

Literacy Big 6

Strategy for Answering a Prompt

Test-Taking Strategy

★ 1- Read the text/ Watch the presentation

★ 2- Reading the Prompt Strategy

T= Topic

A= Audience

P= Purpose (Writing) or Verb (Reading)

~~~~~  
F= Format or Task

★ 3- Reread (Close Reading)

*Purpose for Reading*

★ 4- Create Thinking Chart

*\* Successful Writing*

★ 5- Rough Draft

*On Paper*

★ 6- Final Write/Type

Argumentative Prompts

3/4

Imagine your <sup>A</sup>parents are thinking about your <sup>A</sup>family becoming vegetarians and they would like your input before they make a decision. Write an <sup>T</sup>essay stating your claim and arguing your position on the idea. Be sure to use evidence for the text to clearly support your claim. <sub>with P with Argument =</sub>

Grade 7

A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called "Shut Down Your Screen Week." The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons.

They have taken the proposal to a teachers' meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the "Shut Down Your Screen Week." The teachers have decided they would like to hear from the students before they decide.

Write an essay, in the form of a letter to the teachers, explaining your thinking. Your Focusing Question is:

**Should your school participate in the national "Shut Down Your Screen Week?" Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.**

Grade 6

As a contribution to the website your history class is creating, you decide to write an argumentative essay that addresses the issues surrounding the penny. Your essay will be displayed on the website and will be read by students, teachers, and parents who visit the website.

Your assignment is to use the research sources to write a multi paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

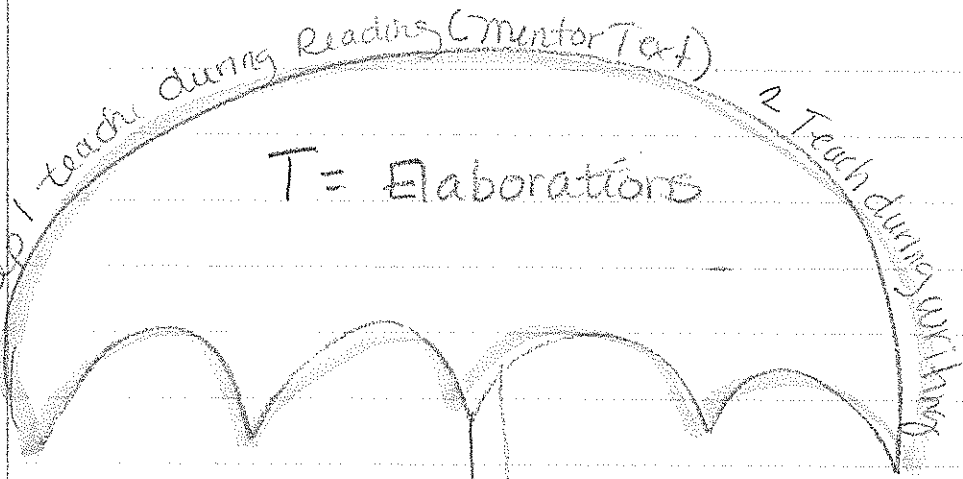
Grade 8

After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.

Today, in preparation for the school board meeting, you will write a multi paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

Grade 11

Scaffold which will be taught at each grade.



point out elaborations during reading time

• Figurative Language

- Explain
- Examples
  - for example
  - for instance

- Describe
  - Narrative
  - 5 senses
- Definition

- circle 2-3 words you will need to define for your reader.
- 1. side by side
- 2. Apposition

- Quotations (Non negot in writing)
- Dialogue - Narrative
- statistics / Data
- Explanatory / Argument
- Anecdote (Puts in exemplary pile) (personal connection)
- Scenario - hypothetical situation
- summary

critical

- compare
  - (in over 10 ways - standards to its own & another standard)
  - cause + effect
    - causes = reasons
    - effects = results
- \* metonymies and metonymies and metonymies (show diff. and draw a conclusion; contrast metonymies or differences)

# Informal Outline = Classifying

T = Today's Topics

## ★ SBAC

- Test Questions
- Performance Task Expectations

## ★ Literacy Big Six

- Reading the Question Strategy  
    • TAP + F

## ★ Disciplinary Literacy

- 5 Components
  - A.R., Voc., T.C., Par., Essays
- Conclusion Strategy
  - So what? Now what?
  - Use as Exit Slip

## ★ Active Reading

- Quick Sketch
- I.V.F. Sentence
  - Summarizing Sentence
  - Reading Stand. 1 & 2
  - Great Exit Slip

## ★ Thinking Charts

- 2 column notes
- Circle Chart
  - Defining in Context
- Bubble
- Brace
- Tree Chart
- Flow Chart

## ★ Special Paragraph

- 4 Step Summary

Circle Chart → Defining in Context (Brainstorming)

(Metacognition) Frame of Reference

KWL

R = Revise  
and  
C = Confirm

Draw / Label / Write

W How  
many muscles  
does it take  
to smile/  
laughter?



(TBE)

makes you  
feel happy

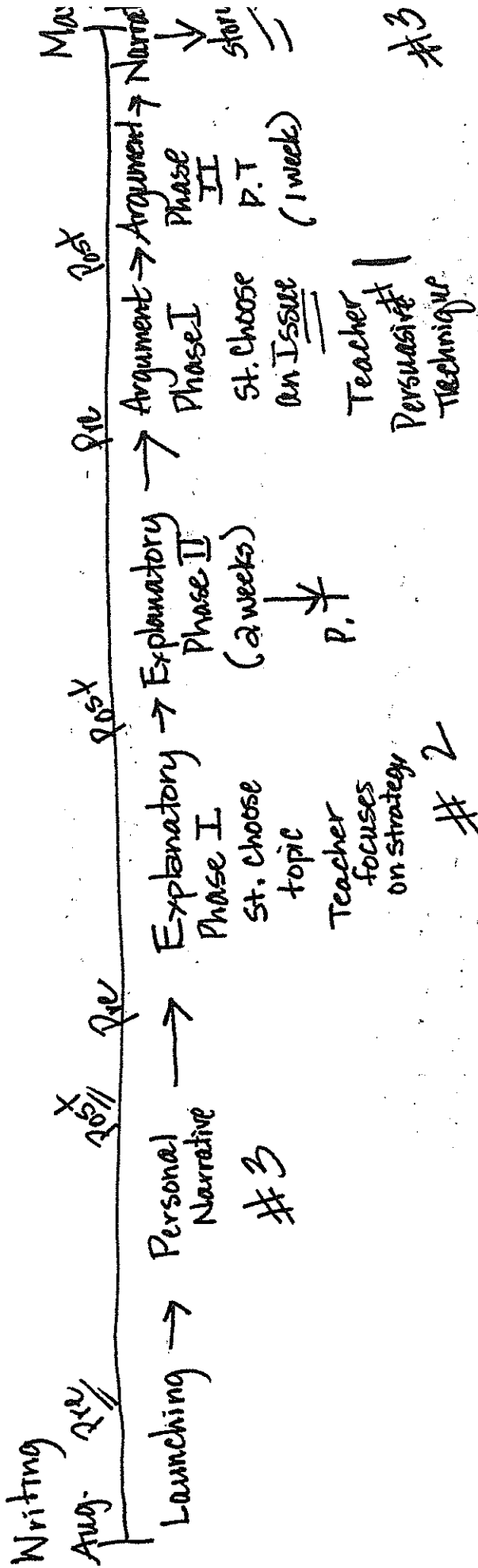
Medical  
condition

T = Laughter

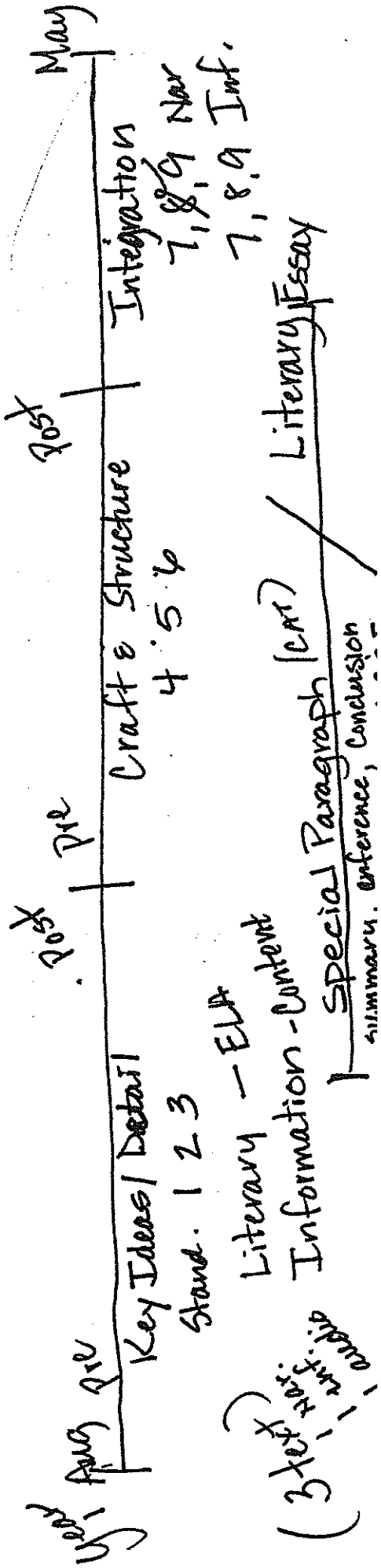
Cite: Prior  
- Westerberg  
- Observation  
- Artele - Comedy

Cite: During / After

# T = Yearlong Plan for Literacy



# Reading



T = Foundation  
All Year long

5x over two weeks

10-15 min → 5x week or →

\* Teach strategies

- \* Active Reading  
- Annotating
- \* Vocabulary  
- Fray
- \* Vocabulary  
- Mastery
- \* Sentence  
- Types
- \* Grammar  
- Conventions

M = \* Read Mentor Text  
Focus = Vocabulary  
- Text Features  
- Quick sketch

T = Read - Close Reading  
- strategy

W = Close Reading  
- strategy

Th = Close Reading  
- strategy

F = Assess 80%

2 column notes =  
Classifying

T = "The Benefits of Laughter"  
Topic  
Title

★ Key Ideas Criteria  
category

• Es Elaboration

2 ★ Why humans  
laugh

- might seem "L" makes feel good
- researches → bring people together
- health improves
  - physical health
  - psychological

3 ★ Act of laughing

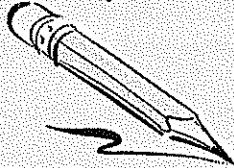
- things happen to brain/bodies
- brain releases endorphins
- feel apart of group

4 ★ Physical  
Changes

- makes noises
  - hiccupping, coughing, crying
- faces change
  - 15 muscles
- bodies move
  - twist, contort
- larynx half close
  - hard to catch breath



## Explanatory Transitions



### Openers

If, After, Since, Before, So that,  
Whenever, As long as, Even though,  
Although, While When, As, Until,  
Where, Whenever, As soon as, Though

### More Transitions

Additionally, Initially, Again, Along,  
Also, Another, One other, At the same  
time, Besides, Finally, Next, Equally  
important, First of all, Another way,  
One example, Moreover, Furthermore,  
In addition, On the other hand,  
Therefore, Lastly, A final method

### Closing

In fact, Obviously, Clearly, Truly,  
Certainly, In conclusion, To sum up,  
Surely

\*Remember to vary, vary, and use  
subtle transitions in your writing!

## Narrative Transitions



### Moving the Story Along... Story Connectors

|                             |                  |
|-----------------------------|------------------|
| While                       | The next day     |
| When                        | Then             |
| After                       | By 4 o'clock     |
| During                      | As soon as       |
| Later on                    | In just minutes  |
| Quickly                     | An hour later    |
| Suddenly                    | A day later      |
| Next                        | Afterwards       |
| As                          | Right away       |
| Never                       | After that       |
| Finally                     | That night       |
| Just as                     | Late the next... |
| Before                      | At last          |
| At first                    | meanwhile        |
| In the meantime             |                  |
| The following day           |                  |
| Immediately at (dinnertime) |                  |
| By the time                 |                  |
| A short while later         |                  |
| Just after (we got home)    |                  |
| After walking (ten miles)   |                  |