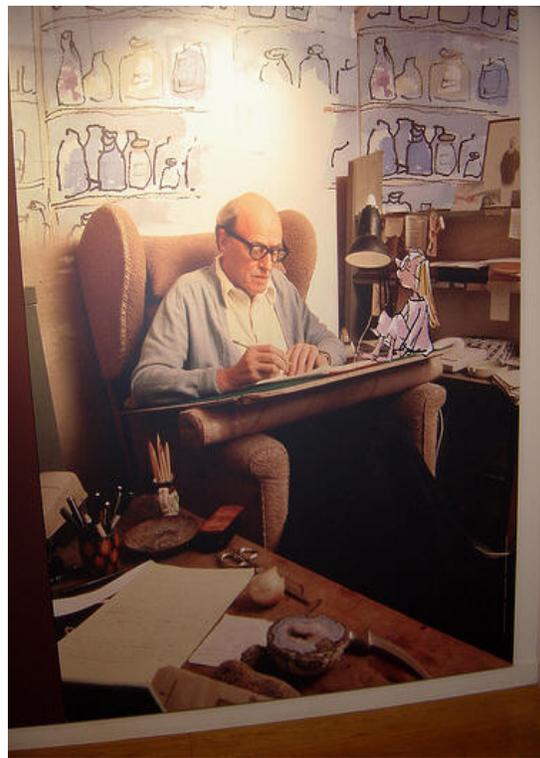
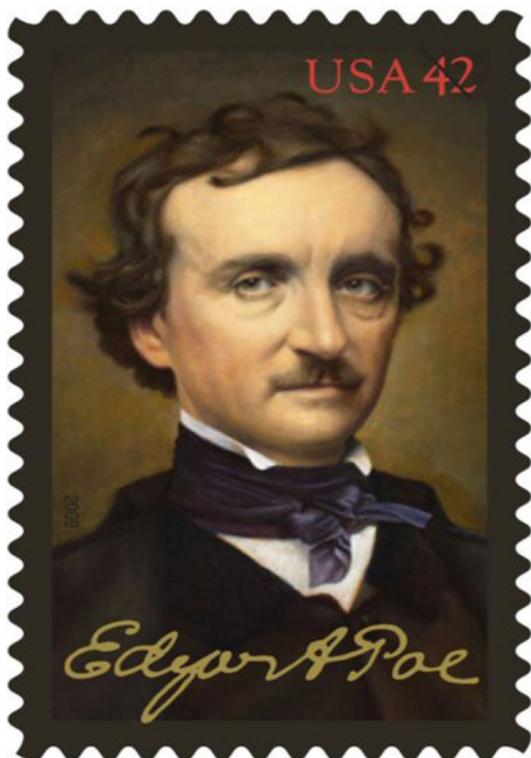




Getting to the Core

Eighth Grade ELA Unit 3: Style Student Resources

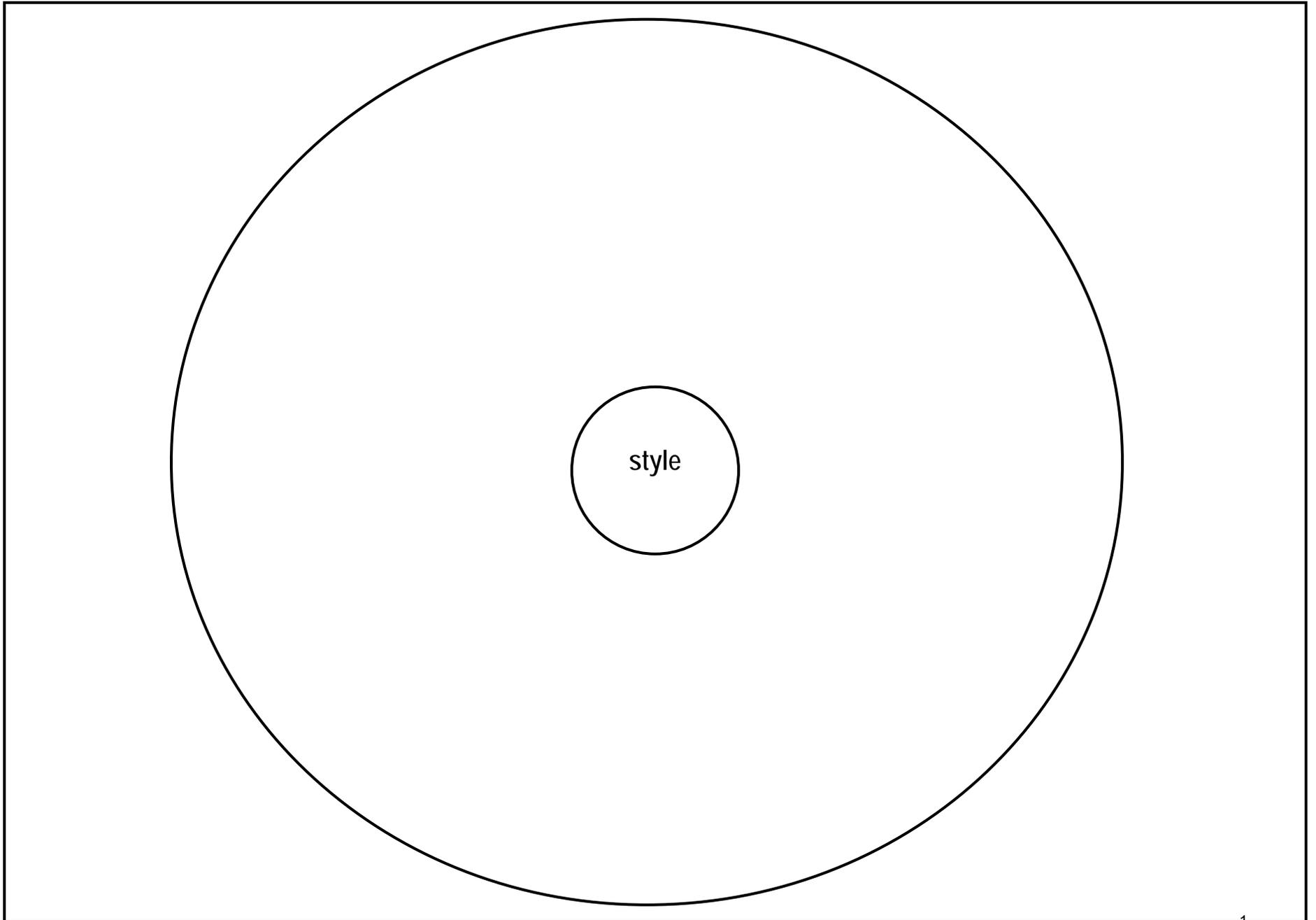


Fall 2014-2015

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What is Style?
Circle Map Brainstorm



“STYLE”
SENTENCE STEMS

- When I think of style

_____.

- To me, style can be seen in/through

_____.

- People express their style by

_____.

Art



Entertainment



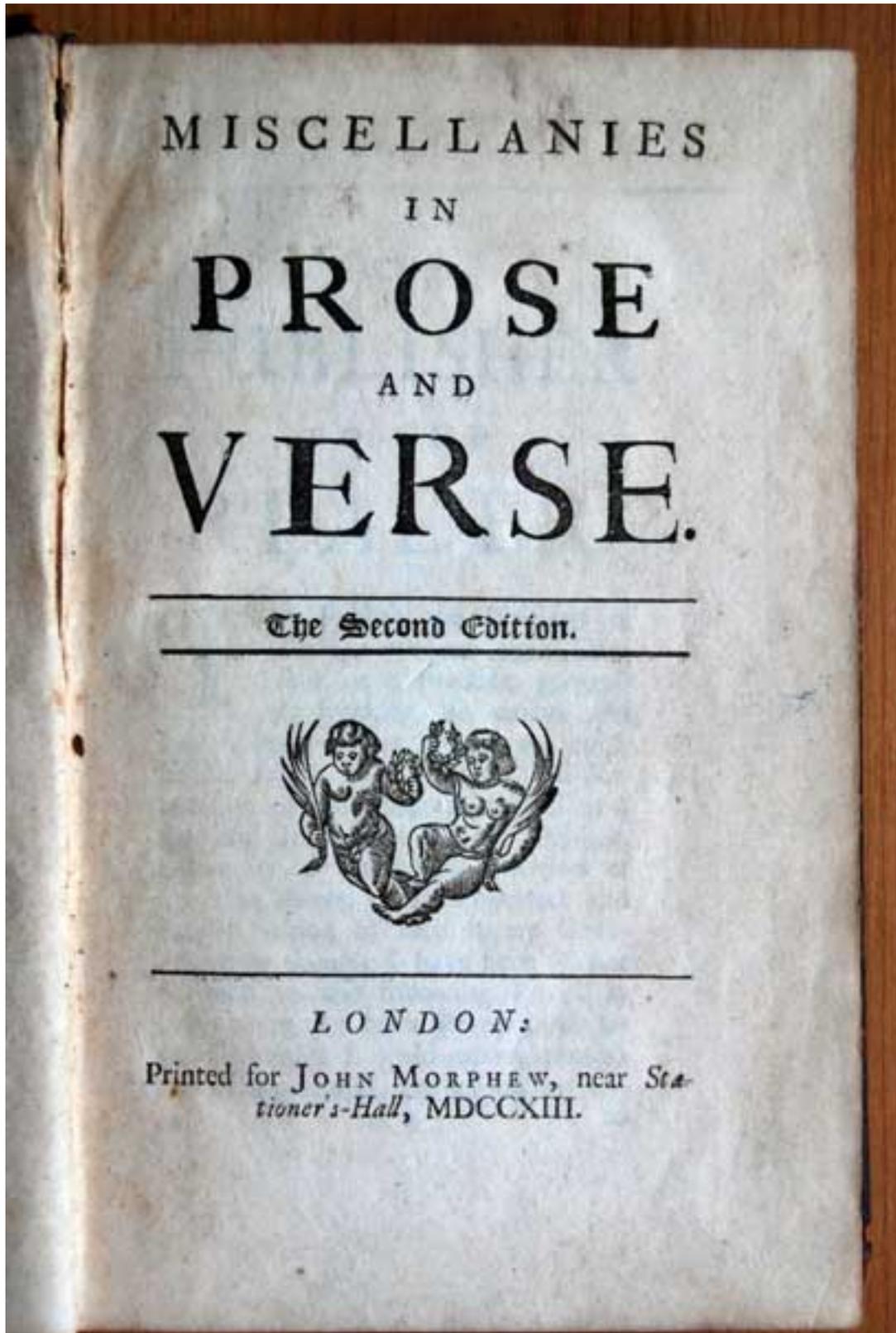
Transportation

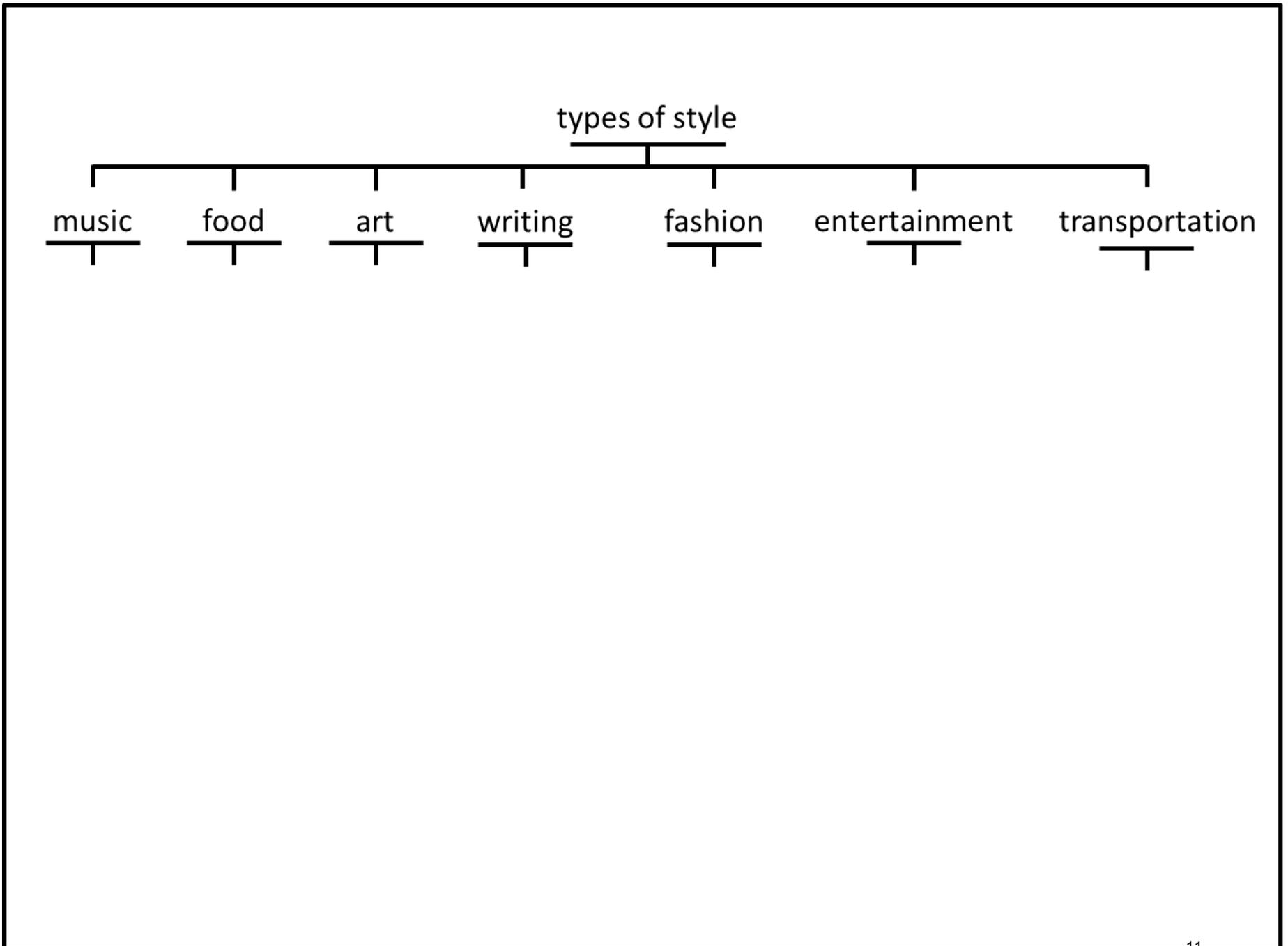


Food



Writing





Unit 4: "What is Style?" Deepening Our Understanding

Annotations:

How is style defined?

Style, to a fiction writer, is the **way** you write, as opposed to what you write about (though the two things are definitely linked). Style is the voice readers "hear" when they read a text. Style results from things like author's background, word choice, mood, and use of literary devices. These elements become the central factors in determining an author's sense of style.

Naturally a writer's style will change depending on the subject matter (what the story is about) and the point of view (who's telling the story). However, when we talk about writing style, we mean the way a writer uses language for a specific purpose.

Key factors of style:

Writers of fiction write from imagination, from experience, or often times, from both. Regardless, a writer's **personal background** often affects WHAT they choose to write and HOW they choose to write about it. For example, Gary Soto is a familiar writer of adolescent fiction who grew up in an impoverished area of Fresno, California, with multiple siblings. His popular books *Living Up the Street* and *Local News* are both novels that were inspired by Soto's real-life experiences as a child looking for something to do without much money. His personal experiences, values, and beliefs influenced what he wrote about (plot) and how he wrote it (style).

Like an author's personal background, a writer's **choice of words** also contributes to his/her overall unique style. No matter the genre, whether poetry or essays, skilled writers use language to convey meaning for readers. Does the writer use simple or complex language? Are the words concrete or abstract? How does the writer's word choice affect the reader? The fact that Gary Soto chooses to interject Spanish phrases throughout his writing conveys to his reader that he identifies himself as both an American and Latino writer. His choice of language contributes to his style as an ethnic writer, and his use of humor and realistic topics help create a lighthearted style.

Read the following excerpt from Dr. Seuss's *Green Eggs and Ham*. Notice how his choice of language produces a playful and rhythmic style:

"I would not like them
Here or there.
I would not like them
Anywhere.
I do not like green eggs and ham.
I do not like them, Sam-I-am..."

One of the strongest contributing factors of style is the way writers use **literary devices and figurative language** to show rather than tell. Think of literary devices as a writer's toolbox, a variety of ways that he or she can bring the text and characters to life. This toolbox of devices includes elements like imagery, irony, symbolism, and metaphor (to name a few):

- **Imagery:** Writers use imagery to appeal to our 5 senses, to create vivid word pictures of description

Annotations:

- Irony: Writers use irony to present unexpected happenings, or something that occurs that is against what the audience expects. This element adds either suspense or humor to the story.
- Symbolism: Writers use symbols to show meaning through objects, people or events that are significant beyond just appearing in the story.
- Metaphor: Writers use metaphors to show comparisons of unlike things—the comparison SHOWS qualities rather than simply telling readers what those qualities are.

Text Dependent Questions

“What is Style?”
Informational Article

Paragraphs 1-2

1. How would you best define style as a reader?
2. How does the text imply that plot differs from style?

Paragraph 3

3. According to the text, how does an author’s personal background affect his or her style?

Paragraph 4

4. How does language (choice of words) become a significant factor in an author’s style?

Paragraph 5

5. How do literary devices become the vehicle for how a writer shows style?
6. From the toolbox of devices listed, what would the use of vivid imagery imply about a writer’s style? Irony? Symbolism? Metaphor?

Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> • Questions I have • Confusing parts for me 	<ul style="list-style-type: none"> -The statement, “...” is confusing because... -I am unclear about the following Sentence(s) -I don't understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> • Ideas/statements I agree with 	<ul style="list-style-type: none"> -I agree with the author's idea that...because... -Similar to the author, I also believe that...because -I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> • Ideas/statements I disagree with 	<ul style="list-style-type: none"> -I disagree with the author's idea that...because... Unlike the author, I do not believe that...because -I agree somewhat with the author when s/he argues that...because...
*	<ul style="list-style-type: none"> • Author's main points • Key ideas expressed • Significant ideas 	<ul style="list-style-type: none"> -One significant idea in this text is... -The author is trying to convey... -One argument the author makes is that...
!	<ul style="list-style-type: none"> • Shocking statements or parts • Emotional response • Surprising details/claims 	<ul style="list-style-type: none"> -I was shocked to read that... (further explanation) -How can anyone claim that... -The part about ____ made me feel...
o	<ul style="list-style-type: none"> • Ideas/sections I connect with • What this reminds me of 	<ul style="list-style-type: none"> -This section reminded me of... -I can connect with what the author said because... -This experience connects with my own experience in that...

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

ACADEMIC SUMMARY TEMPLATE

In the _____, _____,
 (“A” Text Type) (title of text)
 _____ the topic of
 (Full name of author) (“B” Academic Verb)
 _____ . S/he _____
 (topic/issue of text) (“C” Academic Verb + “that”)

 (Author’s main argument/belief on the topic/issue)

Continue the summary by including the author’s main points or the main events/ideas that support the issue written above.

Ultimately, what _____ is trying to convey (through) his/her _____
 (author) (text type)
 is _____
 (main point)

- A**
Types of Texts
 essay
 editorial
 article
 research paper
 narrative
 report
 letter
 speech
 short story
 vignette
 memoir
 poem
 novel
 movie
 drama/play

- B**
Precise Verbs
 addresses debates
 discusses disputes
 examines opposes
 explores contests
 considers
 questions
 analyzes
 scrutinizes
 criticizes
 comments on
 elaborates on
 focuses on
 reflects on
 argues for
 argues against

- C**
Precise
“Verbs + that”
 asserts
 argues
 posits
 maintains
 claims
 notes
 proposes
 declares
 concedes
 states
 believes
 suggests
 implies
 infers
 intimates

- Connectors**
 in addition
 furthermore
 moreover
 another
 besides...also
 further
 additionally
 beyond....also
as well

 @Sonia Munevar
 Gagnon

Viewing with a Focus

Video (s): *Author's Profile: Edgar Allen Poe and Perspectives: David Walliams—The Genius of Dahl*

Directions: While watching the video clips, complete columns 1 and columns 2 independently. Then, in groups of four, complete column 3.

Question	Evidence From Poe Biography:	Evidence From Dahl Biography:	Similarities/Differences: (complete w/a partner)
1. How would you describe the childhood experiences of the writers? Provide evidence from the video that supports your analysis.			
2. What sort of conflict did both writers face as they began to surface as “writers”? How did others perceive each author’s work?			
3. What events, people, or experiences inspired the authors to choose the stories they wrote about?			

4. Both writers have a unique writing style influenced by their backgrounds. How would you characterize the writers' styles? Provide evidence for your response.			
--	--	--	--

Extending Your Understanding: Write a paragraph in response to the following questions. Considering the biographical information of both authors, why do you feel that Dahl made the choice to allow his childhood to directly appear in his works of fiction? Why do you feel Poe didn't reference his childhood directly?

Pre-reading 1-2-3 Sentence Starters

Directions: You'll be making three predictions based on three pieces of information that you're about to witness. The first prediction is one sentence long. The next two are at least two sentences.

Previewing based on the title

Because the title is "The Tell-Tale Heart," I predict this story will be about/have/include...

Previewing and revising based on the image

Before I thought "The Tell-Tale Heart" would be about/have/include..., but now I think... because...

Looking at the picture, I believe the story may include... because (cite something in the picture)

Previewing and revising based on the background information

When I was looking at the picture, I predicted... ; however, now I see that...

Another thing I can predict is ... because the text says...

Literary Devices

Expert Group

Irony

Definition

Example

Symbolism

Definition

Example

Mood

Definition

Example

Simile

Definition

Example

Metaphor

Definition

Example

Personification

Definition

Example

8. What does the narrator do to conceal the body of the old man?

9. Why do the police come to the narrator's residence?

10. What makes the narrator confess to his crime?

11. What is the overall mood of the story? What details does the narrator give to suggest the mood?

12. Give an example of irony from the story. What makes it ironic?

***To Be Completed Independently

13. "So I opened it...until, at length, a single dim ray, like the thread of the spider, shot out from the crevice and full upon the vulture eye."

Type of Figure of Speech: _____

Meaning:

14. "It was a low, dull, quick sound—much such a sound as a watch makes when enveloped in cotton."

Type of Figure of Speech: _____

Meaning:

Vocabulary Notebook: "The Tell-Tale Heart"

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence
acute				
mad				
sagacity				
wary				
suavity				

Freyer Model

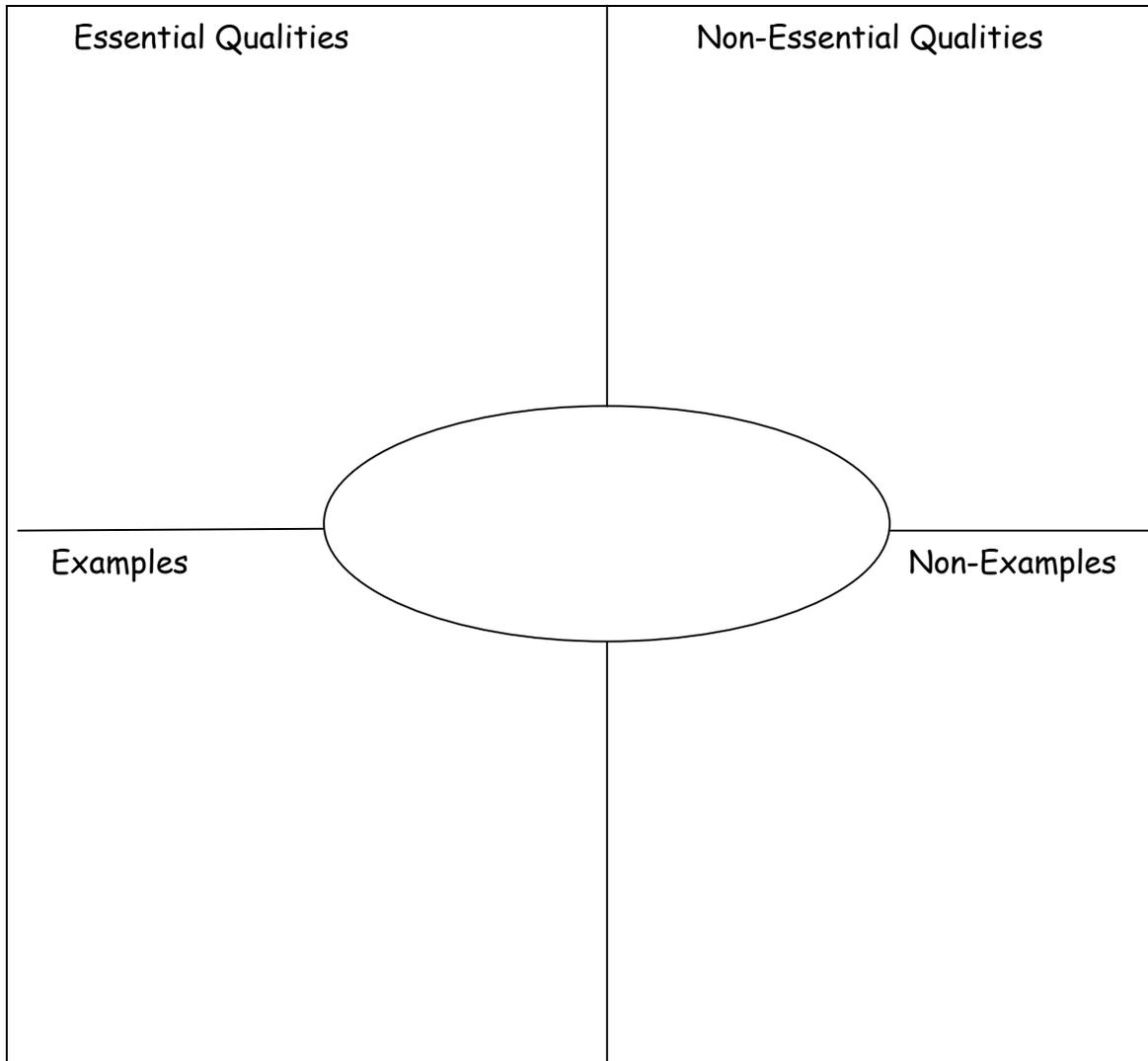
The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . .

- * Defining the term, or describing its essential characteristics,
- * Describing its essential characteristics or non-essential characteristics,
- * Providing examples of the idea, and
- * Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

Steps to the Frayer Model:

1. Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.



Scaffolding: schema building, bridging

"The Tell-Tale Heart" Vocabulary Images



acute



vexed



sagacity



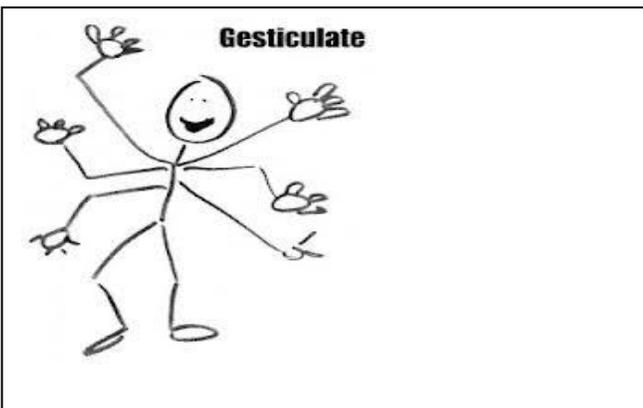
wary



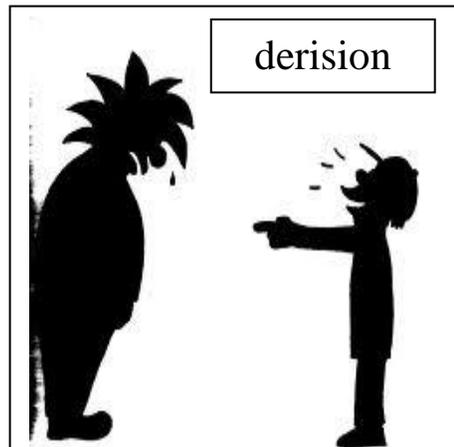
suavity



audacity



Gesticulate



derision

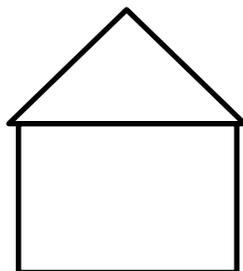
Make the Connection

You have just arrived in a new town by train, and you are looking for a place to stay. As you walk down the street, you see this sign in a boardinghouse window:



There are yellow flowers in a vase in the window and green curtains. You walk up to the window and look in. What do you see inside? What sort of a place is this boardinghouse?

Draw an outline of a house like the one below. Fill it with words and symbols showing what-and whom- you imagine you would find in the boardinghouse.



Text Excerpts from “The Landlady”

Page 63

He stopped walking. He moved a bit closer. Green curtains (some sort of velvety material) were hanging down on either side of the window. The chrysanthemums looked wonderful beside them. He went right up and peered through the glass into the room, and the first thing he saw was a bright fire burning in the hearth. On the carpet in front of the fire, a pretty little dachshund was curled up asleep with its nose tucked into its belly. The room itself, so far as he could see in the half darkness, was filled with pleasant furniture. There was a baby grand piano and a big sofa and several plump armchairs, and in one corner he spotted a large parrot in a cage. Animals were usually a good sign in a place like this, Billy told himself; and all in all, it looked to him as though it would be a pretty decent house to stay in. Certainly it would be more comfortable than The Bell and Dragon.

Page 68

“Seventeen!” she cried. “Oh, it’s the perfect age! Mr. Mulholland was also seventeen. But I think he was a trifle shorter than you are, in fact I’m sure he was, and his teeth weren’t *quite* so white. You have the most beautiful teeth, Mr. Weaver. Did you know that?”

“They’re not as good as they look,” Billy said. “They’ve got the simply masses of fillings in them at the back.”

“Mr. Temple, of course, was a little older,” she said, ignoring his remark. “He was actually twenty-eight. And yet I would have never guessed it if he hadn’t told me, never in my whole life. There wasn’t a blemish on his body.”

“A what?” Billy said.

“His skin was *just* like a baby’s.”

There was a pause. Billy picked up his teacup and took another sip of his tea; then he set it down again gently in its saucer. He waited for her to say something else, but she seemed to have lapsed into another of her silences. He sat there staring straight ahead of him into the far corner of the room, biting his lower lip.

“That parrot,” he said at last. “You know something, it had me completely fooled when I first saw it through the window. I would have sworn it was alive.”

“Alas, no longer.”

“It’s most terribly clever the way it’s been done,” he said. “It doesn’t look in the least bit dead. Who did it?”

“I did.”

“*You* did?”

“Of course,” she said. “And have you met my little Basil as well?” She nodded toward the dachshund curled up so comfortably in front of the fire. Billy looked at it. And suddenly, he realized that this animal had all the time been just as silent and motionless as the parrot. He put a hand out and touched it gently on the top of its back. The back was hard and cold, and when he pushed the hair to one side with his fingers, he could see the skin underneath, grayish black and dry and perfectly preserved.

“Good gracious me.” he said. “How absolutely fascinating” He turned away from the dog and stared with deep admiration at the little woman beside him on the sofa. “It must be most awfully difficult to do a thing like that.”

“Not in the least,” she said. “I stuff all my pets myself when they pass away. Will you have another cup of tea?”

Vocabulary Notebook: "The Landlady" Textbook Vocabulary

Word & Translation	Source Sentence	Picture/Image	Definition	Original Sentence
brisk				
congenial				
rapacious				
tantalize				
trifle				

Resource 4.7-Compare and Contrast Paragraph Prompt

Prompt: In well-constructed paragraph, compare and contrast Roald Dahl's writing style with that of Edgar Allen Poe's writing style. Your paragraph may include an analysis of the elements of literature as well as how the author's background may have contributed to the author's style.

Directions:

1. Review your ideas about the similarities and differences with your partner.
(Note: You already created this on your Double Bubble!)
2. Star the top 4-5 details that are the most important.
3. Decide what similarities and differences you will use in your paragraph.
4. Write your compare and contrast paragraph.
5. Self/peer edit using the scoring rubric.

Structure of the compare & contrast paragraph:

T=Topic sentence/claim

P=Paraphrase key details, use examples and biographical evidence

C=Concluding statement

Remember to use:

- *3rd person point of view*
- *active voice*
- *transition words/phrases for comparing and contrast, adding information, and concluding*
- *academic language*

Rubric for Compare and Contrast paragraph

Performance Indicators	3 Outstanding	2 Passing	1 Needs Revision
Content	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Includes a clear and concise topic sentence, sentence with key details paraphrased, and concluding statement that take understanding to a new level. - Provides strong evidence/information to express ideas. 	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Topic sentence, key details paraphrased, and concluding sentence clear. - Provides sufficient evidence/information, and examples. 	<ul style="list-style-type: none"> - Writing does not address all parts of the prompt. - Includes irrelevant information. - Insufficient evidence to express ideas.
Language	<ul style="list-style-type: none"> - Uses appropriate and varied words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses correct Standard English grammar and conventions and transition words. 	<ul style="list-style-type: none"> - Uses appropriate words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses mostly correct Standard English grammar and conventions. 	<ul style="list-style-type: none"> - Does not use appropriate words, phrases, and clauses. - Uses mostly casual, conversational language. - Frequent miscues in Standard English grammar and conventions.
Format	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Messy and unprofessional. - Shows lack of effort

Compare/Contrast Paragraph Frame

Start by identifying the items you are comparing and state that they have similarities and differences. (Don't forget to indent your paragraph.)	_____ and _____ have some similarities and some differences.
Add to your paragraph by stating how both items are similar. You may use the transition word <i>first</i> .	First, _____ and _____ are the same because they both _____.
Add more similarities in as many sentences as are needed. Use transitional words like <i>second, additionally, in addition, another, moreover, also, next, furthermore, last, or finally</i> .	Additionally, they both _____.
Next, explain that the items have some differences. Choose one of the following transitional words or phrases: <i>on the other hand, contrarily, or conversely</i> .	On the other hand, _____ and _____ have some differences.
Add to your paragraph by stating how both items are different. You may use the transitional word <i>first</i> .	First, _____ (is/has/does) _____, but _____ (is not/has not/does not) _____.
Add more differences in as many sentences as are needed. Use transitional words like <i>second, additionally, in addition, another, moreover, also, next, furthermore, last, or finally</i> . After the comma, you use a contrasting word like <i>but, although, or yet</i> .	Second, _____ (is/has/does) _____, although _____ (is not/has not/does not) _____.
Conclude your paragraph by reminding your reader that the items you are writing about have some similarities and some differences. Signal your conclusion by using one of the following words or phrases: <i>clearly, obviously, assuredly, without doubt, or certainly</i> .	Clearly, _____ and _____ have similarities and differences.
Note: Be sure your paragraph looks like the one to the right. Do not leave extra white spaces or line spaces.	_____ and _____ have some similarities and some differences. First, _____ and _____ are the same because they both _____. Additionally, they both _____. On the other hand, _____ and _____ have some differences. First, _____ (is/has/does) _____, but _____ (is not/has not/does not) _____. Second, _____ (is/has/does) _____, although _____ (is not/has not/does not) _____. Clearly, _____ and _____ have similarities and differences.

Sentence Frames to Compare (Same):

1. _____ is (are) _____ *in the same way that* _____ is (are) _____.
2. _____ is (are) *similar to* _____ because _____.
3. I can *compare* _____ to _____ in that they *both* _____.
4. _____ *and* _____ *resemble* each other because _____.

Sentence Frames to Contrast (Different):

1. _____ *is (are)* _____, *however,* _____ *is (are)* _____.
2. _____ *is (are)* _____ *in contrast to* _____ *which is (are)* _____.
3. *Although* _____ *is (are)* _____, _____ *is (are)* _____.
4. _____ *is (are)* _____, *on the other hand,* _____ *is (are)* _____.

Writing a Compare/Contrast Essay

As always, the instructor and the assignment sheet provide the definitive expectations and requirements for any essay. Here is some general information about the organization for this type of essay:

- A **comparison** essay notes either *similarities*, or *similarities and differences*.
- A **contrast** essay notes only *differences*.
- The comparison or contrast should **make a point** or **serve a purpose**. Often such essays do one of the following:
 - **Clarify** something unknown or not well understood.
 - Lead to a fresh **insight** or new way of viewing something.
 - Bring one or both of the subjects into sharper **focus**.
 - Show that one subject is **better** than the other.
- The **thesis** can present the subjects and indicate whether they will be compared, contrasted, or both.
- The **same points** should be discussed for both subjects; it is not necessary, however to give both subjects the same degree of development.
- Some common **organizational** structures include: (see note below)
 - Block method (subject by subject)
 - Point by point
 - Comparisons followed by contrasts (or the reverse)
- Use detailed topic sentences and the following connecting words to make the relationship between your subjects clear to your reader:

Connectors That Show Comparison (Similarities)

- | | | |
|----------------------|--------------------------|---------------------------|
| ▪ <i>In addition</i> | ▪ <i>Correspondingly</i> | ▪ <i>Compared to</i> |
| ▪ <i>Similarly</i> | ▪ <i>Just as</i> | ▪ <i>As well as</i> |
| ▪ <i>Likewise</i> | ▪ <i>Same as</i> | ▪ <i>At the same time</i> |

Connectors That Show Contrast (Differences)

- | | | |
|----------------------|--------------------------|----------------------------|
| ▪ <i>However</i> | ▪ <i>On the contrary</i> | ▪ <i>On the other hand</i> |
| ▪ <i>Even though</i> | ▪ <i>In contrast</i> | ▪ <i>Although</i> |
| ▪ <i>Unlike</i> | ▪ <i>Conversely</i> | ▪ <i>Meanwhile</i> |



See the other side of this page of a detailed example for both the Block Method and the Point-by-Point method. For a blank chart to organize your own essay, use the Compare/Contrast Essay Worksheet

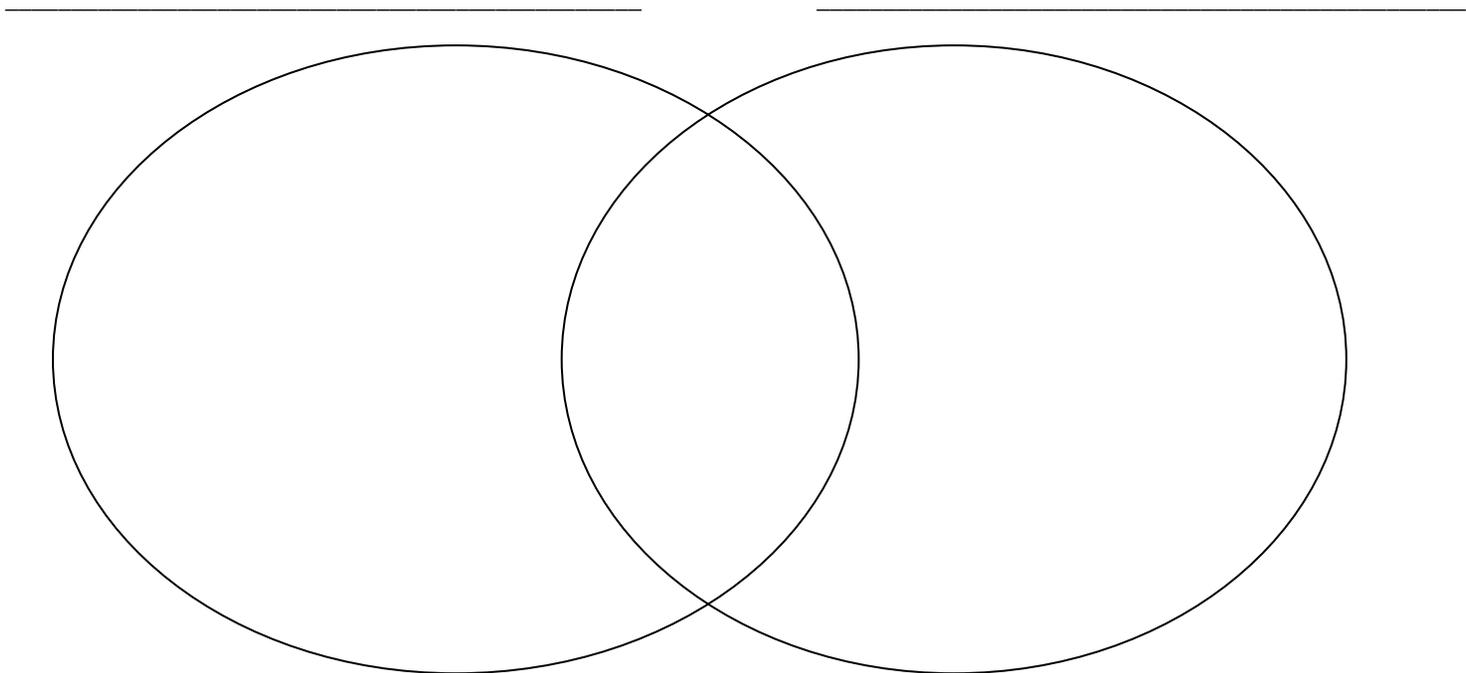
Writing a Compare/Contrast Essay

The following example contains an element of the author’s opinion, but not all compare/contrast assignments allow for that. Always check your assignment sheet and ask your instructor for clarification about including your opinion.

	Point-by-Point Method	Block Method
Intro	<ul style="list-style-type: none"> Introduction of general topic Specific topic Thesis = areas to be covered in this essay: <i>Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner’s lifestyle, finances, and household accommodations.</i> 	<ul style="list-style-type: none"> Introduction of general topic Specific topic Thesis = areas to be covered in this essay: <i>Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner’s lifestyle, finances, and household accommodations.</i>
Body Paragraph 1	<p>Topic Sentence - Aspect 1 <i>Cats make less of an impact on an owner’s lifestyle.</i></p> <p>Topic 1 - Aspect 1: Cats</p> <ul style="list-style-type: none"> Detail: Don’t have to be watched during the day Detail: Easier to get care if owner travels <p>Topic 2 - Aspect 1: Dogs</p> <ul style="list-style-type: none"> Detail: Pack animals shouldn’t be left alone Detail: Harder to get care when away <p>Transition Sentence</p>	<p>Topic Sentence – Topic 1 <i>Cats are easier and less expensive to care for.</i></p> <p>Aspect 1: Lifestyle</p> <ul style="list-style-type: none"> Detail: <i>Don’t have to be watched during the day</i> Detail: <i>Easier to get care if owner travels</i> <p>Aspect 2: Cost</p> <ul style="list-style-type: none"> Detail: <i>Food and health care are usually less expensive</i> Detail: <i>Less likely to cause property damage</i> <p>Aspect 3: House accommodations</p> <ul style="list-style-type: none"> Detail: <i>Don’t take up much space</i> Detail: <i>Less intrusive</i> <p>Transition Sentence</p>
Body Paragraph 2	<p>Topic Sentence - Aspect 2 <i>Cats are less expensive to own and care for.</i></p> <p>Topic 1 - Aspect 2: Cats</p> <ul style="list-style-type: none"> Detail: <i>Food and health care are usually less expensive</i> Detail: <i>Less likely to cause property damage</i> <p>Topic 2 - Aspect 2: Dogs</p> <ul style="list-style-type: none"> Detail: <i>Food is more expensive</i> Detail: <i>Over-breeding causes some health problems</i> <p>Transition Sentence</p>	<p>Topic Sentence – Topic 2 <i>Dogs are active and loyally engaging pets.</i></p> <p>Aspect 1 – Lifestyle</p> <ul style="list-style-type: none"> Detail: <i>Pack animals shoudn’t be left alone</i> Detail: <i>Harder to get care when away Need more living space</i> <p>Aspect 2 – Cost</p> <ul style="list-style-type: none"> Detail: <i>Food is more expensive</i> Detail: <i>Over-breeding causes some health problems</i> <p>Aspect 3 – House accommodations</p> <ul style="list-style-type: none"> Detail: <i>Often need yard and fence</i> Detail: <i>Require more safety and protective measures</i> <p>Transition Sentence</p>
Body Paragraph 3	<p>Topic Sentence - Aspect 3 <i>Cats need few special house accommodation.</i></p> <p>Topic 1 - Aspect 3: Cats</p> <ul style="list-style-type: none"> Detail: <i>Don’t take up much space</i> Detail: <i>Less intrusive</i> <p>Topic 2 - Aspect 3: Dogs</p> <ul style="list-style-type: none"> Detail: <i>Often need yard and fence</i> Detail: <i>Require more safety and protective measures</i> <p>Transition Sentence</p>	<p>Optional: develop a paragraph to evaluate the comparison made in the essay: <i>Last summer, I was considering adopting a pet, so I visited the SPCA to gather more information about cats and dogs. I am a full time student and work part time in the evenings, so my lifestyle and schedule didn’t seem conducive to owning a dog like I had originally planned. Now that I’ve had my cat Cookie for a few months, I see that she’s the perfect fit and a great companion for me.</i></p>
Conclusion	<ul style="list-style-type: none"> Summary of main points Evaluation and/or possible future developments Significance of topic to author: <i>When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.</i> 	<ul style="list-style-type: none"> Summary of main points Evaluation and/or possible future developments Significance of topic to author: <i>When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.</i>

Brainstorming for a Compare/Contrast Essay

1. Write each topic name above one of the circles. List attributes or qualities of that topic in the circle, placing any shared qualities in the overlapping section. Be specific and use details. (*Example: details of living in SB might include high cost of living, beach community, good schools, etc. Less effective qualities: not nice place, cool hangouts.*)
2. Circle the most important qualities in each list and match at least three opposites from one circle to another.



After completing steps 1-3, list the three categories or aspects that both items share:

- 1.
- 2.
- 3.

3. Review the lists and identify three *categories* or *aspects* that describe these details. (*Example: "beach community" detail for one topic and "big city" detail for the other = environment or setting as a category.*) List the categories in the box above.
4. Then choose one option (point by point or block method) to structure your essay. See examples in this handout.
5. Use the chart on the next page to organize your paragraphs as indicated. Add more ideas and details for each category as you think of them.



Compare and Contrast Essay Structure: Block Method

In the Block Method, each paragraph addresses ONE TOPIC ONLY from your pair of topics and includes the SHARED ASPECTS you have chosen to Compare to topic 2. Use the following chart to organize your ideas for your essay. (See Venn diagram steps 1 – 5 for examples on topics, aspects, and details.)

Table with 2 columns: Block Method and My Essay. Rows include Introduction, Topic 1 (with Aspect 1, 2, 3), Topic 2 (with Aspect 1, 2, 3), and Conclusion.



Compare and Contrast Essay Structure: Point by Point Method

In the Point-by-Point Method, each paragraph contains details on ONE ASPECT of BOTH TOPICS organized in the same order. Use the following chart to organize your ideas for your essay. (See Venn diagram steps 1 – 5 for examples on topics, aspects, and details.)

Table with 2 columns: Point by Point Method and My Essay. Rows include Introduction, Topic 1 - Aspect 1, Topic 2 - Aspect 1, Topic 1 - Aspect 2, Topic 2 - Aspect 2, Topic 1 - Aspect 3, Topic 2 - Aspect 3, and Conclusion.

Source referenced: http://www.efl.arts.gla.ac.uk/CampusOnly/essays/15web.htm

SANTA ANA UNIFIED SCHOOL DISTRICT INTERMEDIATE WRITING ASSESSMENT SCORING GUIDE

	6 Advanced	5 High Proficient	4 Proficient	3 Basic	2 Below Basic	1 Far Below Basic
Writing Task	Insightfully addresses all parts of the writing task.	Thoroughly addresses all parts of the writing task.	Addresses all parts of the writing task.	Addresses only parts of the writing task.	Addresses only one part of the writing task.	Does not address the writing task.
Thesis and Support	Contains an effective thesis which is thoroughly supported with specific and relevant examples and textual evidence (if applicable).	Contains an effective thesis which is well supported with details and examples.	Contains a central idea or thesis which is adequately supported with details.	Contains a central idea which is supported with limited details .	May lack a central idea and uses limited details .	Lacks a central idea and does not include supporting details .
Organization	Maintains a logical and seamless organizational structure, includes coherent paragraphs , and effective transitions between ideas.	Maintains a logical organizational structure, includes paragraphs , and transitions between ideas.	Maintains a mostly logical structure, includes paragraphs , and some transitions between ideas.	Offers an inconsistent organizational structure, may not include paragraphs or transitions , or transitions are awkward.	Lacks an apparent organizational structure and transitions, but reader may still follow overall argument .	Lacks an organizational structure which greatly hinders understanding .
Sentence Variety/ Structure	Consistently includes a variety of sophisticated sentence types. Ideas flow effortlessly .	Consistently provides a variety of sentence types.	Provides a variety of sentence types.	Includes little variety of sentence types but some basic understanding of sentence structure is evident.	Demonstrates little understanding of sentence structure but meaning is evident .	Demonstrates no understanding of basic sentence structure which greatly hinders understanding .
Vocabulary	Uses sophisticated, precise, and varied vocabulary well suited to the audience and tone.	Uses precise and varied vocabulary appropriate to the audience and tone.	Uses varied vocabulary and demonstrates an adequate understanding of audience and tone.	Uses basic or awkward vocabulary, but demonstrates some understanding of audience and tone.	Often uses limited or confusing vocabulary and demonstrates little understanding of the audience.	Uses vocabulary which lacks ability to convey meaning .
Conventions	Contains very few or no errors in conventions and demonstrates an excellent command of the language.	Contains few errors in conventions and demonstrates a good command of the language	Contains some errors but these do not interfere with overall understanding.	Contains many errors in conventions but overall meaning is evident .	Contains many errors in language which often interfere with understanding.	Contains many serious errors in conventions which consistently interfere with understanding.

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English.

Note: Effective use of the following may raise score to a higher level: hook: Figurative language, dialogue, imagery, creativity, or textual evidence.

Revised 12/1/09, Secondary Education, Educational Services

Shared Pictorial Observation

Directions: Record at least one sentence per group member below the picture. Each new sentence must be its own original thought and not a repeated idea. You may use the Sentence Starters provided or your own sentences to create your observation. Once all four sentences are recorded, arrive at a consensus, or agreement, with your group members about what is important to note about this photo and record it in the “Constructing the Gist” box below.



Sentence Starters: What stands out in this picture is... The best part about this display is... I wonder why... I think this would be interesting to...

- 1.
- 2.
- 3.
- 4.

Constructing the gist:

Shared Pictorial Observation

Directions: Record at least one sentence per group member below the picture. Each new sentence must be its own original thought and not a repeated idea. You may use the Sentence Starters provided or your own sentences to create your observation. Once all four sentences are recorded, arrive at a consensus, or agreement, with your group members about what is important to note about this photo and record it in the “Constructing the Gist” box below.



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- 1.
- 2.
- 3.
- 4.

Constructing the gist:

Top 10 Tips to Great Museum Exhibit Design

DESIGNING A WONDERFUL EXPERIENCE

When it's a great experience, going to a museum can teach us, delight us and inspire us; however, a lot of effort goes into a **museum exhibit design**. As architects, we can learn a lot by understanding the ingredients that make such designs so successful. It's not as simple as you might think.

A museum is constantly looking for different ways to attract visitors, but what happens once they get there? Often they suffer from three main problems — they can't find a specific piece of information, they must leave too soon because they are bored or they stay a long time but miss key lessons from the main exhibits. (1)

Obviously, visitor accessibility and attention are paramount, but that's not all it takes to design for a great museum experience.

WHAT MUSEUMS MUST DO

The following are 10 ingredients for successful museum exhibit design:

1. **Motivate Visitors:**
Target an audience — the general public and/or specific communities
2. **Focus Content:**
Filter content so visitors are not bombarded with information overload
3. **Immersion:**
Engage visitors within a “story”
4. **Modularity:**
Present smaller themes instead of one larger complex topic
5. **Skimmability:**
Information should be easy to take in because visitors are often standing and/or have different levels of education
6. **Patterns:**
Incorporate traffic/circulation patterns, exhibit sequence patterns and pre-existing framework patterns (architectural elements)
7. **Capture Curiosity:**
Use storytelling techniques to engage visitors
8. **Interaction:**
Give visitors a “fun” experience by tapping into their emotion
9. **Integrate Technology:**
Technology should enhance visitor's experience, not detract from it
10. **Layer Content:**
Present information in a hierarchical manner

source: sensingarchitecture.com

Top 10 Tips to Great Museum Exhibit Design

The headline subheading is lets the reader know it's advice on how to make a museum exhibit.

DESIGNING A WONDERFUL EXPERIENCE

When it's a great experience, going to a museum can teach us, delight us and inspire us; however, a lot of effort goes into a **museum exhibit design**. As architects, we can learn a lot by understanding the ingredients that make such designs so successful. It's not as simple as you might think.

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9. **Integrate Technology:**
Technology should enhance visitor's experience, not detract from it
10. **Layer Content:**
Present information in a hierarchical manner

The body provides some background information as well as questions to answer about museum exhibit design.

The list itself is numbered and gives specific tips to create a good museum exhibit.

source: sensingarchitecture.com

Skim and Scan Organizer

Scanning	
Title of Text	What does the title tell you?
Author	What is the author's background?
Date	How could the date this was written affect its meaning?
Picture/Diagram/Painting	What information does this visual give to you?
Caption	What message does the caption give?
Subheadings/Enlarged Quotes	What do the quotes and/or subheadings tell you?
Text in Bold, Color or Italics	Why were these items emphasized?
Text Boxes	What is the focus of the text in the text box?
From scanning the text, do you think the text will inform, explain, describe, compare, contrast, present, offer, argue, or entertain? →	
Skimming	
Topic of first sentence →	
Signal Words/Phrases →	
After skimming the text, what additional information do you know about this text that will provide focus to your reading? →	

Dyad Sharing Guidelines

Directions: Please use the following sentences frames to guide the discussion with your partner as you share and determine whether you agree or disagree with the “take-aways” from the annotations on the “Top 10 Tips for Great Museum Exhibit Design”.

Partner A: The first tip that I found valuable from the article was... In my opinion, this is important to consider because...

Partner B: I agree/disagree with you because I think that A different tip that I found valuable was... In my opinion this consideration is critical because...

Unit 4: Style

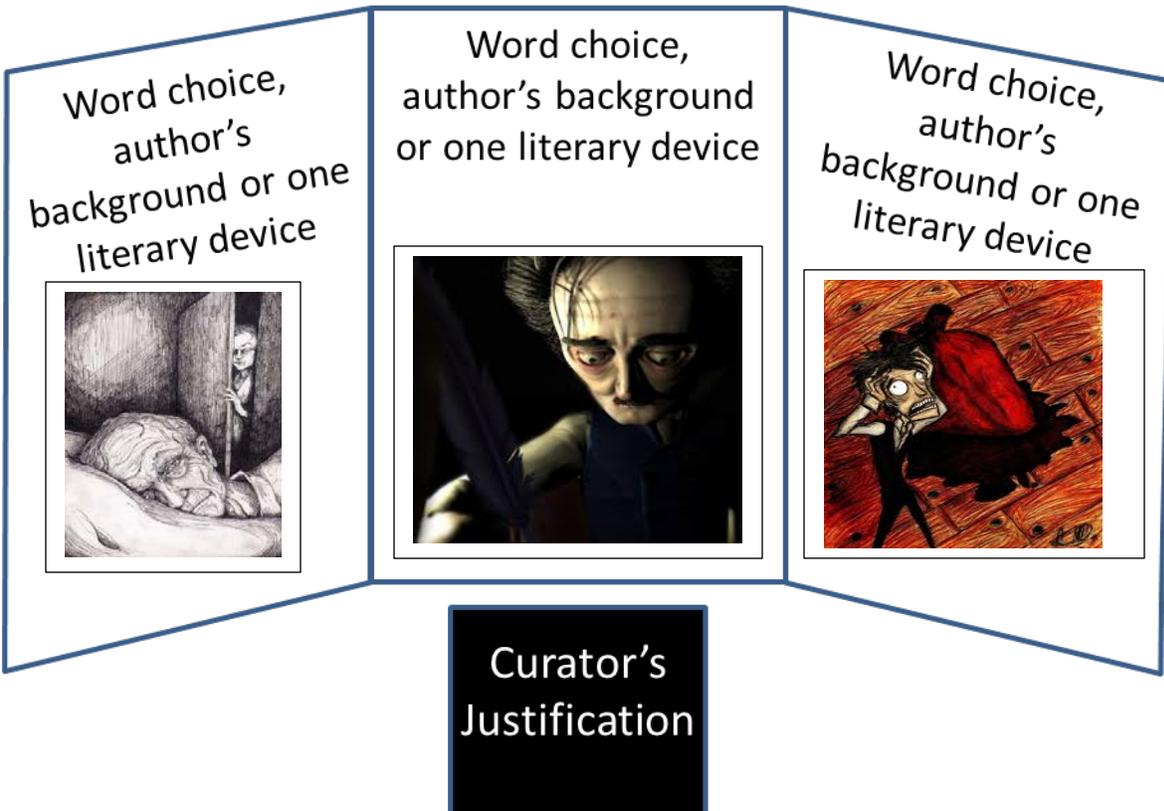
Task:

Having just finished reading two examples of literary mystery, “The Tell-Tale Heart” by Edgar Allen Poe and “The Landlady” by Roald Dahl, it’s important to reflect on the factors of style that created the mystery inherent in the texts. What techniques did the authors use to craft suspenseful tales of horror? What influenced the authors themselves?

Decide which short story you found to have a more mysterious tone. Create a three-panel museum display that demonstrates the factors that “converge” to produce the mysterious tone. The museum display needs to contain:

- One panel of evidence of literary devices from the text
- One panel of evidence of effective word choice
- One panel of biographical information about the author
- One visual (chart, map, or artwork) per panel
- A curator’s justification, no longer than 400 words, that explains why these factors effectively create the mysterious tone

Museum Display Blueprint



Resource 5.4- Summative Assessment Prompt and Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Includes clear and concise topic sentences, supported with relevant and thoughtful analysis. - Provides strong evidence/information to express ideas. 	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Has topic sentences and analysis - Provides sufficient evidence/information, and examples. 	<ul style="list-style-type: none"> - Misses parts of the prompt - Includes irrelevant information. - Insufficient evidence to express ideas.
Language	<ul style="list-style-type: none"> - Uses appropriate and varied words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses correct Standard English grammar and conventions and transition words. 	<ul style="list-style-type: none"> - Uses appropriate words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses mostly correct Standard English grammar and conventions. 	<ul style="list-style-type: none"> - Does not use appropriate words, phrases, and clauses. - Uses mostly casual, conversational language. - Frequent miscues in Standard English grammar and conventions.
Format	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Messy and unprofessional. - Shows lack of effort

Analysis of Evidence

To analyze means to take apart something and examine it closely (DISSECT the information) in order to understand it better or discover more about it. Analysis of details or evidence in texts requires you to offer your own interpretations or evaluations related to those details or evidence. When writers effectively analyze information from texts, they often use one or more of the following strategies (see chart below). Use the chart below to guide and develop your analytical thinking when responding to textual details/evidence.

Strategy <i>How do I analyze details / evidence from the text?</i>	Thinking <i>What questions can I ask myself to develop my analysis?</i>
Explain the significance of the quote/reference	<ul style="list-style-type: none"> • Why is this significant? • What new information is revealed and how? • How may this information affect others?
Compare and/or contrast key concepts in the quote/line	<ul style="list-style-type: none"> • How are these ideas similar to what I have experienced, seen, or read? Explain. • How are these ideas different from what I have experienced, seen, or read? Explain. • Why does the author make these connections?
Interpret the meaning of the quotation/reference	<ul style="list-style-type: none"> • What do these words or phrases mean? • What is the author suggesting or implying when (s)he states this? • What kind of language is used (i.e. figurative language) and why?
Examine the causes and reasons presented in the quote/reference	<ul style="list-style-type: none"> • Are the reasons valid? Explain why or why not. • Could there be any other causes or reasons for this? State the reasons/causes and cite evidence to support them. • How can knowledge of the causes help us to find solutions?
Examine the effects and consequences noted in the quote/reference	<ul style="list-style-type: none"> • What is the impact on other people, places, or things? Explain. • Why should we care about these effects or consequences? • Does the author provide evidence-based explanations that link the cause(s) to the effect(s)? Are there any missing details?
Justify your opinion (agree or disagree with) regarding the concepts or ideas presented in the quote/reference	<ul style="list-style-type: none"> • What parts do you agree or disagree with? Why? • What additional evidence do you have to support or refute the ideas presented in the text? Explain. • How do these ideas support or not support your personal experiences?
Evaluate (judge or take a position) on ideas introduced in the quote/reference	<ul style="list-style-type: none"> • Are the claims/opinions stated by the author valid and supported by evidence? • What kind of evidence does the writer include? Is the evidence valid and reliable? • What counterclaim do you have and why?
Evaluate the author's use of literary or rhetorical devices	<ul style="list-style-type: none"> • Is the author's choice of words effective for his/her purpose and intended audience? • How do these particular devices help to convey the author's central idea/theme? • How does the use of these devices impact your understanding of the text?

Curator's Justification Exemplar

Having been influenced by *tragic circumstances* throughout his life, Edgar Allan Poe carefully utilized *word choice* and *symbolism* to create a tremendously mysterious tone.

Tragic Circumstances (Author's Background): Being orphaned at a very young age would be a traumatic experience to anyone. But Poe's father abandoned him, and his mother was dead before he was three. Without a nurturing presence in his life, it appears that darkness and mystery became his artistic method. Furthermore, Poe's problematic relationship with his step-father likely led to creating fantastic violent scenarios in his mind, such as the murder in "The Tell-Tale Heart", which plays out as a dark mystery.

Word Choice: Creating a mysterious tone for the reader isn't always about using grisly plot details; word choice plays a role, too. When Poe has his narrator in "The Tell-Tale Heart" spy on his murder victim, the narrator claims he proceeded "wisely" and with "caution," "foresight," and "dissimulation". He didn't plan a murder, but "went to work." While these words appear mundane, juxtaposing the action with the word choice only further emphasizes the violence of the plot, making the reader have a more uncomfortable mood. Poe's word choice was carefully and mysteriously effective.

Symbolism (Literary Device): Like the top layer of a murky pond, Poe's imagery hides a depth of symbolism that inspires visceral emotions. Consider the emotion of guilt and how it relates to the narrator's perception of the beating heart. The narrator hears his/her victim's heartbeat after the murder occurs, but this isn't a literal heartbeat; it's the symbolic creation of guilt. The narrator confesses the murder to police officers despite there being no evidence because of the guilt manifested in the heartbeat.

do	what
decide	which story has a more mysterious tone
create	a three-panel museum display that contains: <ul style="list-style-type: none">- one panel of evidence for literary devices- one panel of evidence for word choice- one panel of biographical information about the author- one visual per panel- a curator's justification

Higher Order Thinking Skills Question Templates

Recall	
<p>Note: Any question becomes a recall question if the answer has already been explicitly provided to the student in class or in the text.</p> <p>When did _____ take place?</p> <p>List the _____ .</p>	<p>Define the term _____.</p> <p>What is a _____?</p> <p>Who did _____?</p> <p>Name _____.</p>
Analysis	
<p>How does _____ work?</p> <p>Sort these _____ .</p> <p>Use the table to determine _____ .</p> <p>Use the graph to determine _____ .</p> <p>Graph _____ .</p> <p>What caused _____ ?</p> <p>What is another possible cause of _____ ?</p> <p>Outline the _____ .</p> <p>Based on the written description, draw a diagram.</p> <p>Draw your own map of _____ without tracing or copying.</p> <p>Use the map to determine _____ .</p> <p>In what sequence did _____ happen?</p> <p>Break _____ down into its component parts.</p> <p>Give an example of _____ .</p> <p>What literary form is being used?</p> <p>What technique is being used?</p> <p>What information is needed?</p> <p>Is the information relevant?</p> <p>Into what groups can you organize these?</p> <p>Draw a picture that illustrates what's described in the story _____ .</p>	<p>What does _____ symbolize?</p> <p>Find examples of [a literary device] in your readings.</p> <p>Analyze the _____ in _____ .</p> <p>Classify these _____ according to _____ .</p> <p>Separate the _____ from the _____ .</p> <p>Translate _____ .</p> <p>Analyze how _____ .</p> <p>Explain how _____ works.</p> <p>What was the author's point of view?</p> <p>How did the author convey _____ ?</p> <p>What words does the author use to paint an image of _____ in your mind?</p> <p>How were _____ used to _____ ?</p> <p>What kind of a _____ is this?</p> <p>Which one doesn't belong in this group?</p> <p>What is the function of _____ ?</p> <p>What is the purpose of _____ ?</p> <p>What is the relationship between _____ and _____ ?</p> <p>What is the pattern?</p> <p>Use manipulatives to illustrate a concept.</p> <p>Build a model of _____ .</p> <p>Measure _____ .</p>

Comparison

How is _____ like _____ ?
How are _____ and _____ different?
Compare the _____ before and after _____ .
Compare the character _____ at the beginning of the story and at the end.

Distinguish between _____ and _____ .
Compare _____ with _____ .
On what dimensions might you compare _____ and _____ ?
Which one is the biggest/oldest/tallest?

Inference

Hypothesize what will happen if _____ .
Predict what will happen if _____ .
Apply the rule to _____ .
Solve the problem _____ .
Predict how the story _____ will end.
What is the main idea of the story _____ ?
What is the overall theme of _____ ?
What is the moral of the story?
Develop of plan to _____ .
Propose and describe an invention that fills some need.
Write a research paper on _____ .

Based on your readings, what can you conclude about _____ ?
What was the author's point of view?
Solve a logic puzzle.
What if _____ ?
What rule applies here?
What generalization can you make from this information?
Create a _____ .
Design a _____ .
Propose a solution to the problem of _____ .

Evaluation

Was _____ worth the costs? Explain your answer.

Was the argument convincing? What makes you think so?

Did _____ behave appropriately? Why?

What would you have done in this situation? Why?

Write a critique of _____ .

Was this experiment well designed? Defend your answer.

Judge which is the best solution to the problem of _____ ? Why do you think so?

How well are the conclusions supported by the data/ facts/evidence? Explain.

Did _____ choose a wise course of action? Give reasons.

Apply a scoring rubric to this piece of work. Explain why you are assigning each score.

What would you have done in this situation? Why?

Review a book, performance, or exhibit. Justify your evaluation.

Which _____ is the best? Why do you think so?

Whose arguments/evidence was more convincing? Why?

If you were the judge, what would your decision be? Why?

Give and justify your opinion on _____ .

