, she asked me my name, what grade I was in, and my favorite subjects. I told her that I was in fifth grade, and I especially liked writing and P.E. Right away, she said that she knew my teacher, Mrs. Garcia. When we had finished carrying the last load, she asked me to unpack a few boxes and arrange the books on shelves. Soon, I noticed that it was already 5:00 and said that I had to get home. After, she thanked me and said that I was very helpful.

The following Monday, my teacher told me that she received an e-mail message from Miss Andrews explaining how I helped her unload boxes and organize her classroom. Mrs. Garcia told me that she was giving me a special service award at the next assembly and inviting my parents. I was just trying to help someone out who was having a hard time, but I am very proud about receiving this award.

Name Date

Narrative Paragraph ~ Scoring Guide

Assess Your Draft

Use the following scoring guide to assess your narrative paragraph draft.
Then have your partner assess it.

			Insufficient	Attempted	Sufficient	Exemplary
1.	Does your topic sentence identify the topic of the narrative and establish a point of view?	*Writer*	1	2	3	4
		Reader	1	2	3	4
2.	Did you set up a story by introducing the event, characters, and setting?	*Writer*	1	2	3	4
		Reader	1	2	3	4
3.	Did you use transitions to clarify the order of events?	*Writer*	1	2	3	4
		Reader	1	2	3	4
4.	Did you describe the setting with vivid sensory details?	*Writer*	1	2	3	4
		Reader	1	2	3	4
5.	Did you add details and dialogue to bring characters to life?	*Writer*	1	2	3	4
		Reader	1	2	3	4
6.	Did you use precise and varied word choices?	*Writer*	1	2	3	4
		Reader	1	2	3	4
7.	Does your concluding sentence include a resolution of the events, personal lesson or value gained from this experience?	*Writer*	1	2	3	4
		Reader	1	2	3	4

Reflect and Revise

Step One: READER'S FEEDBACK

(Name), I appreciated reading your draft, especially _____.

I have three major (*suggestions, recommendations*) to help you (*strengthen, improve*) your draft.

When you revise your draft, be sure to (verb-base form: *include, organize, state, check, conclude*)

_____.

Your draft will be easier to read if you include (noun phrase: *specific topic words, clear transitions*)

_____.

Step Two: WRITER'S PRIORITIES

Priority 1: I will revise my draft so that it (verb-present tense: *includes, explains, describes*) _____

_____

_____

Priority 2: I also need to (verb-base form: *develop, check, add*) _____

_____

_____

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Name Date

Narrative Paragraph ~ Scoring Guide

Assess Your Draft

Use the following scoring guide to assess your narrative paragraph draft. Then have your partner assess it.

			Insufficient	Attempted	Sufficient	Exemplary
1.	Does your topic sentence identify the topic of the narrative and establish a point of view?	*Writer*	1	2	3	4
		Reader	1	2	3	4
2.	Did you set up a story by introducing the event, characters, and setting?	*Writer*	1	2	3	4
		Reader	1	2	3	4
3.	Did you use transitions to clarify the order of events?	*Writer*	1	2	3	4
		Reader	1	2	3	4
4.	Did you describe the setting with vivid sensory details?	*Writer*	1	2	3	4
		Reader	1	2	3	4
5.	Did you add details and dialogue to bring characters to life?	*Writer*	1	2	3	4
		Reader	1	2	3	4
6.	Did you use precise and varied word choices?	*Writer*	1	2	3	4
		Reader	1	2	3	4
7.	Does your concluding sentence include a resolution of the events, personal lesson or value gained from this experience?	*Writer*	1	2	3	4
		Reader	1	2	3	4

Reflect and Revise

READER'S SUGGESTIONS

Reflect upon the rating scores you gave to your partner. Record specific suggestions on the draft and below that will help your partner in revising and editing.

Suggestion 1: Your narrative would be stronger if you _____

_____

Suggestion 2: You can further improve your narrative by_____

_____

Check and Edit

Use this checklist to proofread and edit your narrative paragraph.

☐ Does each sentence begin with a capital letter?

☐ Are all words spelled correctly?

☐ Did you use present and past tense verbs correctly?

☐ Did you use commas appropriately after transitions?

☐ Is each sentence complete?

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RUBRIC: Proofreading

No Not Evident				Yes Very Evident
0	1	2	3	4
	Priorities!			

Format

0 1 2 3 4 1. Is the paper typed using 12-point font?

0 1 2 3 4 2. Is the proper heading in the upper right-hand corner?

0 1 2 3 4 3. Is each paragraph indented?

0 1 2 3 4 4. Is the handwriting/typing neat and legible?

0 1 2 3 4 5. Are the margins appropriate (1.25”) on all sides)?

0 1 2 3 4 6. Are pages stapled in the upper left-hand corner?

Mechanics

0 1 2 3 4 1. Are capitals used correctly?

0 1 2 3 4 2. Are punctuation marks used correctly?

0 1 2 3 4 3. Are the words spelled correctly?

0 1 2 3 4 3. Are commas included after transitions?

Grammar & Usage

0 1 2 3 4 1. Are transitions used to connect relevant sentences and introduce new ideas?

0 1 2 3 4 2. Are conjunctions used to connect short, choppy sentences?

0 1 2 3 4 3. Are present and past tense verbs used correctly?

0 1 2 3 4 4. Do subjects and verbs agree?

0 1 2 3 4 5. Is the paper free of run-together sentences?

Final Draft Proofreading Priorities:

1.

2.

3.

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Academic Language: Justification

Academic Language for Justifying a Perspective
Use these academic phrases and terms to effectively write your justification paragraph/essay.

To Introduce or Emphasize your Perspective . . .		**Transitions to Introduce Support for Your Perspective**
Verbs	**Verb Phrases**	
when you agree. . .		For example, For instance, To illustrate, As an illustration, One reason I hold this position is __ A compelling reason for __ is __ Another key reason for __ is __ The data on __ clearly indicates __ The evidence on __ points to __ Drawing from my (family, school, work) experience, Based on my experience as a (student athlete, first-generation immigrant), During my childhood, In my school experience, Within my culture/community, Amongst my peers/classmates,
I… believe agree contend maintain conclude support	**I …** strongly agree that agree wholeheartedly am quite/fully convinced that am more convinced that ever that still maintain that still contend that continue to believe that	
when you disagree. . .		
I… disagree contend maintain conclude	**I …** am not quite/fully convinced that disagree somewhat that disagree entirely that cannot support the position that	
when you are undecided, or see both sides . . .		
I'm undecided uncertain unconvinced unsure	**I …** see both sides of the issue am somewhat undecided whether am more inclined to believe that remain unconvinced that can't definitively agree or disagree	

Example Sentences: Stating a Perspective

After reading the article, I am unconvinced that wild animals should be kept as house pets.

After reading the article, I contend that girls should be allowed to participate in boys' sports.

Although the article includes many convincing details, I am somewhat undecided whether it will be safe for girls to participate in aggressive contact sports.

Based on my experience as a child of a veterinarian, I agree with the position raised in the article regarding the usefulness of therapy animals.

After considering the arguments in the article in favor of recycling, I wholeheartedly support a ban on plastic bags.

Although the article provides some reasonable arguments against graffiti, I am not fully convinced that it has little artistic value.

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Name Date

Justification Paragraph ~ Scoring Guide

Assess Your Draft

Use the following scoring guide to assess your justification paragraph.
Then have your partner assess it.

		Insufficient	Attempted	Sufficient	Exemplary
1. Does the topic sentence clearly state your claim?	*Writer*	1	2	3	4
	Reader	1	2	3	4
2. Did you include strong reasons to support your claim?	*Writer*	1	2	3	4
	Reader	1	2	3	4
3. Did you provide strong text evidence to support your claim?	*Writer*	1	2	3	4
	Reader	1	2	3	4
4. Did you explain why the evidence is significant and relevant?	*Writer*	1	2	3	4
	Reader	1	2	3	4
5. Did you use transitions to introduce reasons and evidence?	*Writer*	1	2	3	4
	Reader	1	2	3	4
6. Did you include precise topic words and high-utility words?	*Writer*	1	2	3	4
	Reader	1	2	3	4
7. Does the concluding sentence strongly restate your claim using new wording?	*Writer*	1	2	3	4
	Reader	1	2	3	4

Reflect and Revise

Step One: WRITER'S PRIORITIES
Reflect upon your rating scores and review your justification paragraph draft.
Record specific priorities on the draft and below that will help you in revising and editing.

Priority 1: I will revise my justification so that it _____

_____

Priority 2: I also need to _____

_____

Reflect and Revise

Step Two: READER'S SUGGESTIONS
Reflect upon the rating scores you gave to your partner. Record specific suggestions on the draft and below that will help your partner in revising and editing.

Suggestion 1: Your justification would be stronger if you _____

_____

Suggestion 2: You can further improve your justification by_____

_____

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Student Writing Model

Academic Writing Type

A **justification** states a claim and supports it with logical reasons and relevant evidence from texts.

A. The **topic sentence** clearly states the writer's claim about the issue.
B. **Detail sentences** support the claim with reasons and evidence from texts.
C. The **concluding sentence** restates the writer's claim about the issue.

ANALYZE TEXT

Read this student model to analyze the elements of a justification.

A

B

C

Evidence from the texts supports the idea that schools should alter start times to accommodate adolescents' sleep needs. One reason is that adolescents would be more alert in school with a later start time. Denise Grady points out in "Sleep Is One Thing Missing in Busy Teenage Lives" that teachers in MN reported that students were less likely to fall asleep in morning classes when they had a one-hour delay in school start time (13). This evidence makes it quite clear that being able to sleep adequately and eat breakfast enables teens to focus instead of nap during early morning classes. An additional reason is that many teens cannot help how sleep-deprived they are in the early morning. In "Understanding the Zombie Teen's Body Clock," Sue Shellenbarger explains how hormones and puberty cause teens' internal clocks to change during adolescence so that they want to stay up later and sleep later (17). This is significant because while younger siblings and parents are becoming tired and preparing to sleep, teens feel wide awake and have trouble settling down. For these reasons, high schools should start later to match teens' sleep patterns.

MARK & DISCUSS ELEMENTS

Mark the justification elements and use the frames to discuss them with your partner.

1. **Circle the writer's claim within the topic sentence.** *The writer's claim is _____.*
2. **Draw a box around four transition words or phrases.**
   One transition (word/phrase) is _____.
3. **Underline and label two reasons that support the writer's claim with the letter R.**
   One reason that supports the writer's claim is _____.
4. **Underline and label two pieces of evidence that support the writer's claim with the letter E.** *One piece of evidence that supports the writer's claim is _____.*
5. **Star four precise topic words and check four high-utility academic words.**
   An example of a (precise topic word/high-utility academic word) is _____.

Transitions to Introduce Evidence

Transitions	Examples
For example,____. *For instance, ____.* *To illustrate, ____.* *As an illustration, ____.* *According to (source), ____.* *The text points out ____.* *In addition, the text states ____.* *In the text, (author's name) explains ____.* *(Author's name) emphasizes ____.*	**For example,** some students in Minnesota say they are more likely to eat breakfast now that they wake up later for school. **According to the National Sleep Foundation,** drivers under 25 cause more than half of the 100,000 traffic crashes due to drowsiness a year. **The text points out** that 15 percent of students say they have fallen asleep in school during the last year. **In the text, Weir explains** that we cycle through the five stages of sleep three to five times a night.

IDENTIFY TRANSITIONS

Review the transitions that writers use to introduce evidence that supports a claim. Then complete each sentence below with an appropriate transition.

1. _____
   that teenagers who are sleep-deprived are more likely to feel depressed.

2. _____
   it is true that many teens are not tired at 9 or 10 p.m.

3. _____
   that many teenagers are resistant to setting bedtimes.

WRITE SUPPORTING EVIDENCE

Write four sentences using transitions to introduce evidence that supports your claim.

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

4. _____
   _____
   _____

E3DII_TEPE_I1_044-049_JUS 45
6/11/13 2:41 PM

Practice Writing Supporting Sentences

Paragraph Title: _____

Topic Sentence:

_____

_____

Detail 1:

_____

_____

_____

Support:

_____

_____

_____

Detail 2:

_____

_____

_____

Support:

_____

_____

_____

Detail 3:

_____

_____

_____

Support:

_____

_____

_____

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Practice Writing Supporting Sentences

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Name Date

Jusification Writing Frame

ACADEMIC PARAGRAPH: Justify your position!
Use the following frame to effectively write a response to the academic discussion prompt. Justify your position using specific details from the article and relevant examples.

The article, _____ **, and my own**

relevant experiences as a _____
(specify relevant personal connection)

lead me to conclude that_____
(state your position using wording from the prompt)

_____

A significant reason is that _____

_____
(supporting detail from the article)

Based on my experience, _____

_____
(relevant example from your experience)

_____

This is significant because _____
(elaborate on your example)

_____

_____

The author also *(emphasizes, stresses)* **the fact that** _____

_____
(strong supporting detail from the article)

_____

For example, _____

_____
(relevant example from the article)

_____

_____
(elaborate on the example)

_____

_____

An equally important point is that _____

_____
(supporting detail from the article or an example from your experience)

_____

_____

Therefore, I (*conclude, remain convinced)* **that** _____

_____

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Informational Text Summary ~ References

Academic Language for Summarizing
Use the following academic phrases, verbs and terms to effectively write your summary of an article.

Citation	Verbs	Summary
1st: author's full name: first/last (Michelle Gomez) 2nd, etc.: author's last name (Gomez) *or* the author the writer the reporter the researcher the journalist	*discusses* *examines* *explores* *investigates* *focuses on* *addresses*	(the specific topic/issue)
	points out *states* *emphasizes* *reports* *describes* *explains*	*that/how* (important detail)
	concludes	*that* (conclusion)

Formal Written Summary For An Exam/Assignment

In the article entitled "LAUSD Goes 'Sweatfree'," Lawrence Gable investigates Los Angeles Unified School District's decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a "non-poverty" wage and have the right to form a union. In addition, Gable explains LAUSD's main reason for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Finally, Gable concludes that the district plans to enforce its "sweatfree" policy by charging a $1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.

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Informational Text Summary: A Strong Example

In the article entitled “LAUSD Goes ‘Sweatfree’,” Lawrence Gable investigates Los Angeles Unified School District’s decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a “non-poverty” wage and have the right to form a union. In addition, Gable explains LAUSD’s main reasons for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Moreover, the author emphasizes the district’s concerns about children missing classes to earn money in these factories instead of attending classes. Finally, Gable concludes that the district plans to enforce its “sweatfree” policy by charging a $1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.

Informational Text Summary ~ Scoring Guide

		Insufficient	Attempted	Sufficient	Exemplary
1. Does the topic sentence include the article title, author, and topic?	*Writer*	1	2	3	4
	Reader	1	2	3	4
2. Did you include the most essential details from the entire article?	*Writer*	1	2	3	4
	Reader	1	2	3	4
3. Did you paraphrase the most essential details?	*Writer*	1	2	3	4
	Reader	1	2	3	4
4. Did you use citation verbs to credit the author?	*Writer*	1	2	3	4
	Reader	1	2	3	4
5. Did you use transitions to introduce and sequence details?	*Writer*	1	2	3	4
	Reader	1	2	3	4
6. Did you include precise topic words and high-utility words?	*Writer*	1	2	3	4
	Reader	1	2	3	4
7. Did you restate the author’s conclusion using your own words?	*Writer*	1	2	3	4
	Reader	1	2	3	4

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Name Date

Informational Text Summary ~ Writing Frame

A

In the (article/essay/chapter/report) _____ entitled (title) _____

_____

(the author/writer/reporter) _____

(verb: explores, investigates, discusses) _____

(topic) _____

_____

B

First, (the author/writer)_____

(verb) _____ (important detail) _____

_____

_____

The reading also (verb: includes, compares, describes) _____

(important detail) _____

_____

_____

C

In addition, _____(verb) _____

(important detail) _____

_____

_____

Moreover, (writer/author) _____(verb) _____

(important detail) _____

_____

D

Finally, (the author/writer) _____concludes that

_____

_____

_____

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Text Summary and Response: Scoring Guide

Text Summary Paragraph

Use this scoring guide to rate your text summary and response.

			Insufficient	Attempted	Sufficient	Exemplary
1.	Does the topic sentence include the article title, an author, and topic?	*Writer*	1	2	3	4
		Reader	1	2	3	4
2.	Did you include the important details from the entire article?	*Writer*	1	2	3	4
		Reader	1	2	3	4
3.	Did you leave out unimportant details?	*Writer*	1	2	3	4
		Reader	1	2	3	4
4.	Did you present details in a logical order?	*Writer*	1	2	3	4
		Reader	1	2	3	4
5.	Did you state the topic and important details in your own words?	*Writer*	1	2	3	4
		Reader	1	2	3	4
6.	Did you include academic phrases and terms to summarize?	*Writer*	1	2	3	4
		Reader	1	2	3	4
7.	Did you include precise vocabulary related to the topic?	*Writer*	1	2	3	4
		Reader	1	2	3	4

Text Response Paragraph

1.	Does the topic sentence present your overall response to the text content?	*Writer*	1	2	3	4
		Reader	1	2	3	4
2.	Did you use transitions to introduce new ideas and guide the reader?	*Writer*	1	2	3	4
		Reader	1	2	3	4
3.	Did you refer to specific details in the text to support your position?	*Writer*	1	2	3	4
		Reader	1	2	3	4
4.	Did you provide relevant evidence to support your position?	*Writer*	1	2	3	4
		Reader	1	2	3	4
5.	Did you include precise vocabulary related to the topic?	*Writer*	1	2	3	4
		Reader	1	2	3	4
6.	Did you use strong verbs to express your reactions?	*Writer*	1	2	3	4
		Reader	1	2	3	4
7.	Did you conclude with a strong final statement?	*Writer*	1	2	3	4
		Reader	1	2	3	4

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