50 x 2 GRAPHIC ORGANIZER TABLE OF CONTENTS

Academic Notes

Date	Period

DEFINE

Base your definition on:
- what it *does*
- what it *is*
- what it's made from
- what it *means*

SUMMARIZE

Be sure that you:
- synthesize different events and information
- include only essential events, ideas, or info

SERIALIZE

Be sure to:
- include key events or moments in the sequence
- organize events or data to how one event or action leads to another

CLASSIFY

Be sure to:
- create useful categories into which all info can be organized
- establish criteria to use when evaluating and organizing information

COMPARE

Be sure to:
- identify and assess key similarities and differences based on:
  - importance
  - behavior
  - quality
  - function

ANALYZE

Be sure to:
- consider what the text/results mean based on critical reading or observation
- interpret from multiple perspectives

CAUSE / EFFECT CHART

Name:_____ **Date:**_____

Cause	Effect

TOPIC: _____

Name:_____ **Date:**_____

Cause	Effect

CAUSES & CONSEQUENCES FOR AN EFFECT

Name:_____ **Date:**_____

Give 2 causes and 1 consequence for each event.

Event 1. **Happens**

Because

Because

Consequence _____

Event 2. **Happens**

Because

Because

Consequence _____

MULTIPLE CAUSES FOR AN EFFECT

Name:_____ **Date:**_____

Event 1. **Happens**

Because

Because

Because

Event 2. **Happens**

Because

Because

Because

WHAT EFFECTS CAN YOU FIND?

Name:_____ **Date:**_____

Give 2 effects for each event. **Story** _____

Event 1.

What Happened?

A.

B.

Event 2.

What Happened?

A.

B.

Event 3.

What Happened?

A.

B.

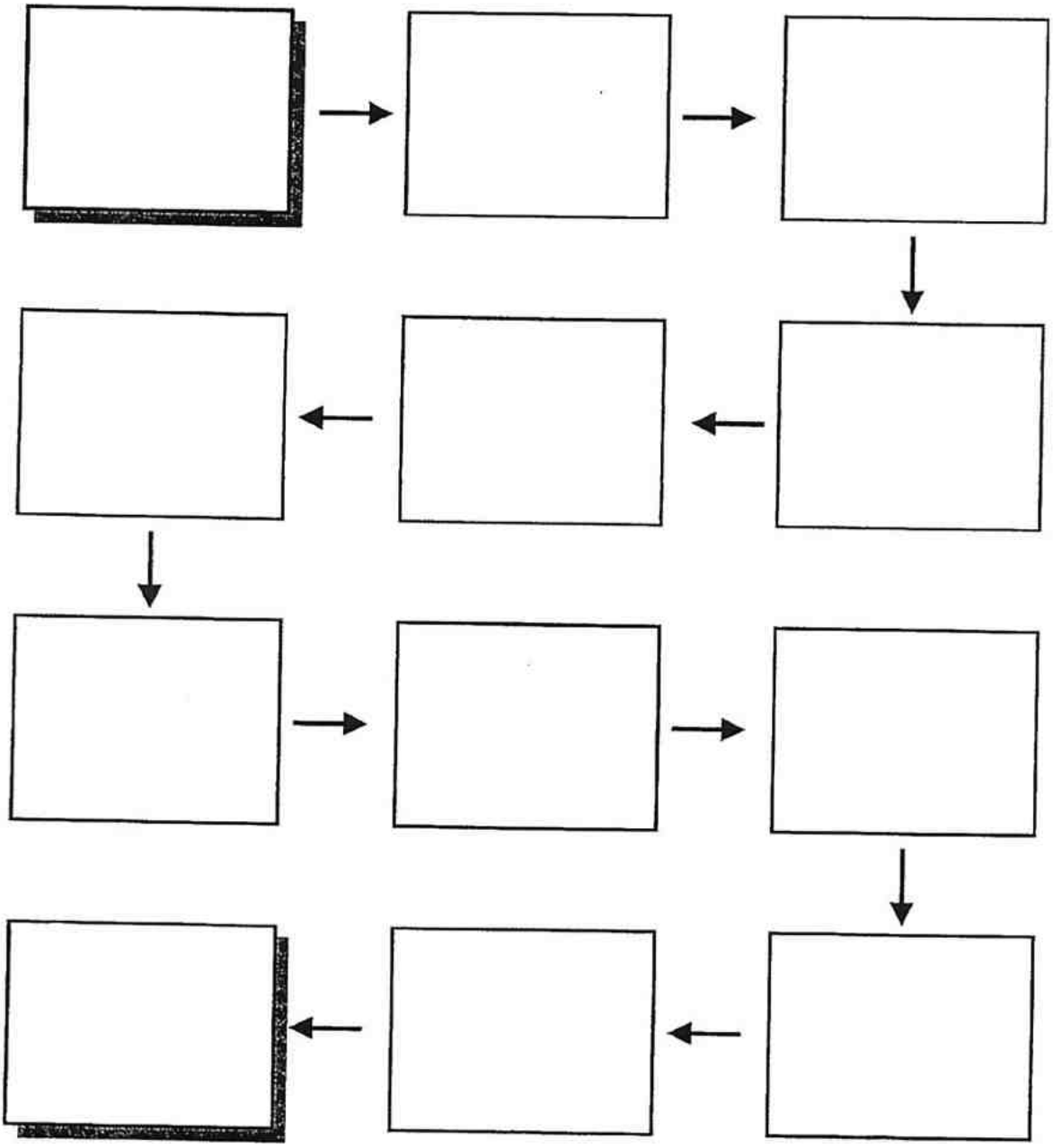
RELATIONSHIP

Name:_____ **Date:**_____

Concept 1_____		**Concept 2**_____
	⟷	
	⟷	
	⟷	
	⟷	
	⟷	

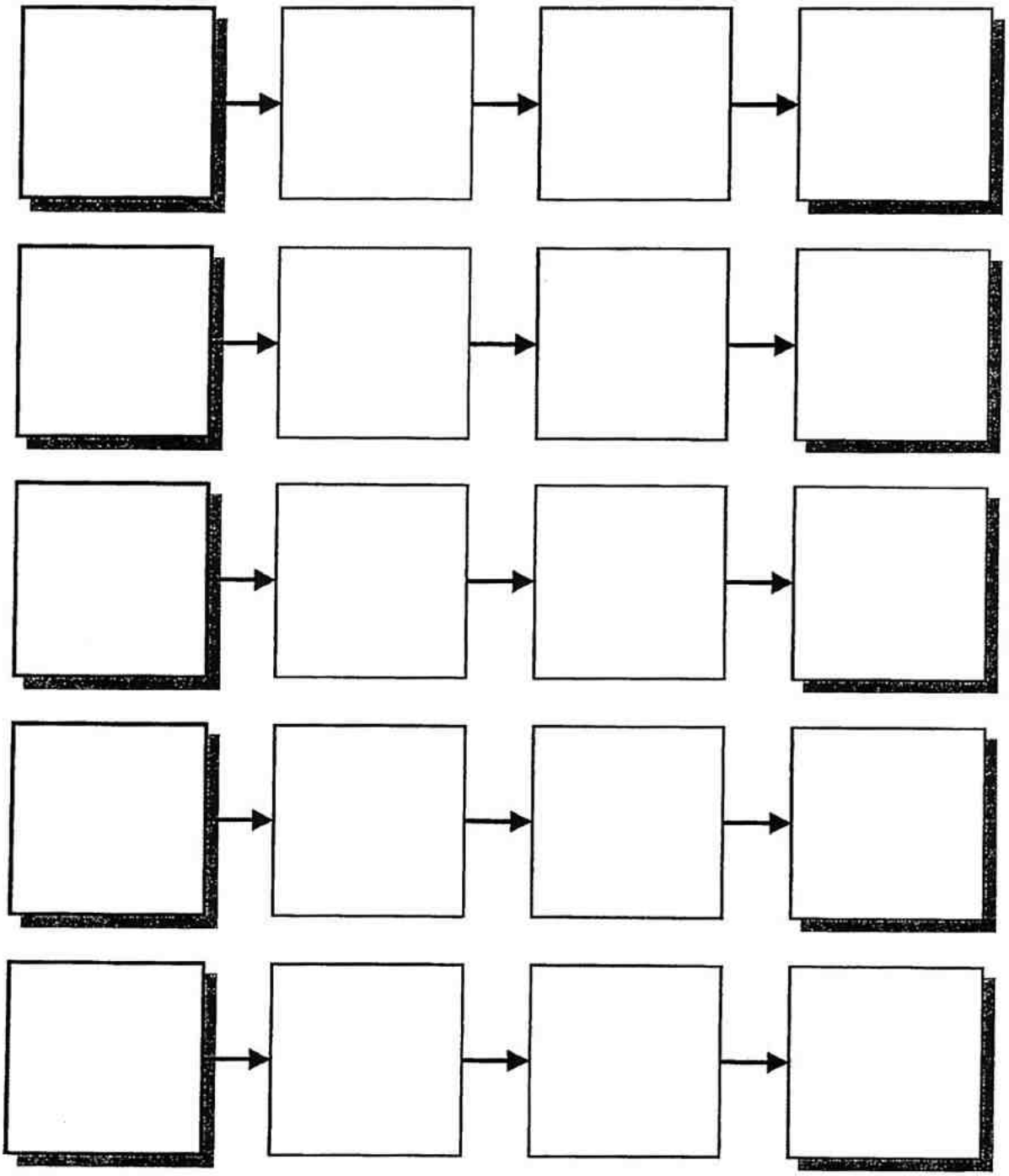
CAUSE AND EFFECT CHAIN 1

Name:_____ **Date:**_____



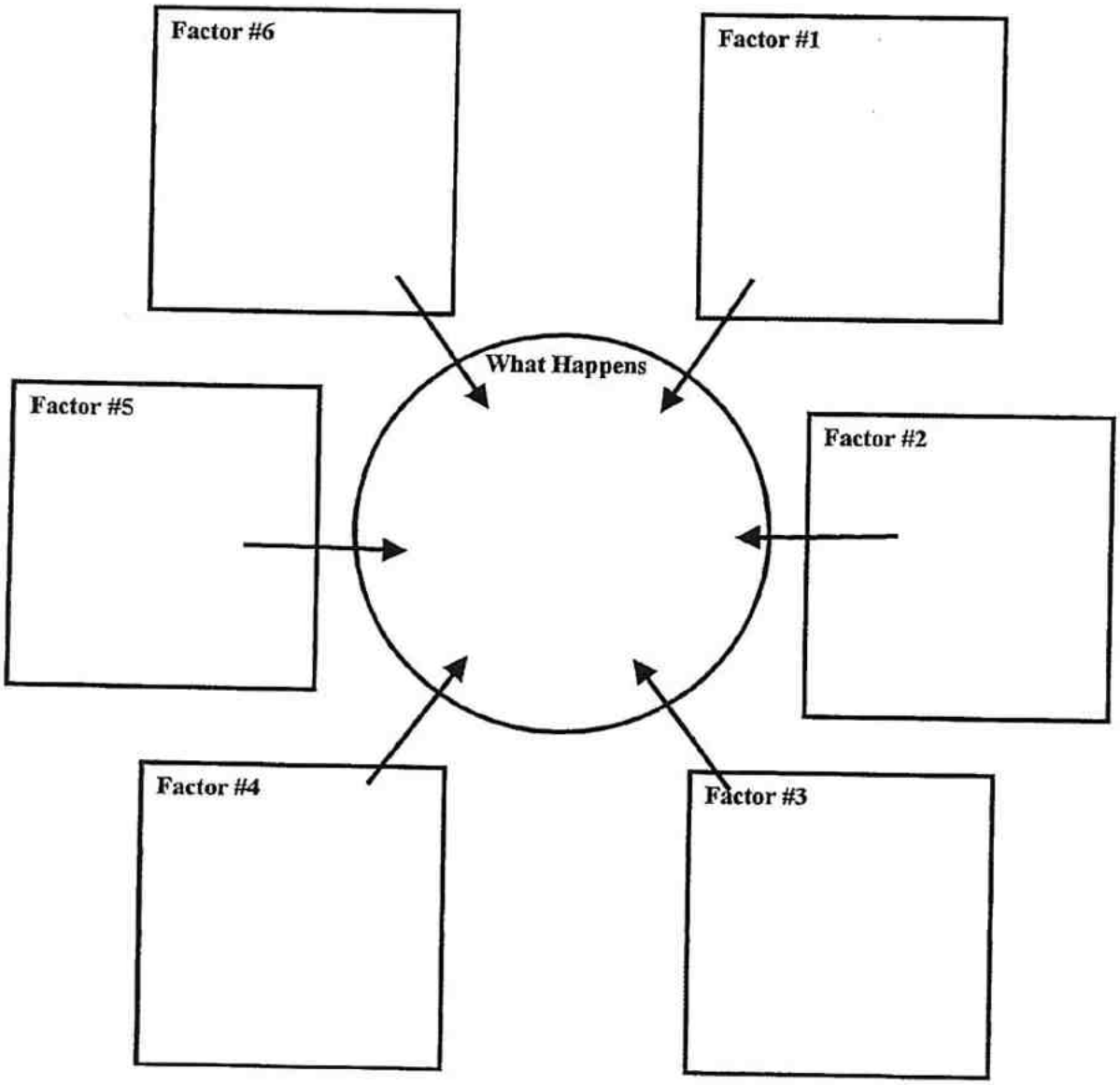
CAUSE AND EFFECT CHAIN 2

Name:_____ **Date:**_____



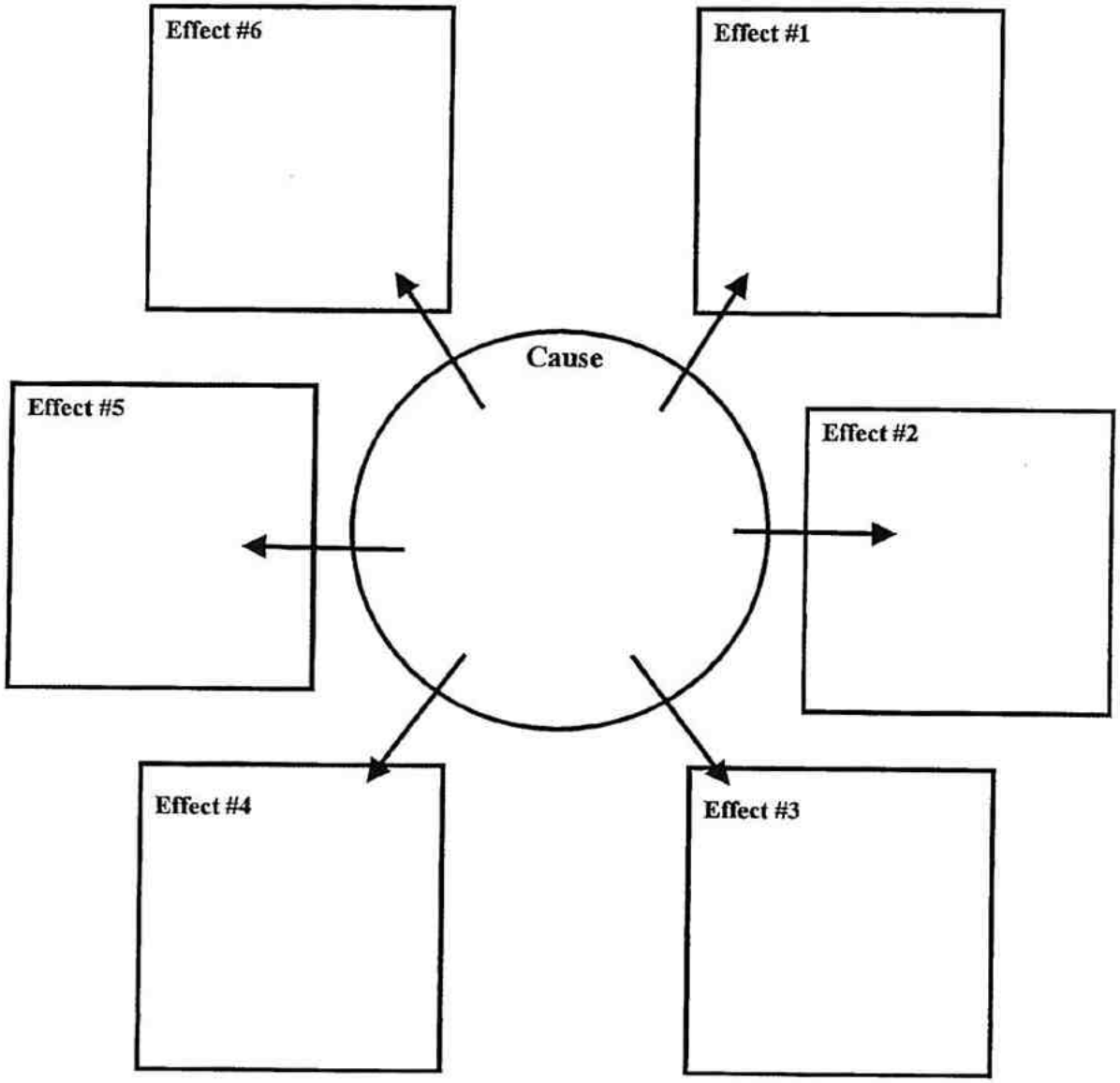
TOPIC: _____

Name:_____ **Date:**_____



TOPIC: _____

Name:_____ **Date:**_____



Name _____ Class _____
Date _____ Block / Period _____

CEI: Claim, Evidence and Interpretation

Claim: _____

_____

_____

_____

Evidence: Examples, quotes, textual references that support the claim . . .

_____

_____

_____

_____

_____

_____

Interpretation: An explanation and/or analysis of the evidence . . .

_____

_____

_____

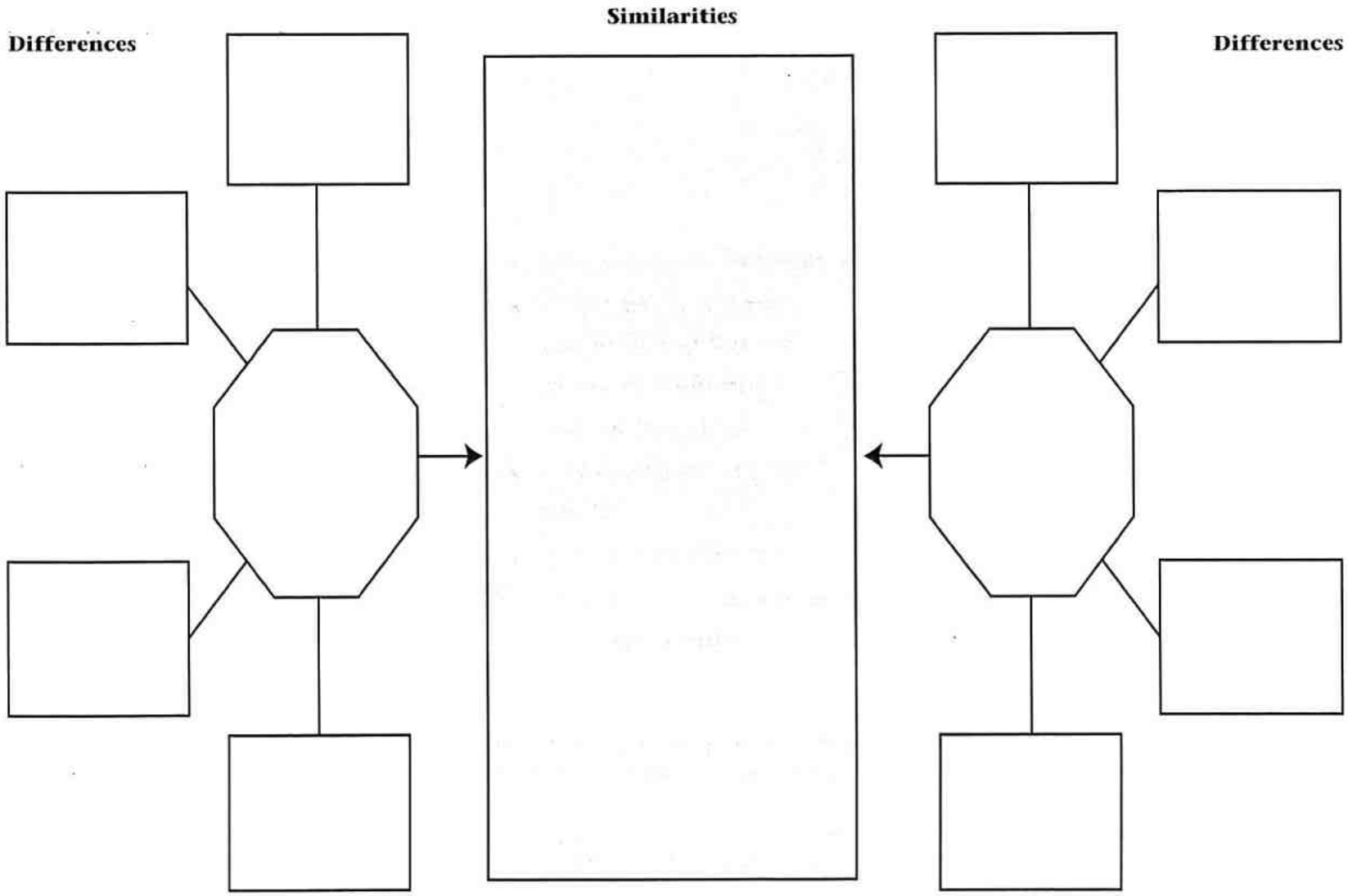
_____

_____

_____

COMMON GROUND

Directions: Enter the two items or concepts to be compared in the octagons. List the characteristics the two have in common under "Similarities." Put one unique characteristic (difference) of each in the boxes around the octagon.



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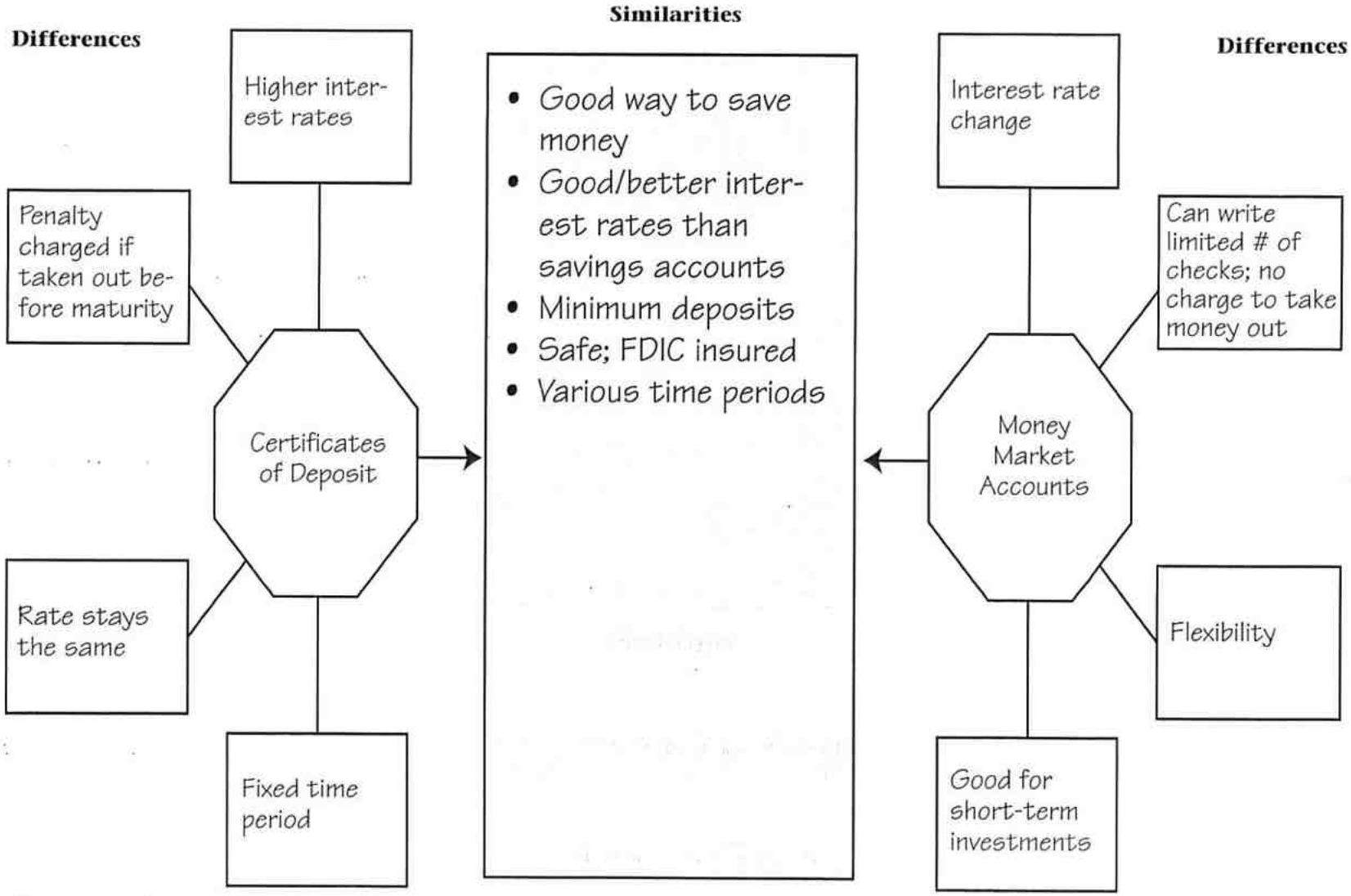

Character Card

Useful Literary Terms

- Allusion
- Analogy
- Antagonist
- Character
- Conflict
- Diction
- Exposition
- Imagery
- Irony
- Motif
- Narrator
- Persona
- Plot
- Point of View
- Protagonist
- Setting
- Theme(s)
- Tone/Voice

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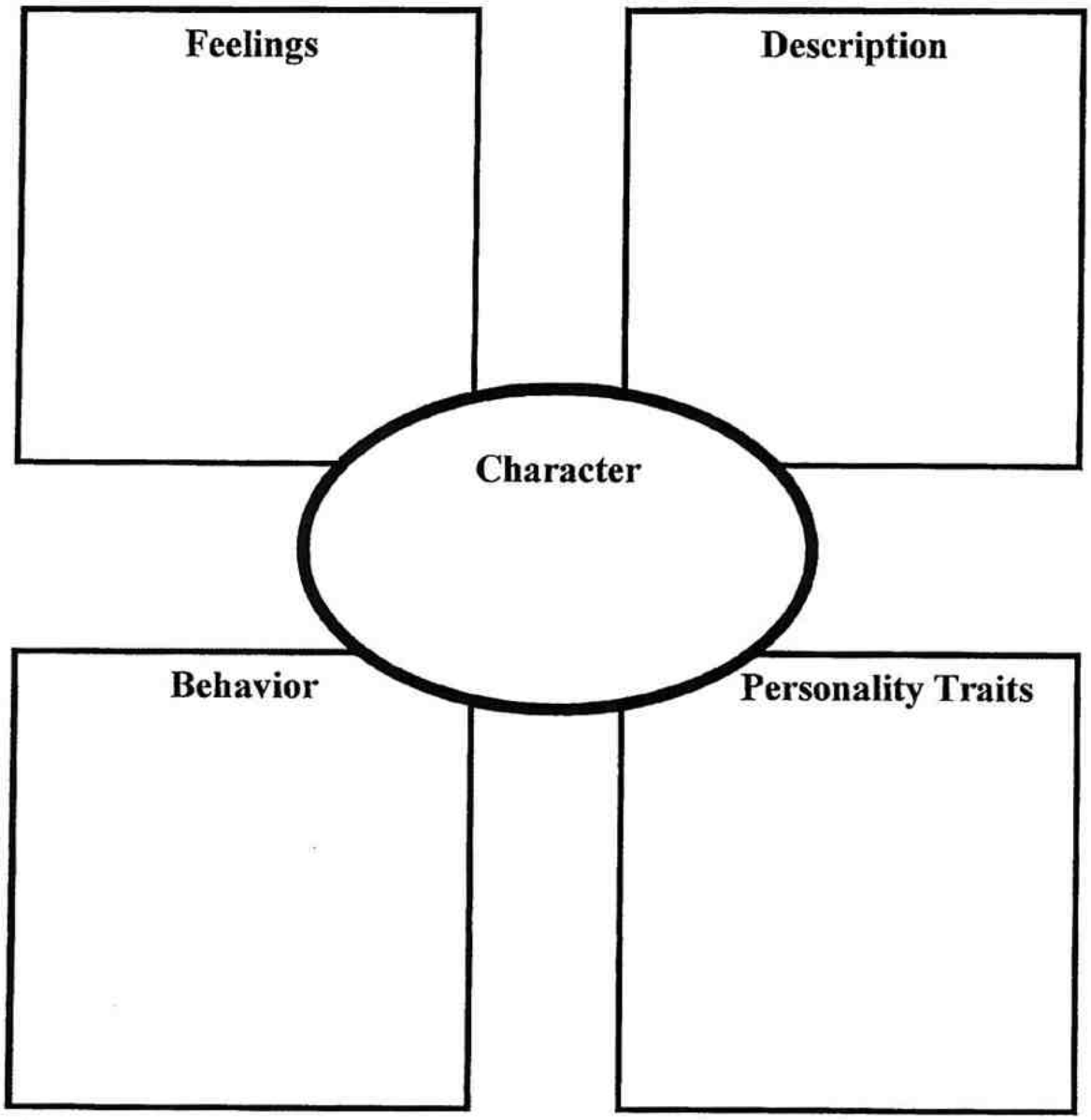
- Persona
- Plot
- Point of View
- Protagonist
- Setting
- Theme(s)
- Tone/Voice

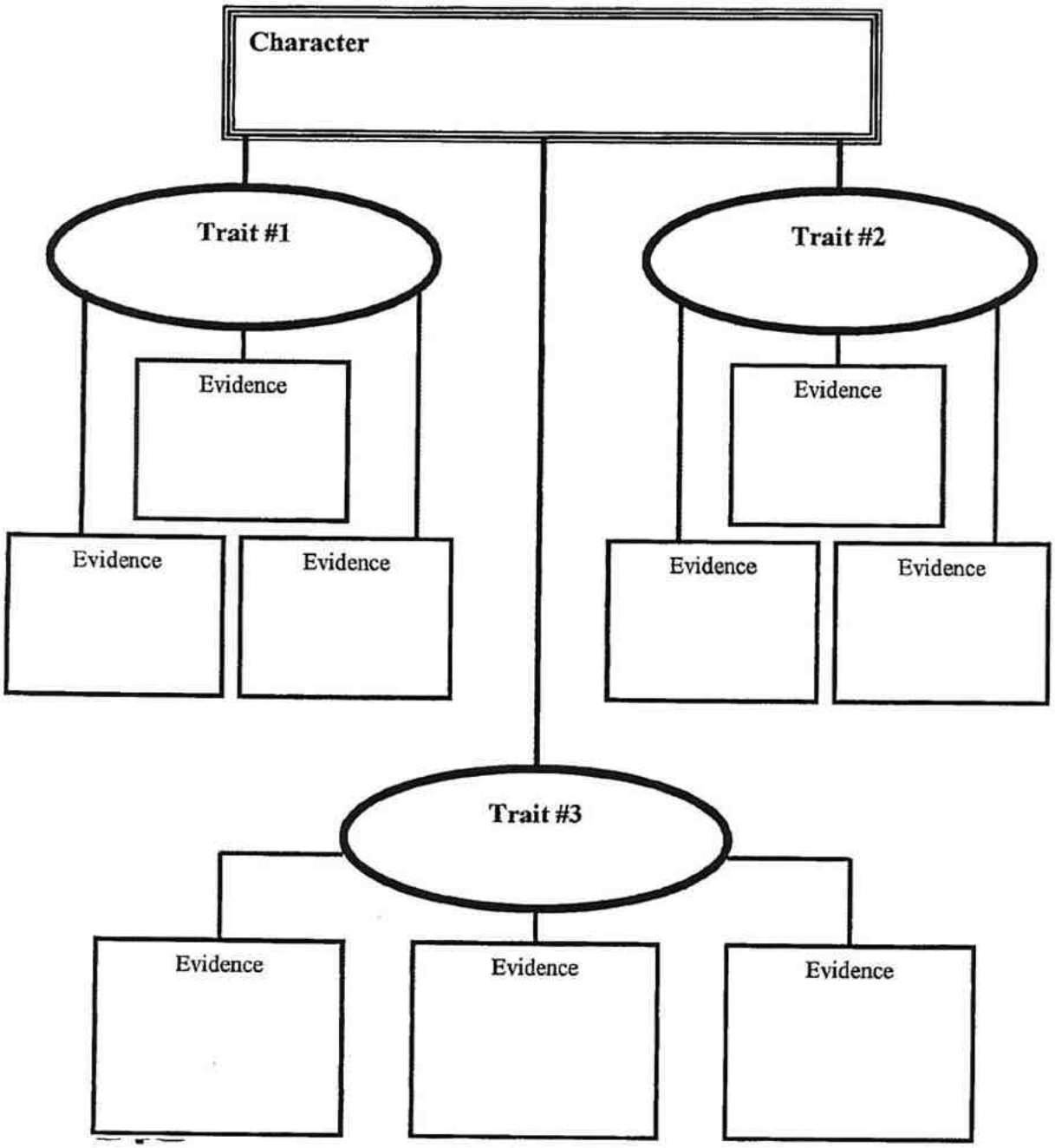
CHARACTER MAP #1

Name:_____Date:_____



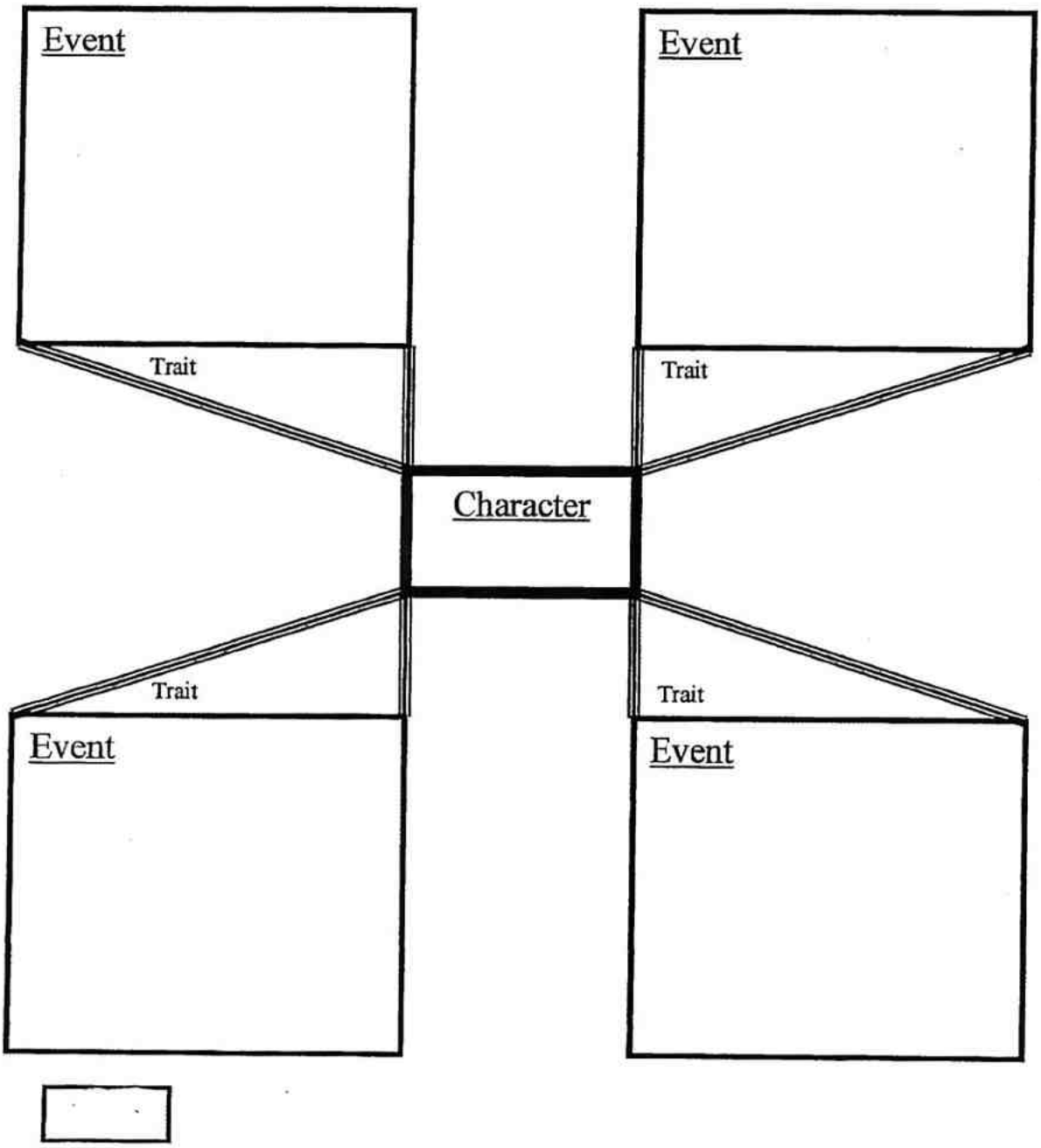
CHARACTER MAP # 2

Name:_____**Date:**_____



CHARACTER MAP # 3

Name:_____**Date:**_____



FEELINGS

Name:_____ Date:_____

Describe the character in the beginning.

Event #1 → **The character feels...**

Event #2 → **The character feels...**

Event #3 → **The character feels...**

Event #4 → **The character feels...**

Event #5 → **The character feels...**

Event #6 → **The character feels...**

Describe the character at the end.

ATTRIBUTE WEB #1

Name:_____ **Date:**_____

Acts:
1.
2.
3.
4.

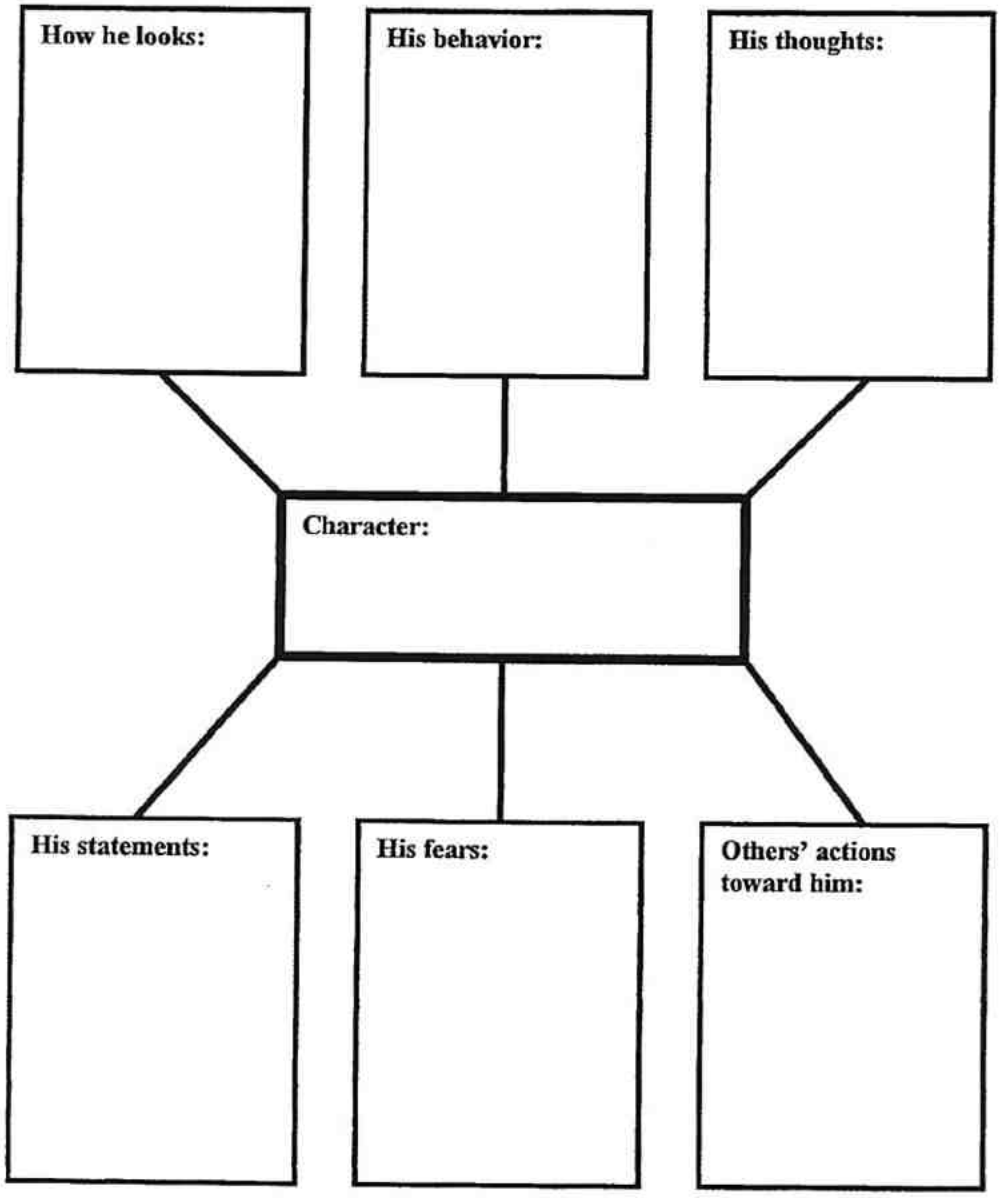
Feels:
1.
2.
3.
4.

Looks:
1.
2.
3.
4.

Says:
1.
2.
3.
4.

ATTRIBUTE WEB #2

Name:_____ Date:_____



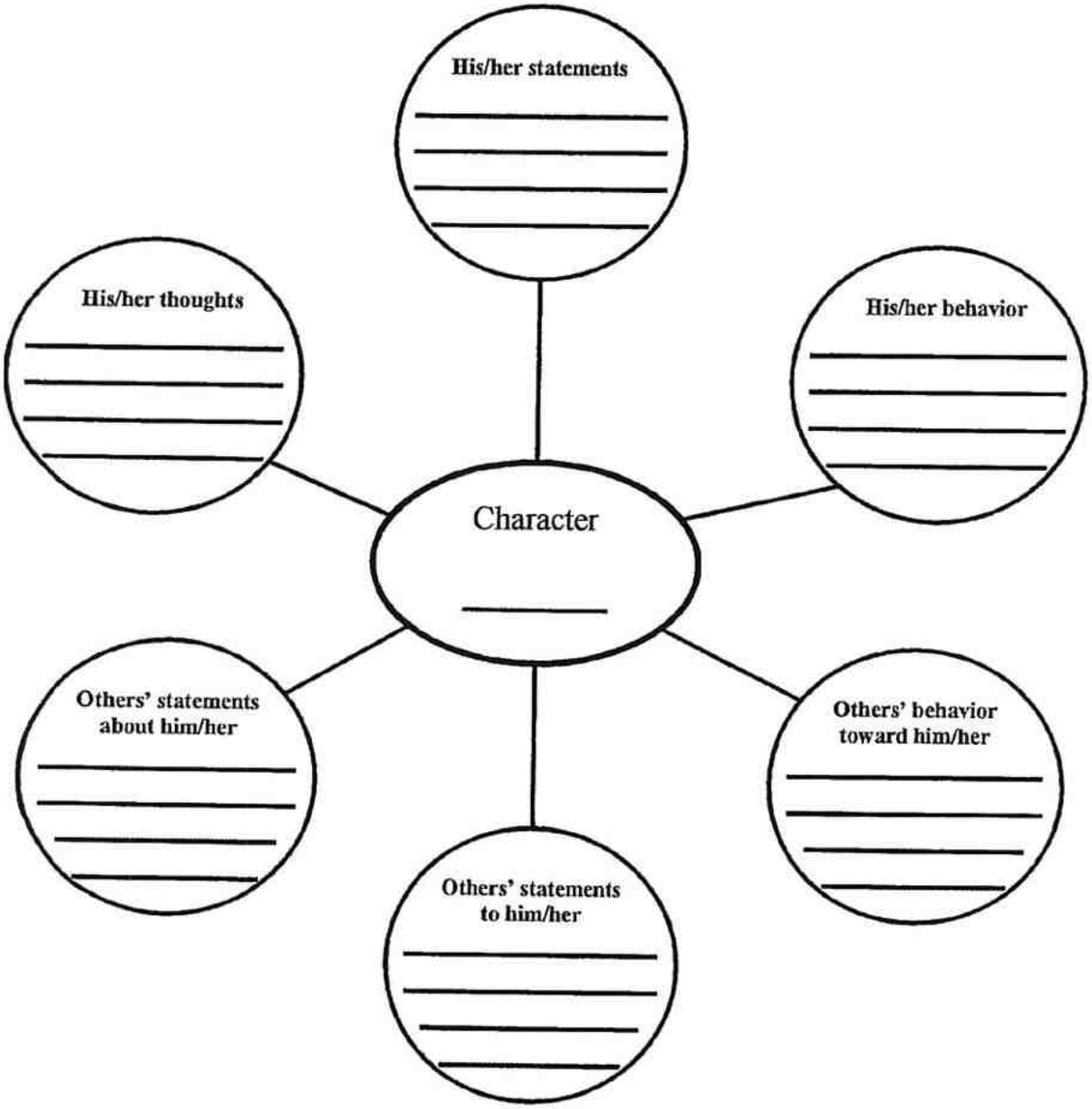
ATTRIBUTE WEB #3

Name:_____Date:_____

Character	One Word Description	Appearance	Significance to the Story	Do you know anyone similar?

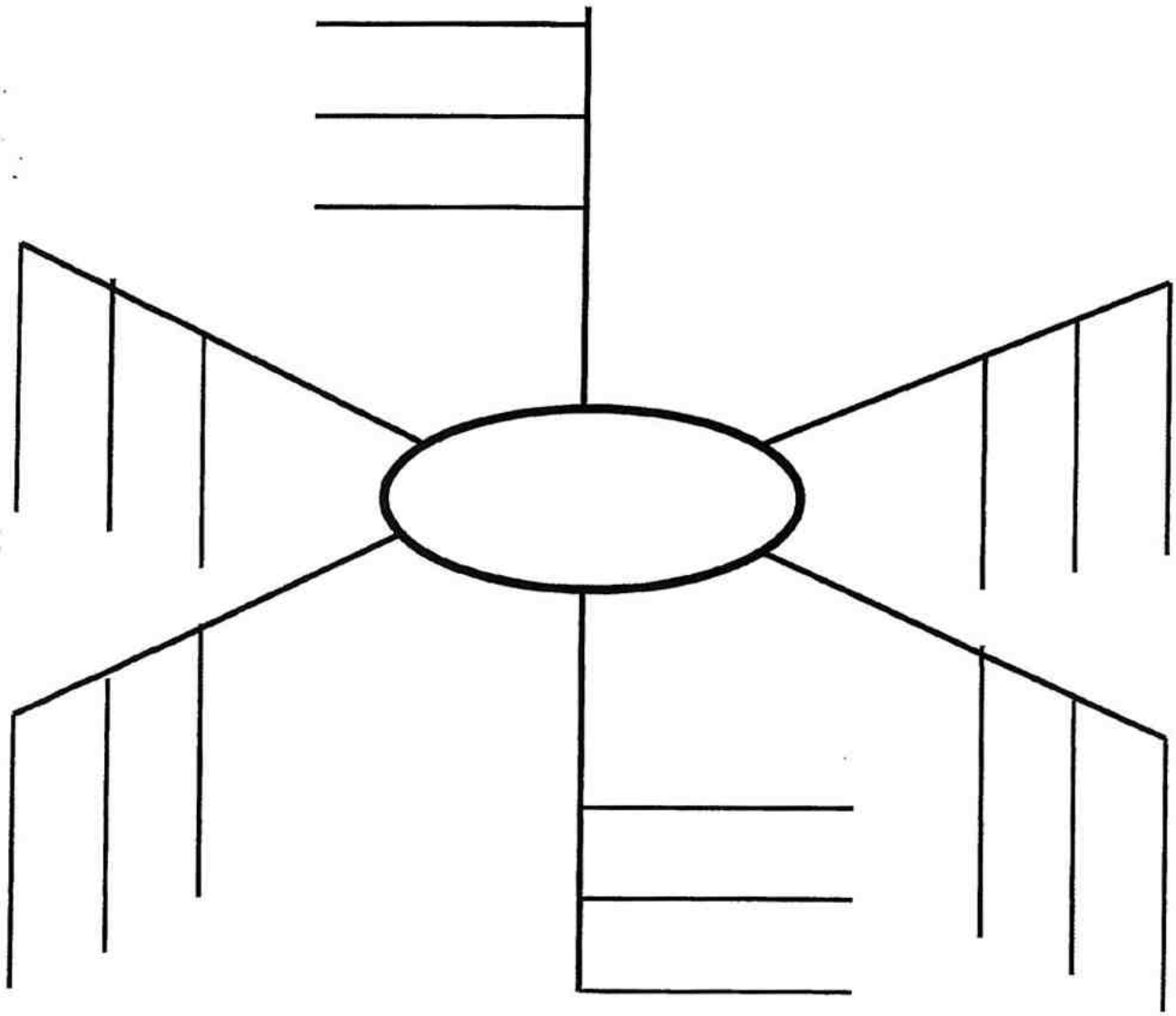
ATTRIBUTE WEB # 4

Name:_____**Date:**_____



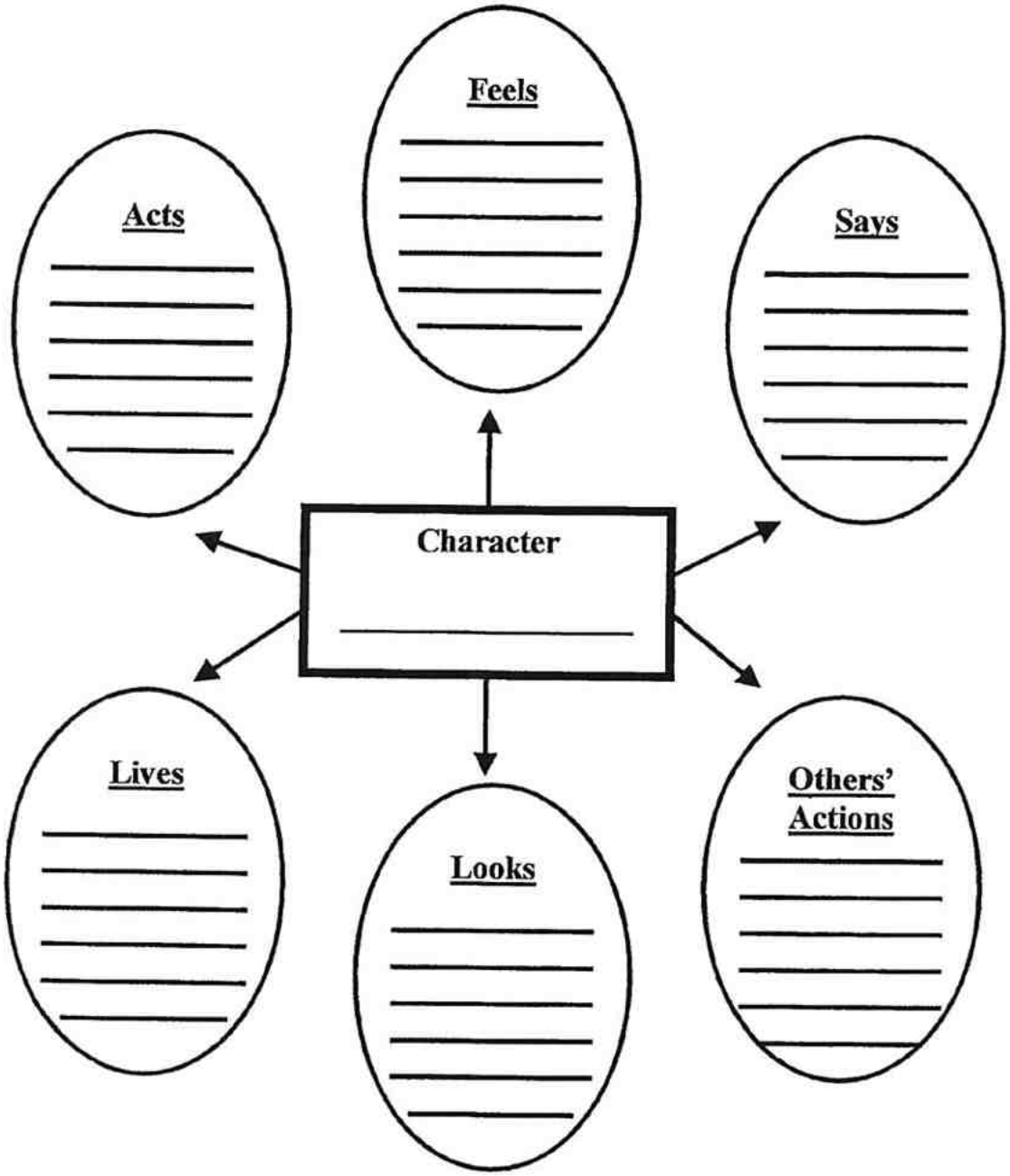
ATTRIBUTE WEB # 5

Name:_____**Date:**_____



ATTRIBUTE WEB # 6

Name:_____ Date:_____



CHARACTERIZATION

Name:_____**Date:**_____

Illustration:

Traits:

_____ _____

_____ _____

_____ _____

_____ _____

CHARACTERIZATION
FEELING WORDS

Name:_____ **Date:**_____

_____ **was** _____

because:

_____ **was** _____

because:

Character

_____

_____ **was** _____

because:

_____ **was** _____

because:

CHARACTERIZATION

Name:_____ **Date:**_____

Character:

_____

Physical Appearance:

_____

_____

Actions:

_____

_____

Thoughts and Words:

_____

_____

Other Characters Thoughts and Feelings:

_____

_____

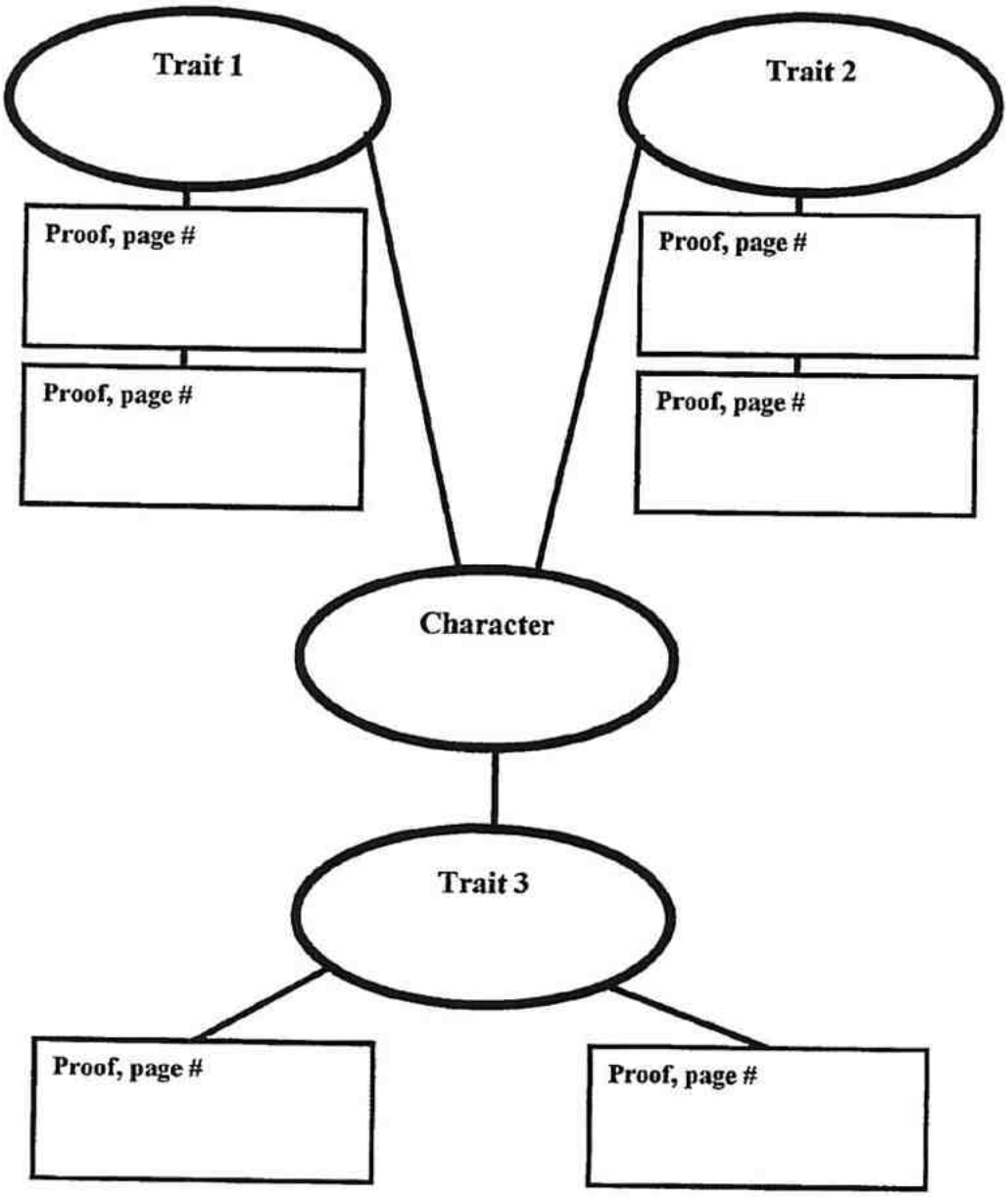
Author Tells Directly:

_____

_____

CHARACTER MAP

Name:_____Date:_____



BOOK _____

CHARACTER TRAITS AND TEXTUAL EVIDENCE

Name:_____**Date:**_____

Character Trait:_____

Quote (pg. ___) :	Explanation:
Quote (pg. ___) :	Explanation:
Quote (pg. ___) :	Explanation:
Quote (pg. ___) :	Explanation:

CHARACTER SCRAPBOOK

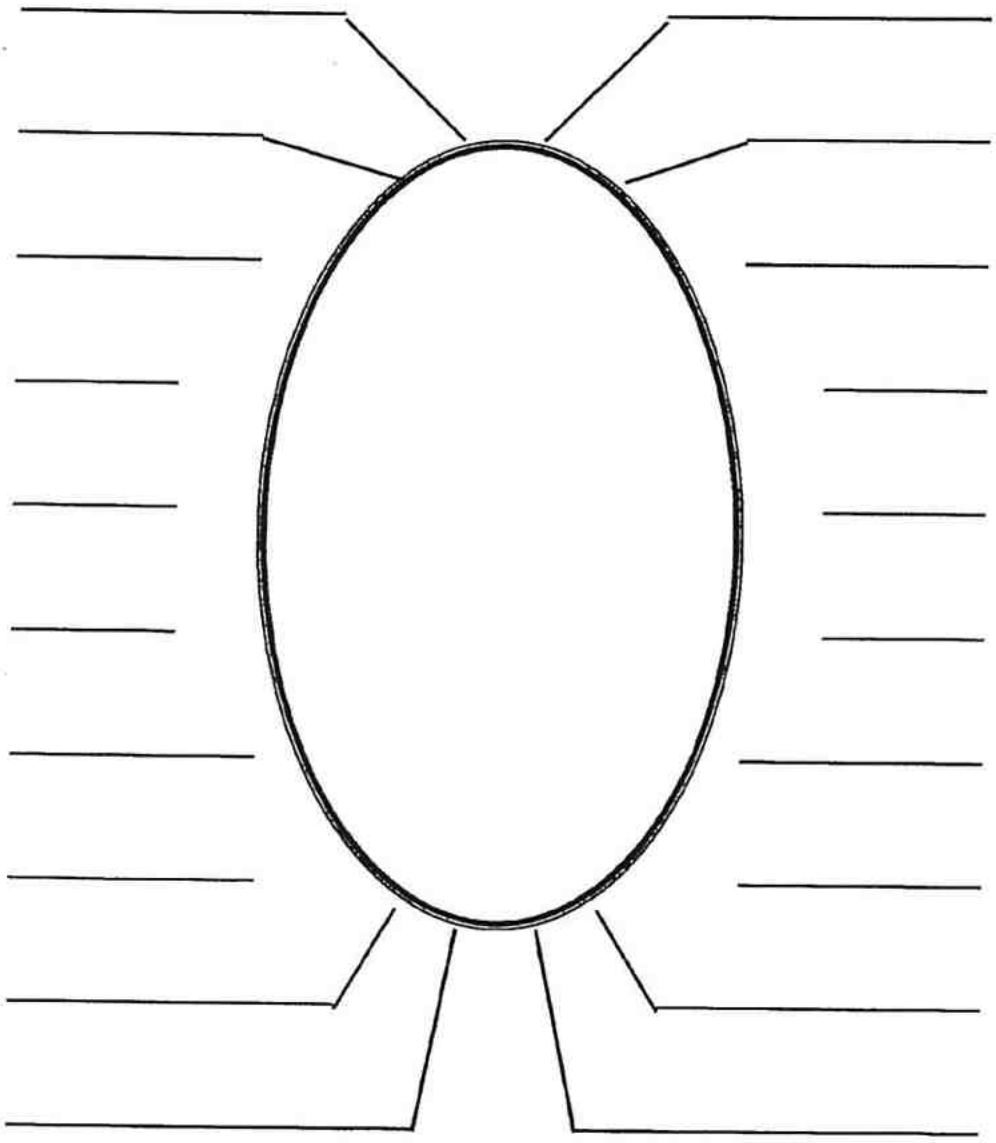
Name:_____**Date:**_____

Name:

Title:

CHARACTER CLUSTER
FOR A PERFECT _____

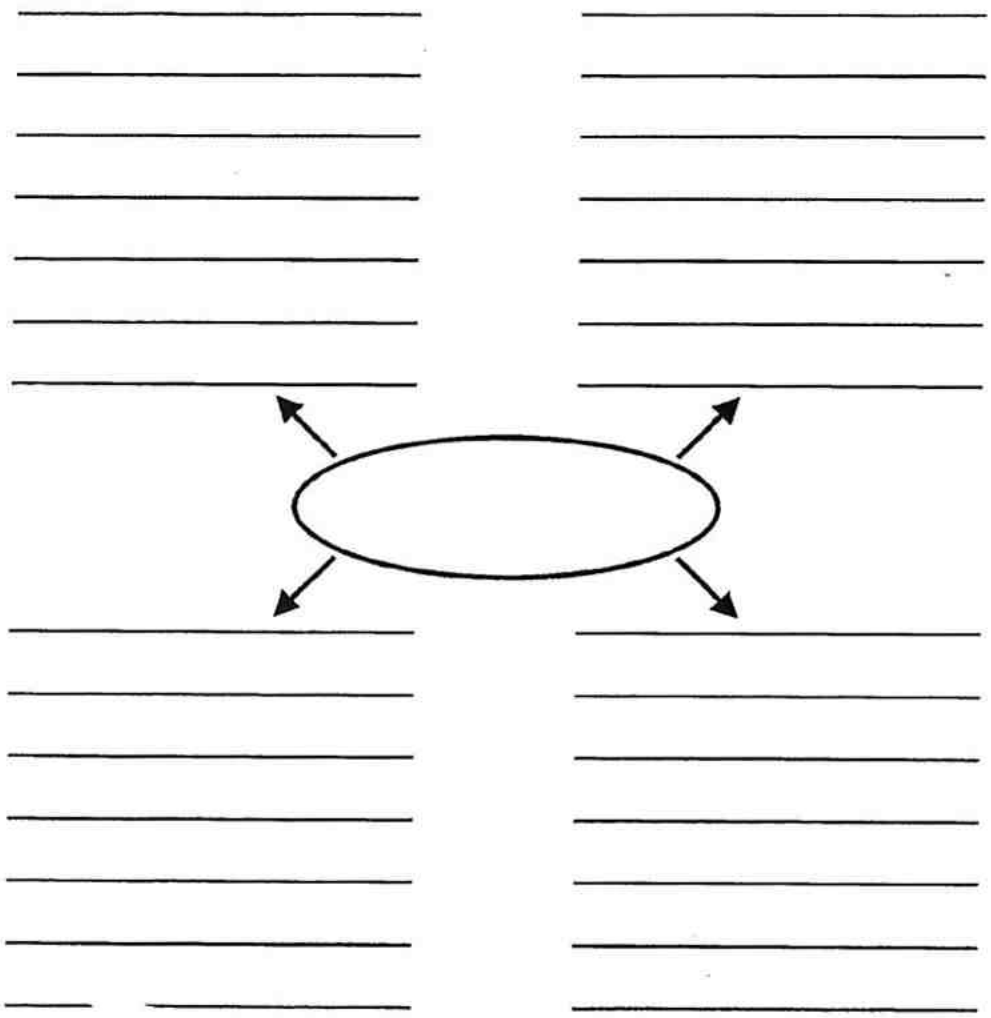
Name:_____**Date:**_____



DESCRIPTION FOR _____

Name:_____**Date:**_____

Directions: Place your character's name in the center of the graphic organizer. On the top line of each section of the organizer, list an essential human attribute your character possesses. On the lines below each attribute, provide pieces of evidence from the story that exhibit the attributes you have chosen.



DESCRIPTION FOR ME

Name:_____ **Date:**_____

My goals for this year

_____
_____
_____

My favorite movie / T.V. shows

_____
_____
_____

My favorite foods

_____
_____
_____

My favorite books

_____
_____
_____

Paste your picture here.

My hobbies

_____
_____
_____

My favorite songs

_____
_____
_____

My family

_____
_____
_____

My friends

_____
_____
_____

TRAIT CHART

Name:_____ **Date:**_____

Character A:_____ **Character B:**_____

Trait: | **Trait:**

Evidence	page	Evidence	page

TRAIT CHART II

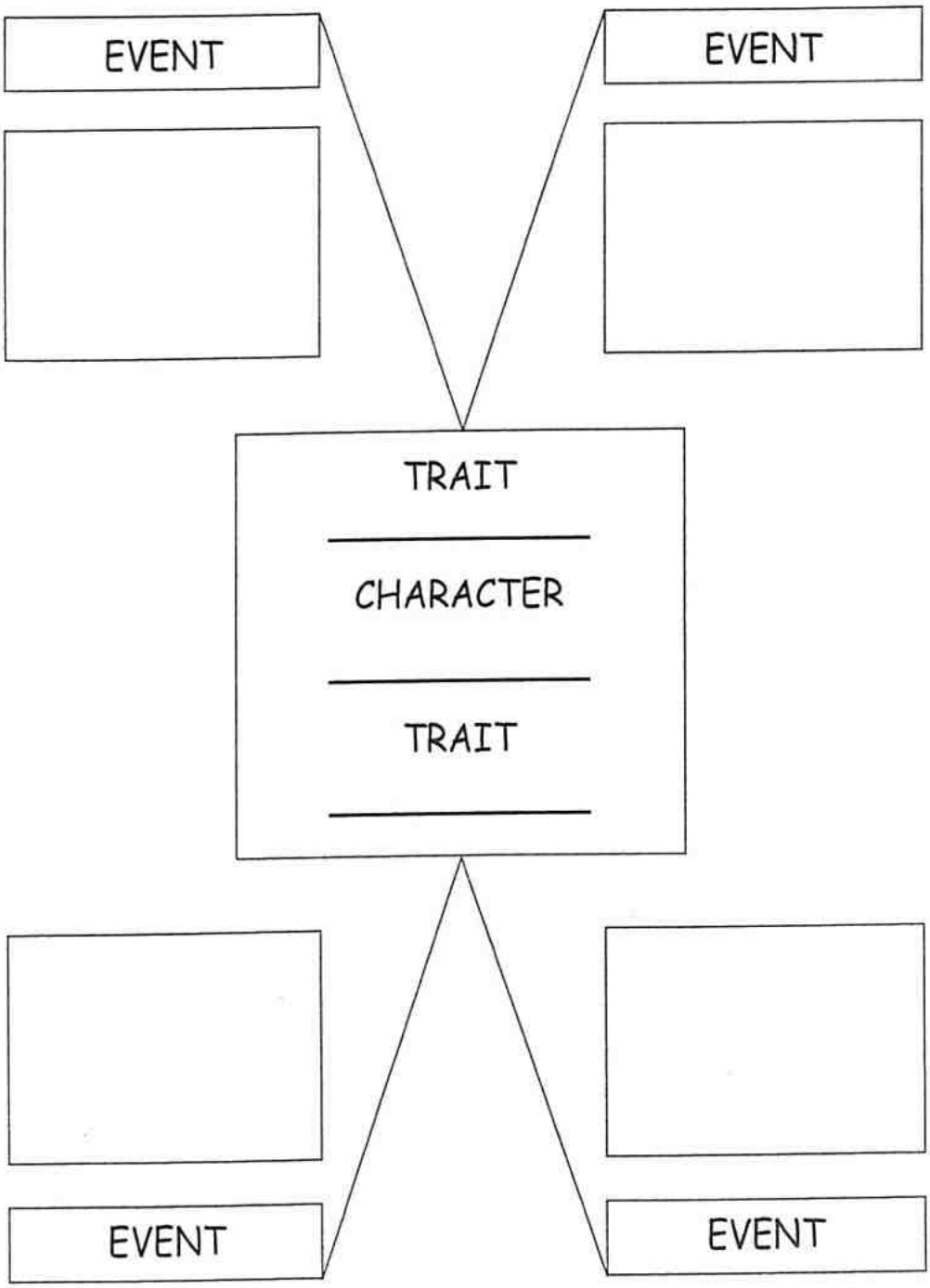
Name:_____**Date:**_____

Evidence to support the trait _____

***** Remember to include page numbers!!**

Name of character _____	**Me**

Character Traits



Name: _____

Period: _____

CLASSIFICATION NOTES

Directions: Create categories for the ideas or information that relate to your topic. Put ideas or information in the same category if they have the same features or attributes in common. Some ideas or information may fit into more than one category. Create mote categories on the back if needed.

TOPIC: _____

CATEGORY:	CATEGORY:	CATEGORY:
IDEAS & INFORMATION:	IDEAS & INFORMATION:	IDEAS & INFORMATION:

CATEGORY:	CATEGORY:	CATEGORY:
IDEAS & INFORMATION:	IDEAS & INFORMATION:	IDEAS & INFORMATION:

Name: _____ Period: _____

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TOPIC: _____

CATEGORY:	CATEGORY:
IDEAS & INFORMATION:	IDEAS & INFORMATION:
CATEGORY:	CATEGORY:
IDEAS & INFORMATION:	IDEAS & INFORMATION:

Name: _____ Period:

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TOPIC:_____

CATEGORY:	CATEGORY:	CATEGORY:
IDEAS & INFORMATION:	IDEAS & INFORMATION:	IDEAS & INFORMATION:

Name: _____ Period/Block: _____

Collaborative Questions

Directions: Once you have read and annotated a text, formulate questions about what you have read. Consider the types of questions you are posing about the text and try to categorize them (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation). Once you have posed a variety of questions about the text, you will share your questions with a partner and attempt to answer each other's questions; use the space provided to take notes on your answers to each question.

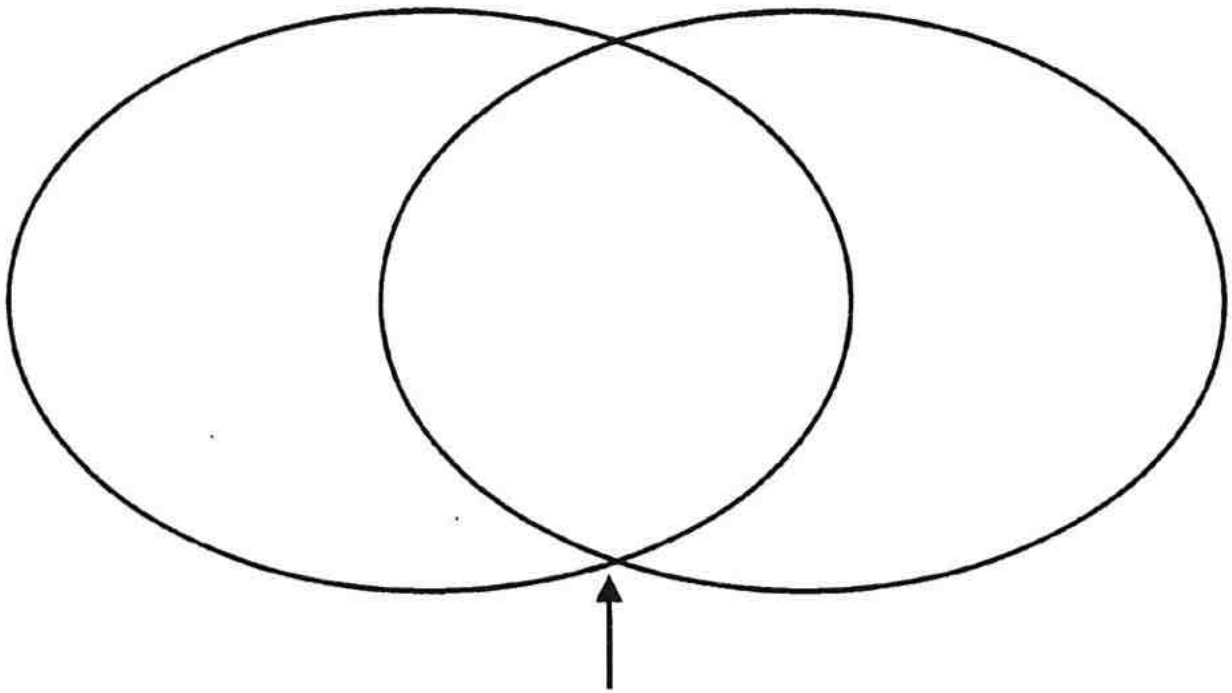
	Your Questions About the Text	*Answers to Your Questions Based on Dialogue with your Partner*
Knowledge		
Comprehension		
Application		

Evaluation	Synthesis	Analysis

COMPARISON AND CONTRAST

Name:_____ **Date:**_____

Features Unique to A: _____ **Features Unique to B:**_____



Features Common to A and B

COMPARISON AND CONTRAST

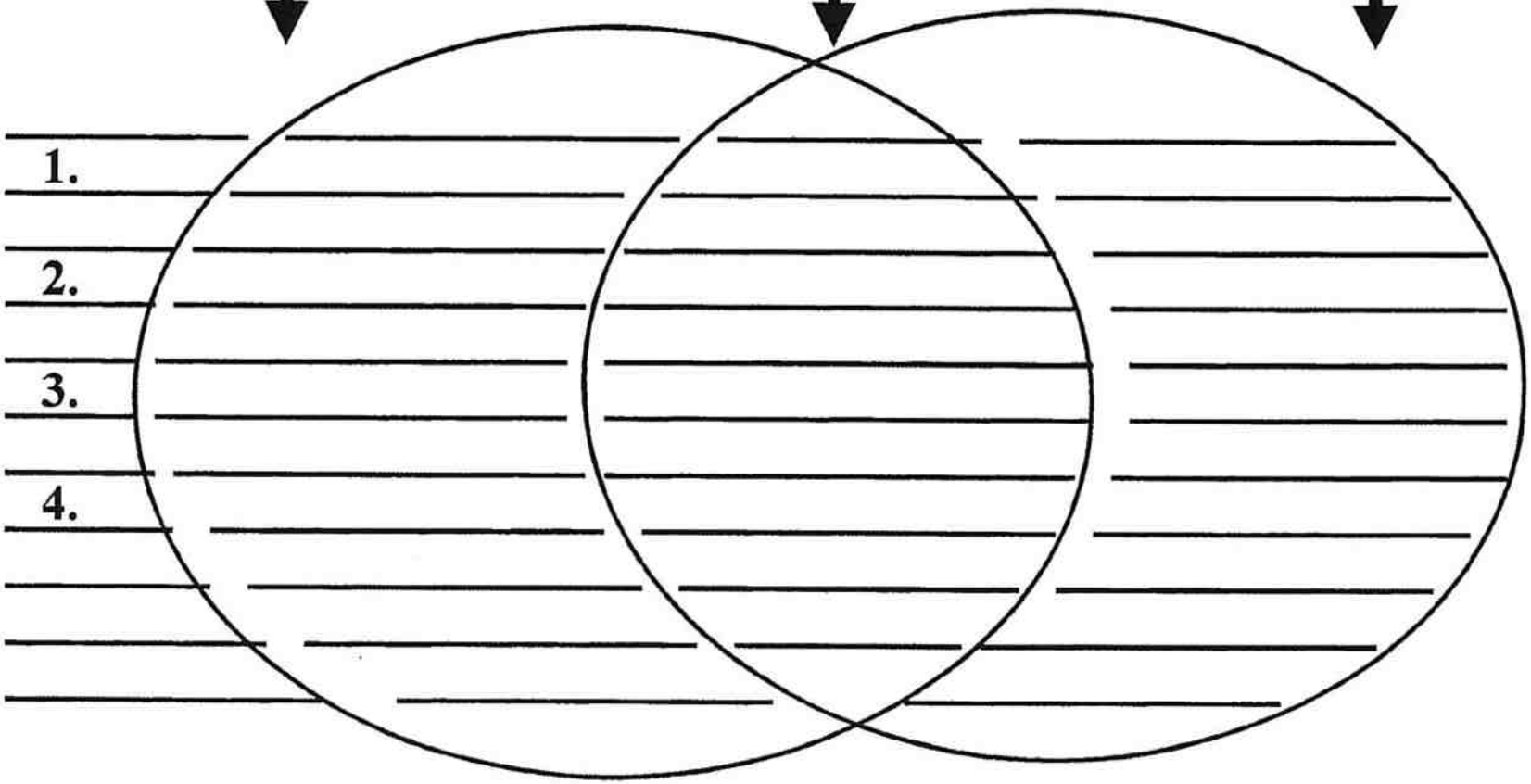
Name:_____ Date:_____

Good Reason For _____	Good Reasons For Both	Good Reason For _____

A VENN DIAGRAM

Name: _____ Date: _____

A [ ] A & B [ ] B [ ]



1.

2.

3.

4.

Topic: _____

Name: _____ Date: _____

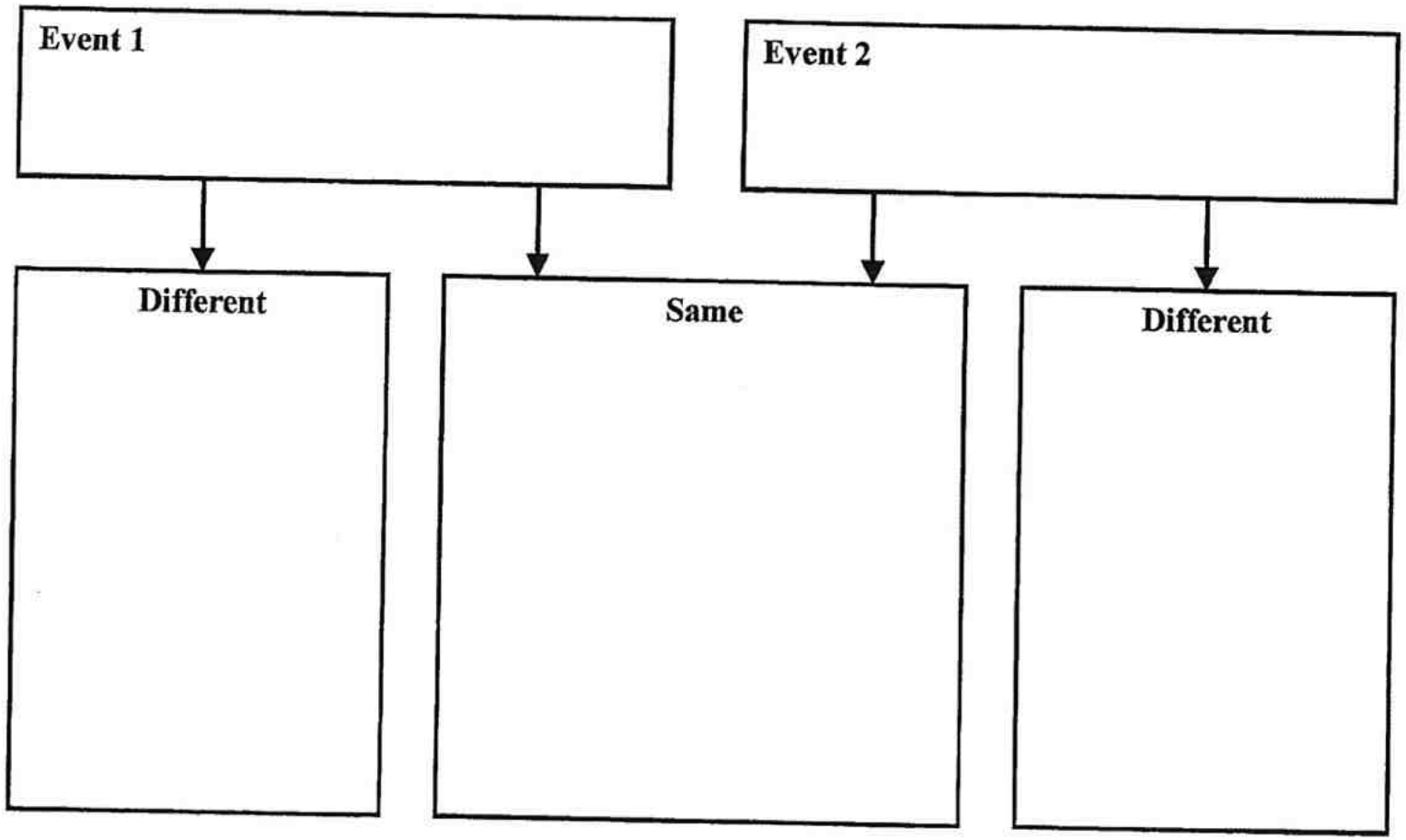
COMPARE AND CONTRAST

Event 1		Event 2
Different	Same	Different

Topic: _____

Name: _____ Date: _____

COMPARE AND CONTRAST MAP



Topic: _____

Name: _____ Date: _____

A: _____ B: _____ C: _____

True of A Only	True of A and B	True of B Only	True of B and C	True of C Only

Comparison Notes

Name	Date
Topic	Period

Main Idea/Summary

Main Idea/Summary

Main Idea/Summary

Name: _____ Period: _____

Conflict Dissection

Directions: Conflicts usually arise when someone wants something or wants something to happen and for some reason it does not. Use the chart below to identify the different conflicts and outcomes based on the text you are reading.

Someone	Wanted/Because	But	So
The American colonies	*Freedom and independence from Great Britain because they felt oppressed by taxation without representation*	*Great Britain wanted to maintain control over the colonies because they were an economic asset*	*The American revolution began in 1776, which led to American independence*

Cornell Notes (Intro)

Name	Date
Topic	Class/ Suject

Here, in the Connections Column, you might write one or more of the following:

- Categories
  - Causes of WW II
  - Parts of a Cell
- Questions
  - What caused WW II?
  - What are the parts of a cell?
- Vocabulary words
  - Holocaust
  - synthesis
- Review/test alerts!
  - WW II causes and names of allies will definitely be on exam!
  - Parts of a Cell
- Connections
  - check the Owens poem for his comments on war
  - similar to process westudied in last unit
- Reminders
  - Be sure to check the meaning of variant.

Sample Question and Notes

What should I write down when I take notes?

Note: Leave space in the Connections Column so you can add notes and test review questions later on when studying

How can I take notes faster?

Write down only important information. Look for:

- bold, underlined, or italicized words
- information in boxes or with an icon/symbol
- headers/subheaders on the page
- information the book or teacher repeats
- words, ideas, or events that might be on a test
- quotes, examples, or details you might be able to use later in a paper or presentation

- abbreviate familiar words/use symbols (+, -->, #)
- take notes in bullets and indents; not formal outlines
- cut unnecessary words
- use telegraphic sentences: "America enters war 12/44"

Down here write one of the following; summary of what you read/lecture; the five most important points of the article/chapter/lecture; questions you still need to answer.

5

Discussion Notes

Date	Period

Name	Title

Responding to the Text

Complete the following steps:

1. Generate some questions about the text you plan to read; you might also jot down or brainstorm ideas that come to mind from previous readings or your own experience.
2. Discuss these ideas with your group. Add any new ideas to your notes as you listen to others or share your ideas.
3. Set a purpose for your reading: This might be a question you want to answer by the time you finish reading.
4. Preview the text to familiarize yourself with it; look for words or other content that might cause you trouble.
5. Read the text, taking notes as you go. These notes should help you prepare to contribute to or lead the discussion about this text when you return to class. Consider using some of these questions:
   - What questions come to mind while you read or after you finish?
   - What does the text make you wonder about?
   - What do you want to discuss?
   - What did you think about while you read?
   - Did your thoughts or feelings about this subject change as you read?
   - How might a person with a different perspective respond to this text?
   - What point is the author trying to make?
   - What is the author's purpose?
   - What surprises you?
   - What do you think of the author's writing style?

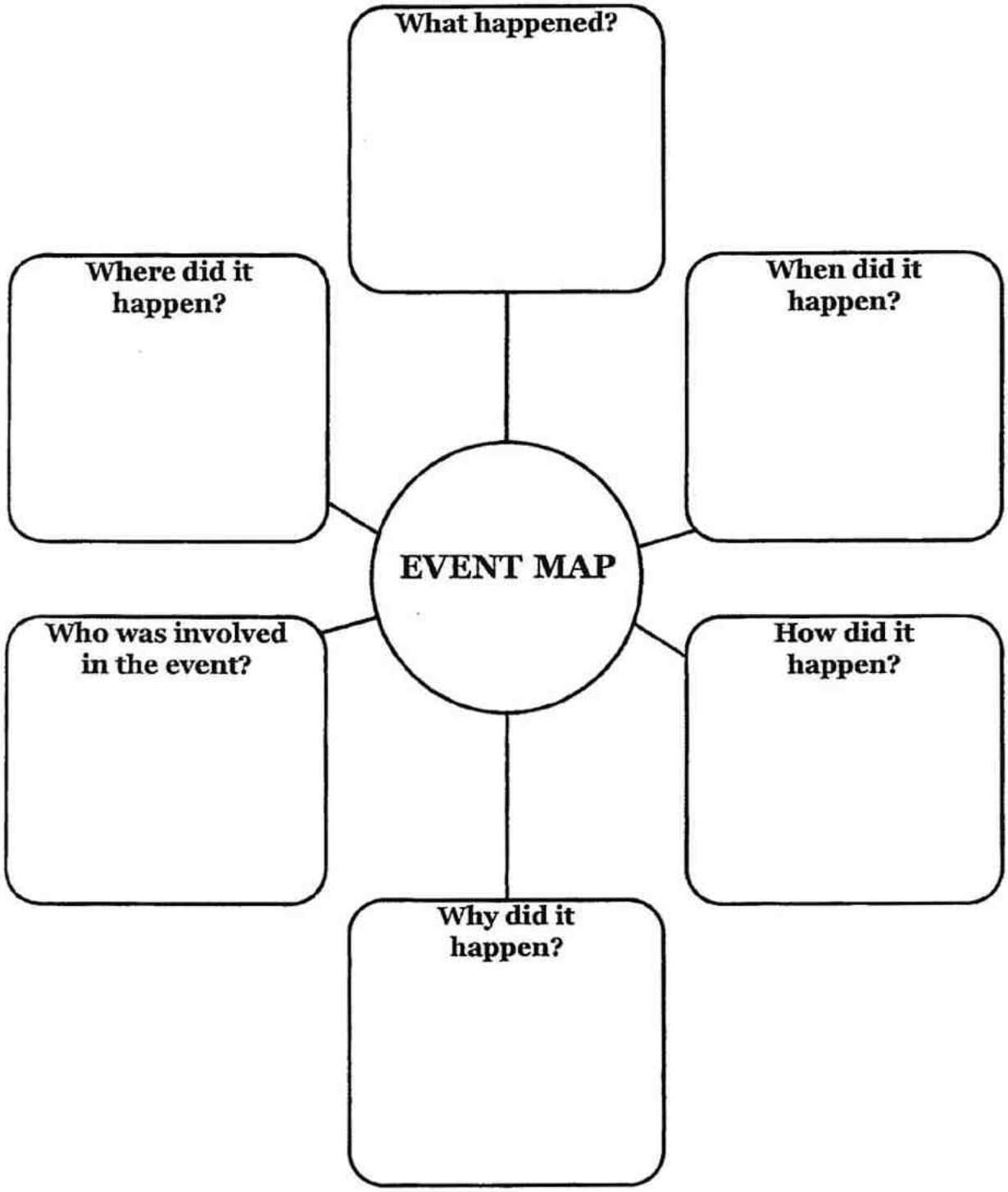
Learning the Language

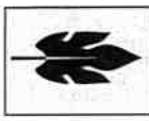
- ☐ I think_____ because..
- ☐ A good example of ___ is...
- ☐ This reminded me of _____ because...
- ☐ ___was important because...
- ☐ One thing that surprised me was___because I always thought...
- ☐ The author says that...
- ☐ The author/character wants...
- ☐ The author's purpose is...

Performance Standards: Talking about Reading

- Read the assigned text and come prepared to discuss it.
- Listen to others' comments without interrupting.
- Ask others questions to help them clarify or elaborate on their position or idea.
- Support your own ideas with evidence from the text; refer to specific passages.
- Contribute your own thoughts, feelings, and questions to ensure a lively conversation.
- Respect others' opinions and contributions to the discussion.

Event Map





Reading Tool

CLIFFHANGER

Strategies of Independent Strategic Readers Supported by this Reading Tool:

- ☐ 1. Have strategies to use when encountering new words.
- ☐ 2. Connect new knowledge to make meaning.
- ☑ 3. Think ahead to what might be coming.
- ☑ 4. Continually evaluate own understanding.
- ☐ 5. Create images of what is being read.
- ☑ 6. Periodically summarize what is read.
- ☐ 7. Use textual cues, visuals, and organization.
- ☐ 8. Have a plan for how to approach the task.

HOW TO USE:

- Select a stopping point in the text, including enough of the reading to provide students with adequate details and evidence to make a valid prediction.
- Instruct students when to stop reading to complete the activity.
- Once students have read to the stopping point, have them first summarize what has happened to that point in the reading.
- Ask students to then make a prediction about what will happen next or at the end of the reading and to compile evidence for their prediction. Or, have them first find evidence for a prediction and then make their prediction based on that evidence.
- Have students share their predictions and evidence in small groups or with the whole class.
- Have students finish the reading and then compare their predictions to what actually happens in the reading.

TIPS/VARIATIONS:

- Allow students to revise their predictions and evidence as they continue reading the selection. They might want to use another color for their revisions so they can readily see how their understanding has changed.
- Tell students the evidence and information provided in the text may justify multiple logical predictions. Students should feel comfortable making predictions that are different than what happens in the text as long as their prediction makes sense given the evidence provided.
- Pair students with different predictions to discuss their predictions and the evidence supporting them.
- For a long reading assignment (such as a book or lengthy unit), ask students to complete the activity at multiple stopping points in the text.

CLIFFHANGER

Title: _____

What's Happening Now

Stop at the point in the reading that your teacher has designated. Then write in details about what has taken place in the reading up to this point.

Evidence for What I Think Will Happen

In this space, list the evidence you have for predicting what will happen next. Your evidence should be based on information included in what you have read so far.

My Prediction for What Will Happen

Make a prediction about what you think will happen next or at the end of the reading. Be sure your evidence supports this prediction.

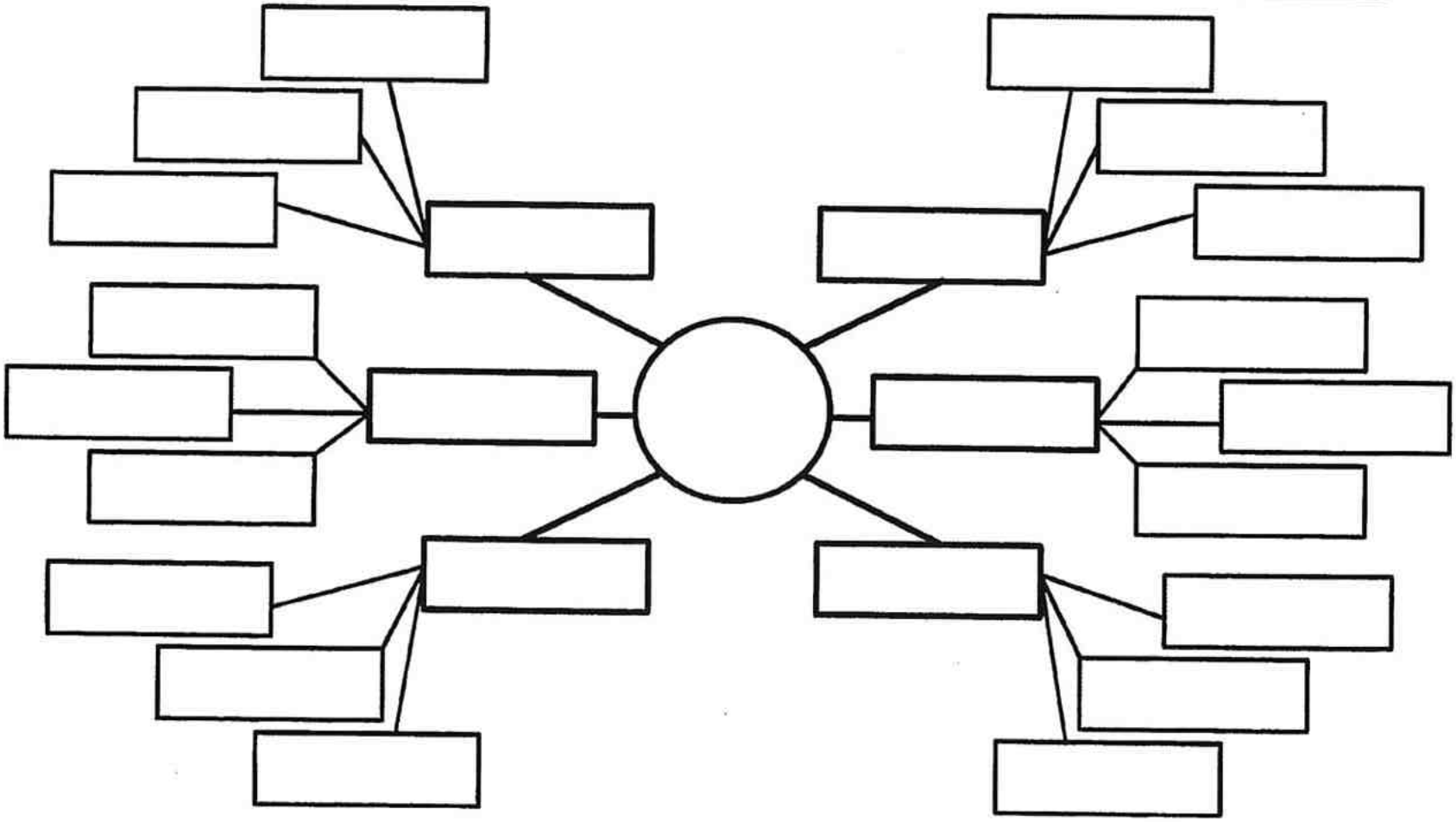
EVENT MAP

Name: _____ Date: _____

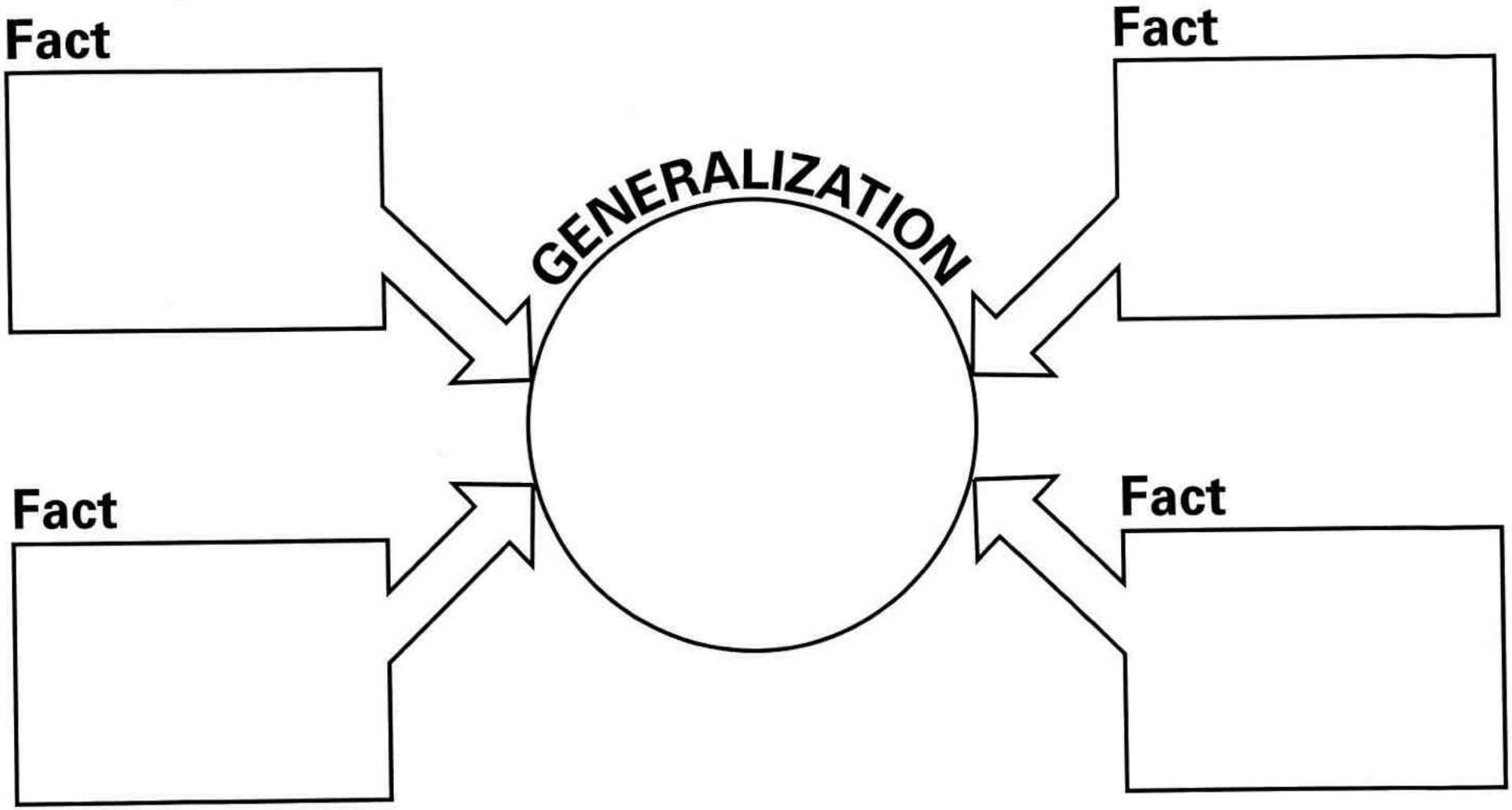
Event 1	Event 2	Event 3
1. _____	2. _____	3. _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WEB 1:

Name: _____ **Date:** _____



Make a Generalization



Summarize

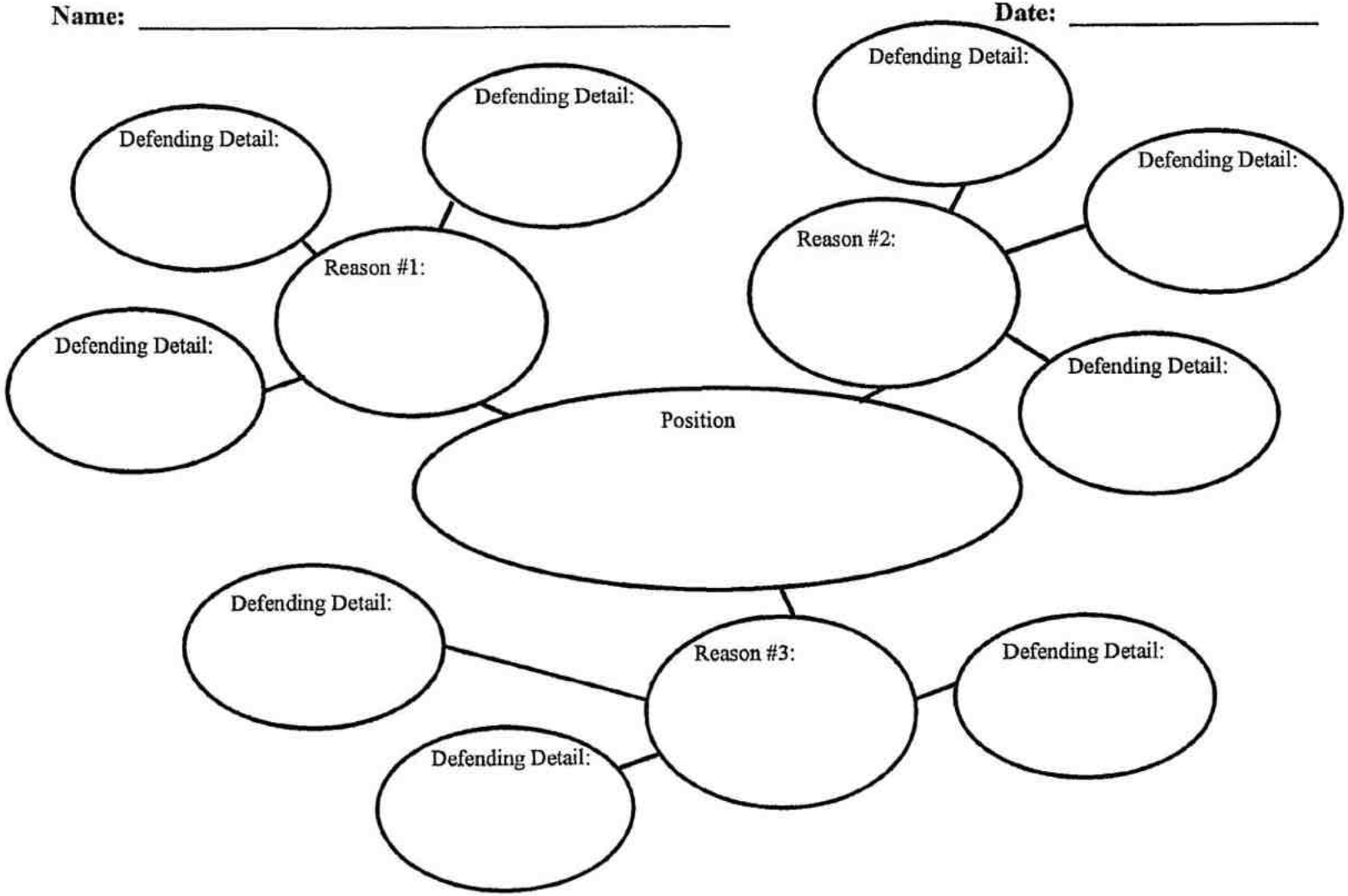
Important Facts

SUMMARY

Important Facts

POSITION/SUPPORT WEB

Name: _____ **Date:** _____



OUTLINE FOR WRITING

Name: _____ **Date:** _____

What is the overall topic?

(Say something about the topic in each of the boxes.)

What are the main ideas and details?

1 Main Idea			
Detail	Detail	Detail	Detail

2 Main Idea			
Detail	Detail	Detail	Detail

3 Main Idea			
Detail	Detail	Detail	Detail

What is important to understand about this idea?

Important Facts- (written in sequential order):

Title of Article:

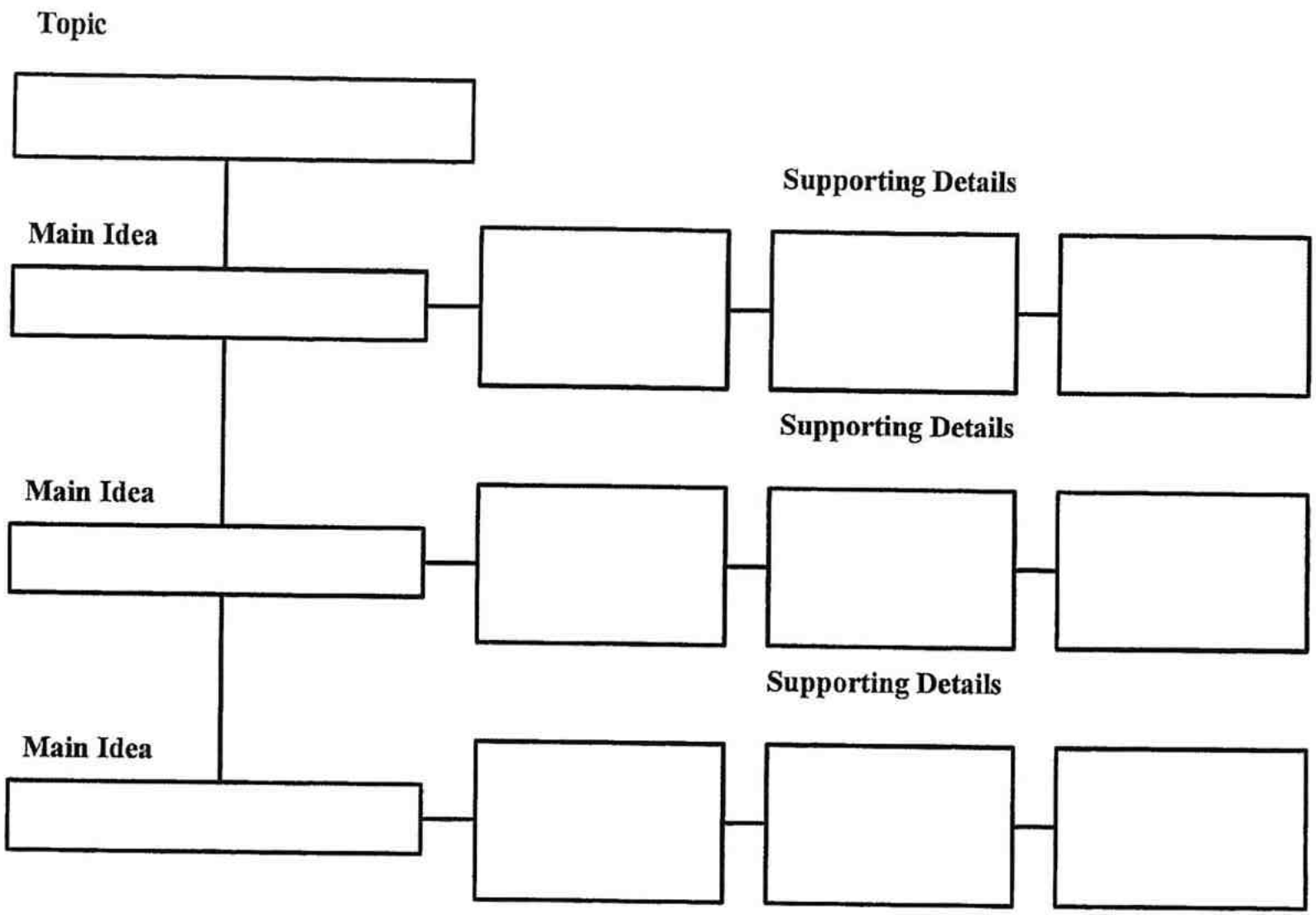
Author:

Purpose Of Article:

When It Takes Place:

Where It Takes Place:

Who The People Are:


Topic
Main Idea
Supporting Details
Main Idea
Supporting Details
Main Idea
Supporting Details

CHARACTER ANALYSIS

Name:_____**Date:**_____

TITLE OF STORY: _____
ASSIGNMENT CHAPTER(S) OR PAGES: _____

Keep a list of characters in the story/novel and use the character trait list to describe each one. Circle the page and the paragraph that proves these characters have the traits you mention.

Name:	Traits:	Page:	Paragraph:
1.			
2.			
3.			
4.			

Topic: _____

Introduction: (Hook):

_____
_____
_____
_____

(Background Information):

_____
_____
_____
_____

Body 1 Main Idea: _____

Detail: _____
_____
_____

Detail: _____
_____
_____

Detail: _____
_____
_____

Body 2 Main Idea: _____

Detail: _____
_____
_____

Detail: _____
_____
_____

Detail: _____
_____
_____

Body 3 Main Idea: _____

Detail: _____
_____
_____

Detail: _____
_____
_____

Detail: _____
_____
_____

Conclusion (Wraps up the presentation): _____
_____

Twist (Power Ending): _____
_____

Period: _____

Name: _____

FACT VS. OPINION

Directions: Understanding text often involves being able to tell the difference between fact and opinion. Often writers will mix fact and opinion, and it becomes the job of the reader to sort them out. Facts are objective (i.e., they can be proven); opinions are subjective (i.e., they express a preference or bias). Use the chart below to identify both facts and opinions in a text and be sure to explain how you know the details you write down are either facts or opinions.

	TEXT DETAILS & DIRECT QUOTES FROM THE TEXT	EXPLAIN HOW YOU KNOW THE DETAILS ARE FACTS OR OPINIONS
FACTS		
OPINIONS		

Four Square Perspective

Name _____ Class _____
Date _____ Block / Period _____

Different Perspectives on:

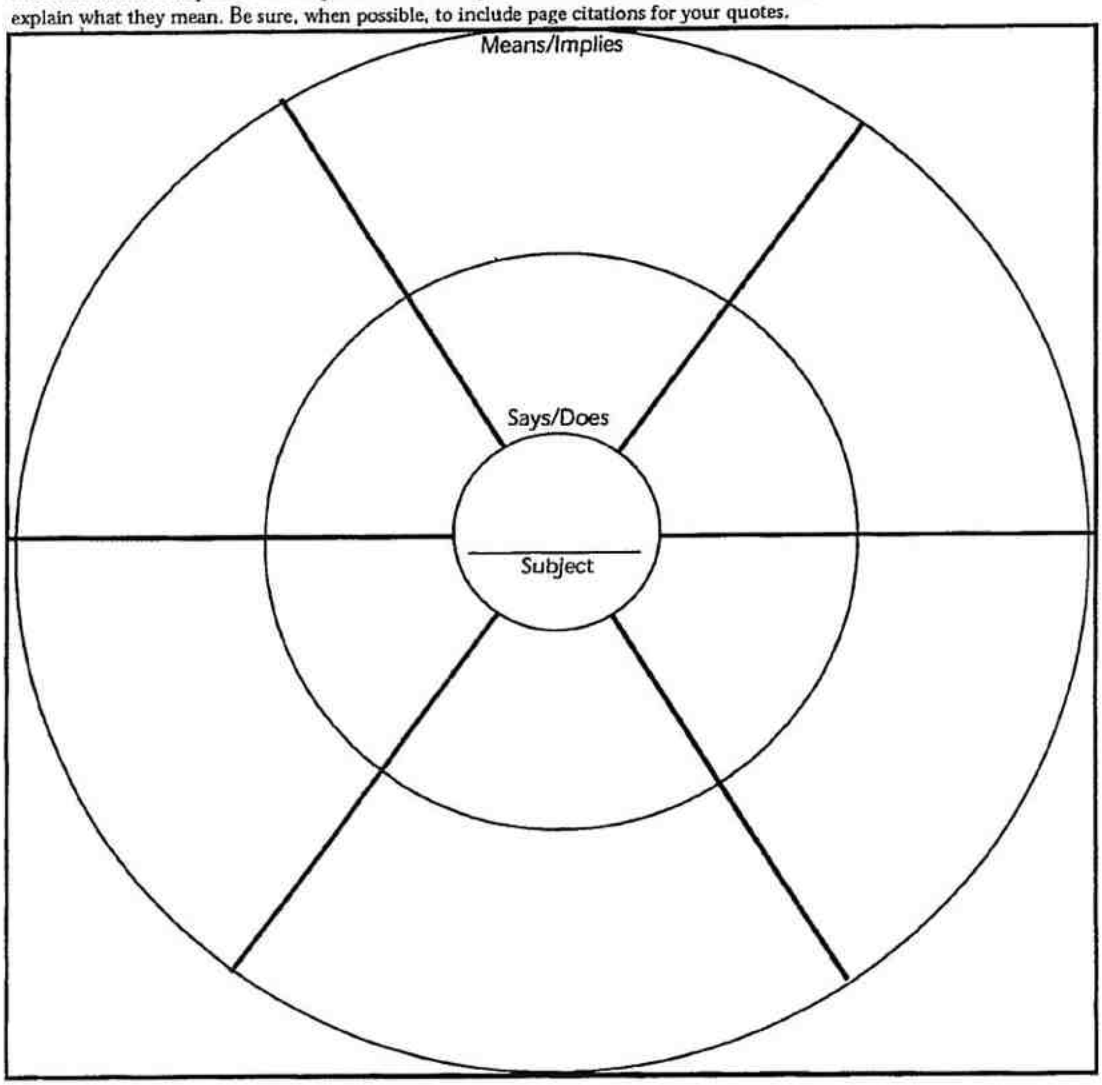
_____
_____

Conclusions / Connections / Questions / Realizations . . .

Inference Notes

Name	Date
Subject	Period

Directions: Find six quotes or examples that reveal important or different aspects of your subject. Then in the outer strand, explain what they mean. Be sure, when possible, to include page citations for your quotes.



Making Inferences: Using the notes from your target, draw some conclusions about your subject. If you are writing about a fictional character, for example, explain what kind of person they are. Be sure to use *direct quotations* and citation information (e.g., I, ii, 35-40) when supporting your analysis.

Name _____ Class _____
Date _____ Block / Period _____

Topic / Concept: _____

Text & Subtext: Drawing Inferences

What the text says in your own words

Quotation

What the subtext is

What the text says in your own words

Quotation

What the subtext is

A GEM OF AN IDEA

Directions: In each of the gems, write a significant fact or concept about the topic: Wasps

From spring to midsummer, nests are in the growth phase and need lots of protein.

Control of wasps should be done only after dark, when they are at home and cannot fly.

They reduce harmful insect populations such as mosquitoes.

They only come out during the day.

In each nest, the queen lays eggs in several flat, paper combs of hexagonal cells.

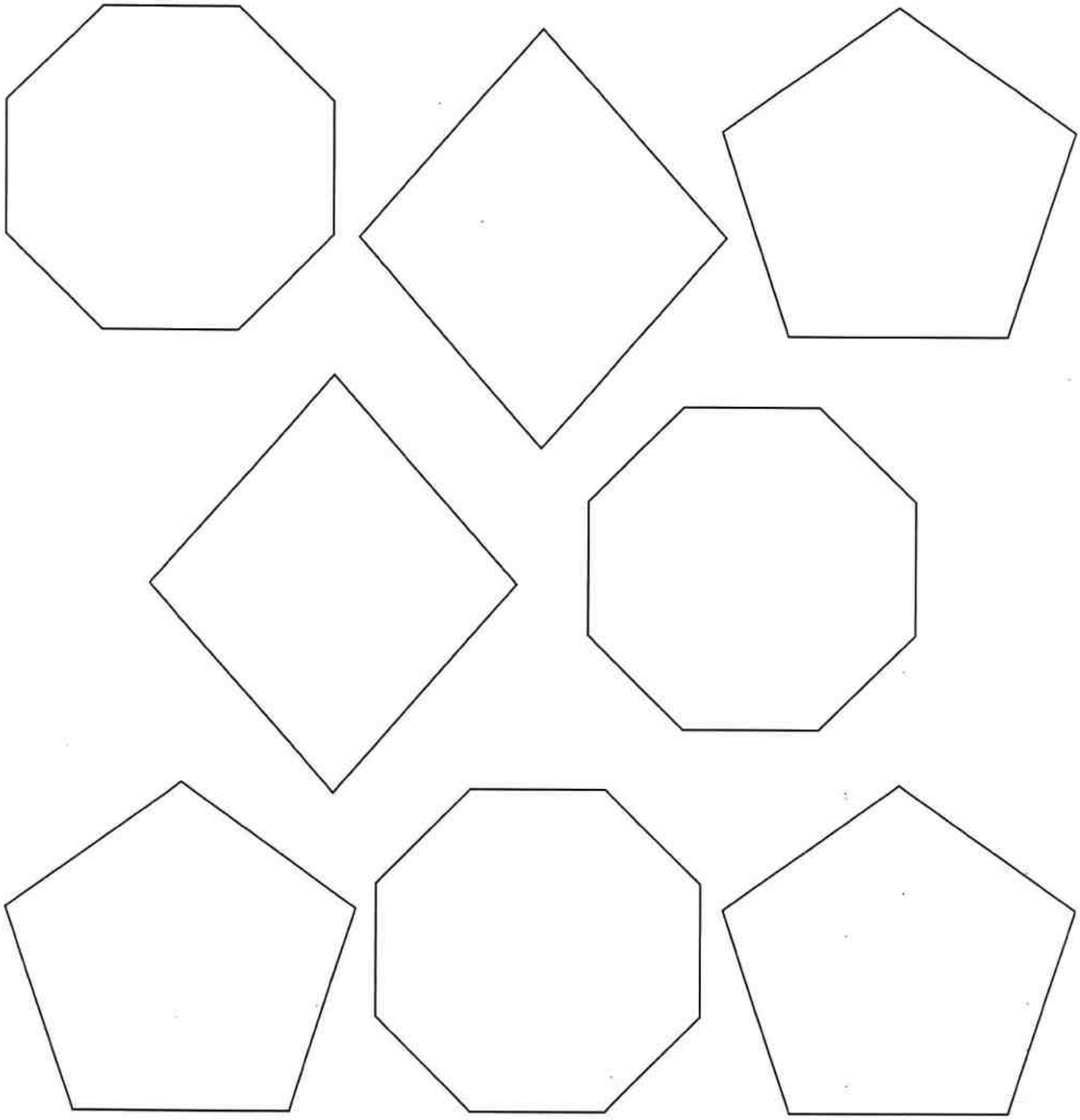
Wasps are meat eaters.

They are attracted to water sources.

Wasps can sting multiple times.

A GEM OF AN IDEA

Directions: In each of the gems, write a significant fact or concept about the topic: _____



FROM THE WAY I SEE IT

Perspective 1:
Northern (Union) soldier

- Slavery is wrong
- No state has a right to secede from the Union
- Fighting for the honor of the Union

Perspective 3:
Slave

- Wasn't always informed about what was happening
- Some were loyal to their owners and chose to stay even when the North won
- Some weren't sure what to do once they were free

Event/Issue:
Civil War

- Slaves are necessary to economic health
- Fighting for a way of life
- Believed in states' rights

Perspective 2:
Southern (Confederate) soldier

- Worried about son getting hurt or killed
- Proud of son for fighting for what he believed was right

Perspective 4:
Mother of soldier

FROM THE WAY I SEE IT

Perspective 1:

Perspective 2:

Event/Issue:

Perspective 3:

Perspective 4:

73

Reading Tool

THE REAL PROBLEM IS . . .

Strategies of Independent Strategic Readers Supported by this Reading Tool:

- ☐ 1. Have strategies to use when encountering new words.
- ☑ 2. Connect new knowledge to make meaning.
- ☑ 3. Think ahead to what might be coming.
- ☐ 4. Continually evaluate own understanding.
- ☐ 5. Create images of what is being read.
- ☑ 6. Periodically summarize what is read.
- ☐ 7. Use textual cues, visuals, and organization.
- ☑ 8. Have a plan for how to approach the task.

HOW TO USE:

☛ Determine the facts as you know them for a problem or area of concern, or have the students do this for themselves.

☛ Define or fine-tune the problem based on identified facts or causes as you know them, or have the students do this for themselves.

☛ Have students determine various solutions as well as the potential consequences (both positive and negative) of each solution.

TIPS/VARIATIONS:

☛ Caution students that when dealing with solutions they always need to recognize the facts up front to recognize the *real* problem, as well as look closely at the consequences of any or all solutions.

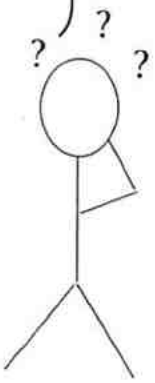
☛ Introduce the activity with the reading assignment to allow for students' transfer of the knowledge to real situations.

☛ Keep in mind that this tool has real-life applications as well.

THE REAL PROBLEM IS . . .

The facts as we know them are . . .

Always identify the facts first. It helps you solve the real problem.



So the real problem is: _____

_____

_____

_____

Put into words a summary of the real problem.

A solution might be . . .

A solution might be . . .

Identify several possible solutions.

A solution might be . . .

But the consequences are . . .

Be sure to identify the pluses and minuses of each solution.

But the consequences are . . .

But the consequences are . . .

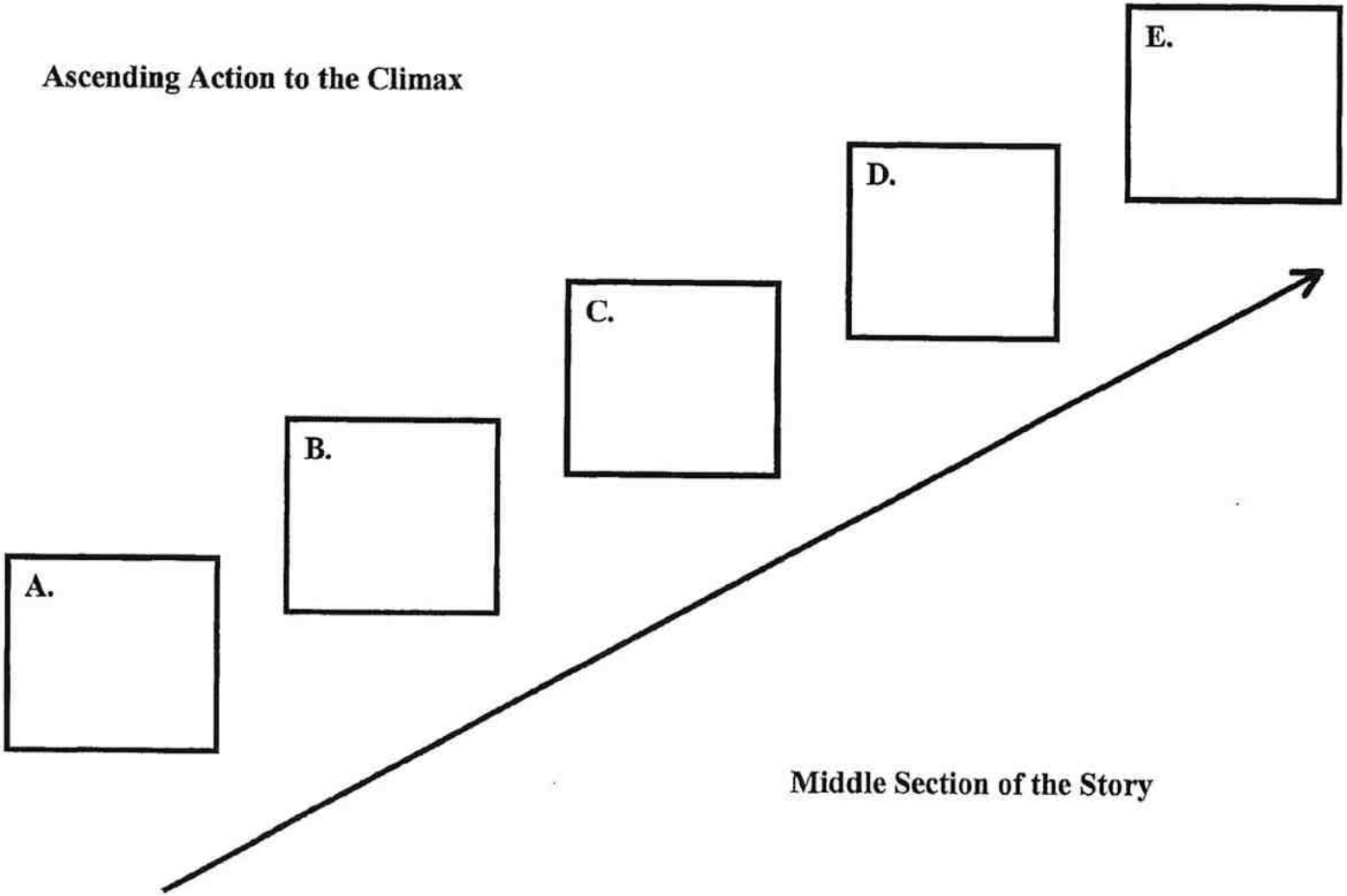
STORY PLAN

SOMEBODY	WANTED	BUT	SO
Character **Who?**	**Goal** **What were they trying to do?**	**Conflict** **What got in their way?**	**Resolution** **How did they solve their problem?** **How did they reach their goal?**

TITLE: _____

Name: _____ Date: _____

Ascending Action to the Climax



_____ BY: _____ DATE: _____

1. A Picture of the Setting of the Story: My picture shows WHO, WHERE, and WHEN.

2. What happens First?	3. What happens Next?
4. What happens After that?	5. Then?

6. What happens at the end of the story?

Topic: _____

Name: _____ Date: _____

CONFLICT SOLUTION MAP

Reading Selection: _____

Setting

Who _____

What _____

Where _____

When _____

Conflict

Order of Action

1. _____
2. _____
3. _____
4. _____

Solution to the problem

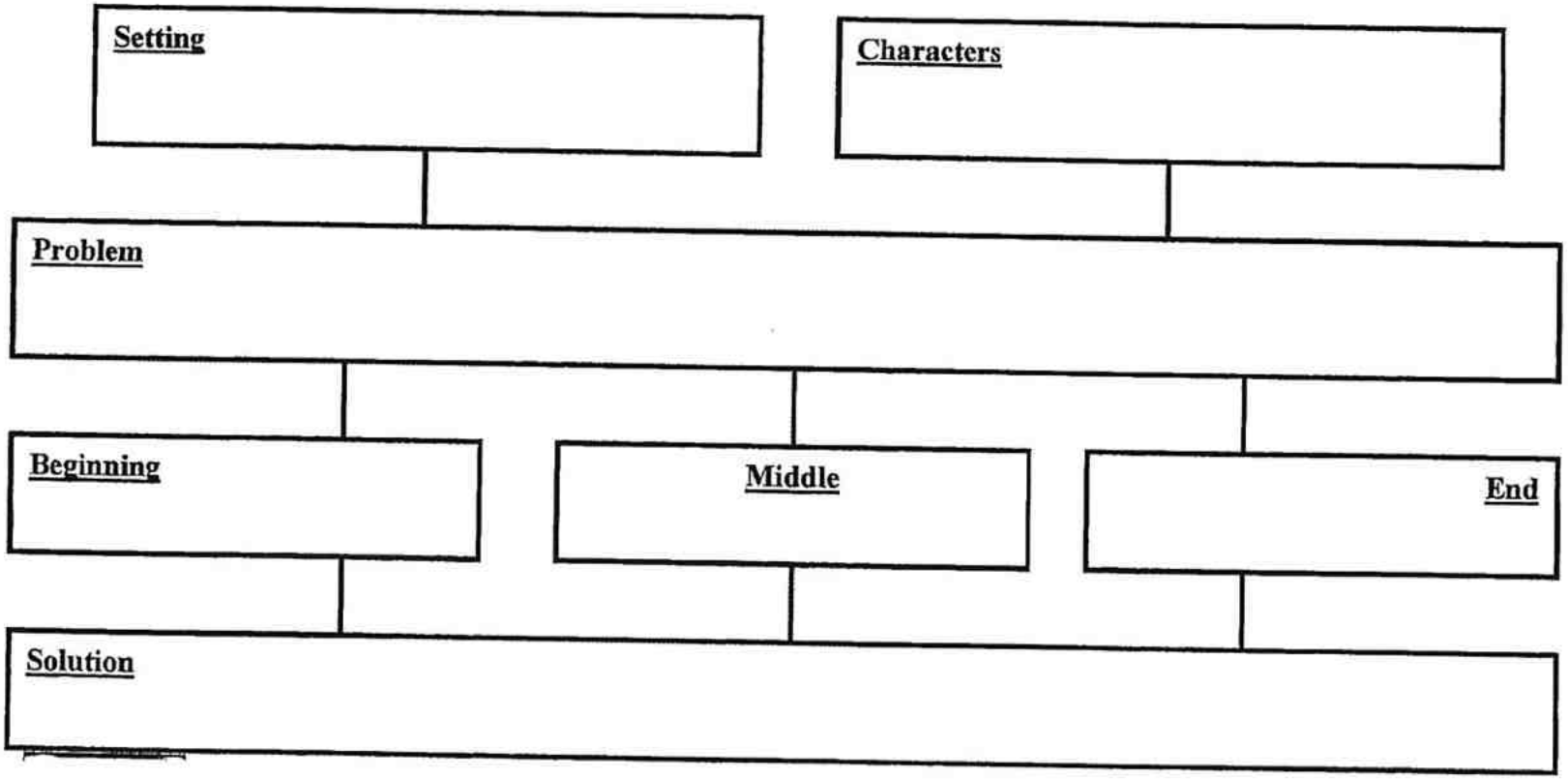
1. _____
2. _____
3. _____
4. _____

Topic: _____

Name: _____ Date: _____

STORY MAP

Story: _____



PERSUASIVE WRITING GRAPHIC ORGANIZER

Name: _____ **Date:** _____

Topic:

Opening Sentences:

Transition Word or Phrase

Reason #1 Topic Sentence: _____

_____

_____

Supporting Details:

1. _____

_____

2. _____

_____

3. _____

_____

Transition Word or Phrase

Reason #2 Topic Sentence: _____

_____

_____

Supporting Details:

1. _____

_____

2. _____

_____

3. _____

_____

Transition Word or Phrase

Reason #3 Topic Sentence: _____

_____

_____

Supporting Details:

1. _____

_____

2. _____

_____

3. _____

_____

PERSUASIVE ESSAY ORGANIZER

Name: _____ **Date:** _____

INTRODUCTION

Main Idea Topic Sentence: _____

Supporting Reasons: Body 1 _____

Body 2 _____

Body 3 _____

Conclusion sentence: _____

BODY #1

Reason #1 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #2

Reason #2 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #3

Reason #3 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

CONCLUSION

Restate Main Idea: _____

Restate Supporting Reasons: 1 _____

2 _____

3 _____

Recommendations and/or Predictions: _____

Concluding Summary: _____

_____

_____

_____

_____

_____

What vocabulary words will I use to make my argument in a strong but polite way? _____

_____

_____

_____

_____

_____

_____

MY OPINION
A GRAPHIC ORGANIZER

Name: _____ **Date:** _____

My Opinion:

My Reasons:

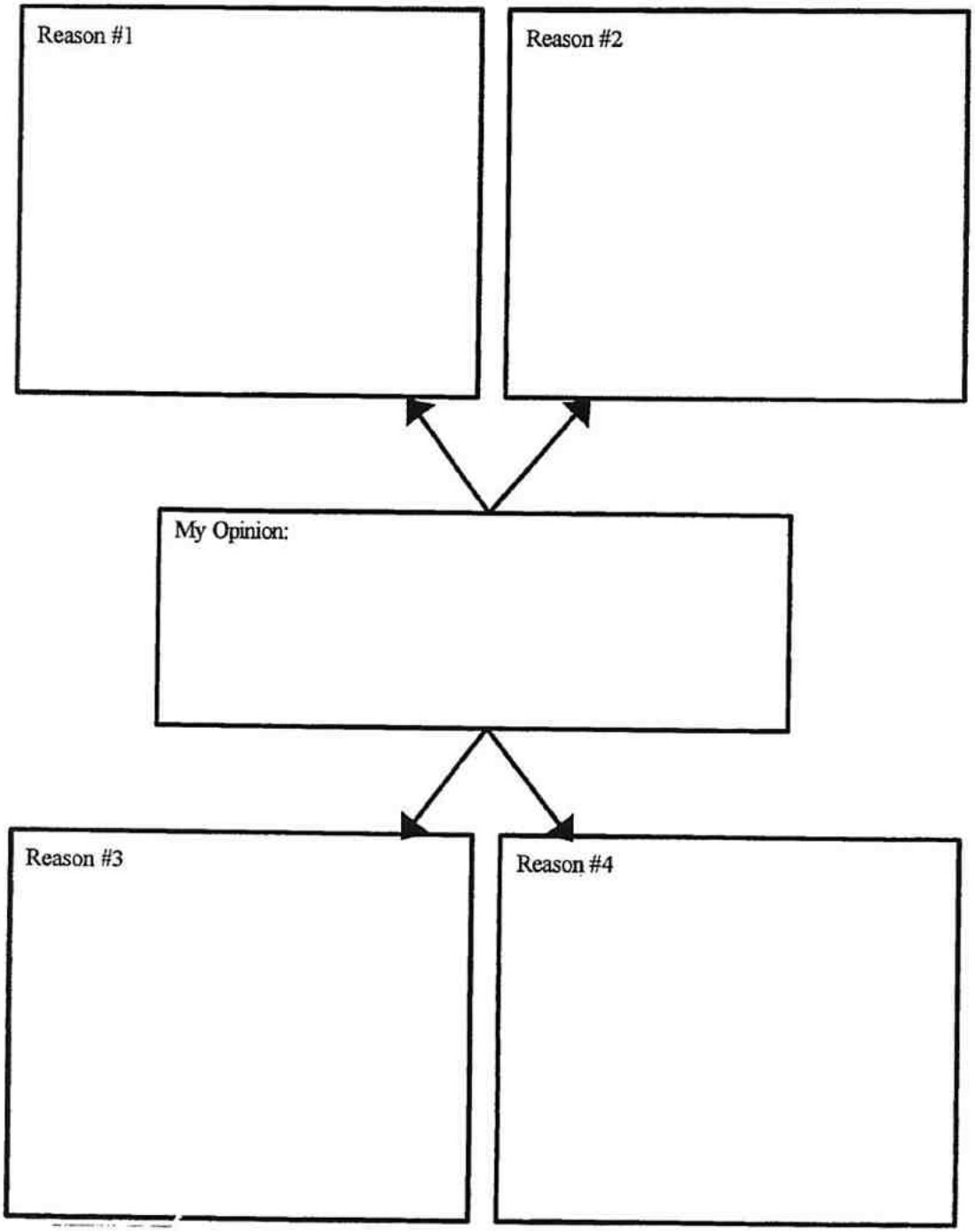
1. _____

2. _____

3. _____

CONCEPT MAP

Name: _____ **Date:** _____



PERSUASIVE PLANNING SHEET

Name: _____ **Date:** _____

Paragraph One: Introduction

Introductory Statement: _____

_____

Background Information: _____

_____

_____

Main Transition Sentence to Bodies (State your opinions and three reasons): _____

_____

_____

Paragraph Two: Body 1

Topic Sentence: _____

_____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Three: Body 2

Topic Sentence: _____

_____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Four: Body 3

Topic Sentence: _____

_____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Five: Rebuttal

Topic Sentence: _____

_____

Objection one: _____

_____

Rebuttal: _____

_____

Objection two: _____

_____

Rebuttal: _____

_____

Objection three: _____

_____

Rebuttal: _____

_____

Closing sentence: _____

Paragraph Six: Conclusion

Restatement of Opinion: _____

_____

Powerful Ending: _____

_____

PERSUASIVE PLANNER

Name: _____ **Date:** _____

Introduction:

Introductory Sentence:

Background Information:

Main Transition Sentence (Opinion, *1, *2, *3):

Body 1:

*1 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Body 2:

*2 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Body 3:

*3 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Rebuttal:

Topic Sentence (conciliatory tones):

✍✍Objection 1:

Rebuttal:

✍✍Objection 2:

Rebuttal:

✍✍Objection 3:

Rebuttal:

Transition/Closing Sentence:

Conclusion:

Restated Opinion *(Hint: re-read introduction)*:

Powerful Ending Statement:

PREPARING TO WRITE YOUR LETTER

Name: _____ **Date:** _____

Arguments Against _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments Against	Supporting Evidence or Claims

PREPARING TO WRITE YOUR LETTER

Name: _____ Date: _____

Arguments For _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments For	Supporting Evidence or Claims

DEBATE PLANNING CHART
STATING DEBATE ISSUES

Name: _____ Date: _____

PROPOSITION:	
POSSIBLE AFFIRMATIVE ARGUMENTS	POSSIBLE NEGATIVE ARGUMENTS

IS THIS A GOOD _____?

Name: _____ **Date:** _____

 **Yes**	 **No**

This is why I think so:

1. _____

2. _____

3. _____

My idea for a better _____ **is:**

_____

PERSUASIVE WRITING ORGANIZER

Name: _____ **Date:** _____

Introduction

Position Sentence

Reason 1:

Reason 2:

Reason 3:

Paragraph 2

Topic Sentence (Reason 1)

3 examples/details

Closing Sentence

Paragraph 3

Topic Sentence (Reason 2)

3 examples/details

Closing Sentence

Paragraph 4

Topic Sentence (Reason 3)

3 examples/details

Closing Sentence

Conclusion

Restate Position

Sum up major points

Clincher

ADVANTAGES vs. DISADVANTAGES

Name: _____ **Date:** _____

Advantages	Disadvantages

My position on _____ is: _____.

Assessment list for task:	Points Possible	Points Earned Assessed By Self	Teacher
1. Brainstorm form is completed with sufficient details.	____	____	____
2. Form contains relevant information and facts from relevant articles.	____	____	____
3. Position is stated.	____	____	____
TOTAL:	____	____	____

Your Name: _____ Date_____ Period____

ACCESS: Textbook Feature Analysis

Directions: Use this activity to better understand the textbook for your most difficult class. Its purpose is to teach you how the textbook works by showing you what it is made of and how these elements are organized.

Types of Text 1. Skim through the book and make a list of all the different types of documents or types of text you will have to read (include graphic texts like graphs, maps).	
Sidebars and Pull Boxes 2. Find examples of pull out boxes or sidebars. What kind of information appears in these? Are they standardized throughout the book (e.g., "Profiles in History," "Science in the Workplace")?	
Feature: Typography 3. Find examples of different type faces and styles. Write down the examples and where they appear (e.g., large, bold type for chapter titles (e.g., 24 point font), 18 point font for subheadings throughout the chapter). How does this book use **bold-faced type** ? What does it mean when they use *italicized words*?	
Feature: Color 4. Does the textbook use color to convey information (e.g., what does it mean when you see words in red ink on the page?)	
Feature: Symbols and Icons 5. Does the textbook use symbols or icons to convey information? (e.g., if you see an icon with a question mark in it, what does that mean? Are you supposed to do something, like ask a question? Does it mean this is a potential test question? Or is it a link to a theme running throughout the book?)	
Features: Images and Graphics 6. What kind of information accompanies illustrations or images? Find examples of a map, chart, and a photograph and then look for captions or sidebars that explain or discuss the image. How is the image identified (e.g., Figure 2.6)?	

Organization 7. How are chapters organized? Make a brief but accurate outline.	
Navigation: Headers and Footers 8. Look at the top and bottom of the pages of the book. These are called the header and footer. What kind of information is contained in this space? What do you notice as you flip through 50 consecutive pages (e.g., does the content of the header or footer change? If so, in what way, for what purpose?)	
Testing! Testing! 9. Imagine you must now prepare for a big test. What features of this book would help you to prepare for that test? (Hint: Do not limit your answer to the practice or study questions).	
Note-making Strategies 10. Q Notes or Outline Notes would probably help you the most while reading this book. Read a page and create an example for yourself of what good notes for this book will look like. You could also use Post-It notes to annotate your textbook since you cannot write in it.	
Reading Speed 11. While your teacher times you, read one page of the book, taking notes as you normally would while reading it for homework. How long did that take you? Now do the math: If your teacher tells you to read the opening section for tomorrow and this section is 10 pages long, how much time do you need to allot for your homework in this class?	
Concerns 12. After familiarizing yourself with this textbook, you may have concerns or questions. Getting these answered up front might help you read the textbook with greater success and confidence. Take this time to list any concerns you might have (e.g., reading speed, vocabulary).	

Word Chart: Context and Connection

What is it?

Definition:

Examples

Non-Examples

Word

I will probably find this word:

I will remember this word by connecting it:

Context

Word-to-Self Connection

Name ______________________________ Period __________ Week ____________

Directions: Please base your sentences on your current reading assignment unless otherwise directed.

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

VOCABULARY WORD MAP

Definition in Your Own Words

Synonyms

VOCABULARY WORD

Use It Meaningfully in a Sentence

Draw a Picture of It

Thanks to Debbie Petzrick for design idea.

Raymond C. Jones
rjones@readingquest.org