

Use these bookmarks to remind students how to annotate while reading. 😊

Close Reading
with a Pencil



☆ important fact/detail,
evidence

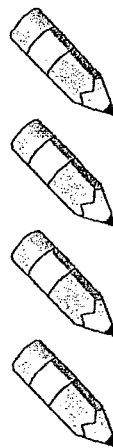
○ important word

? I have question. This
is confusing.

! This is interesting or
surprising.

⊂ I have a connection.

♥ favorite part



Close Reading
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☆ important fact/detail,
evidence

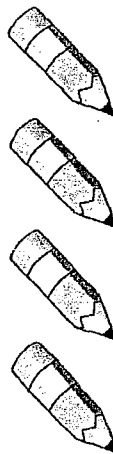
○ important word

? I have question. This
is confusing.

! This is interesting or
surprising.

⊂ I have a connection.

♥ favorite part



Tips For Reading Text

1) **Set Reading Goals** – A reading goal provides direction and purpose to your reading. The best way to set reading goals is to:

- Identify section headings in the chapter
- Turn the section headings into questions and write them on a separate sheet of paper
- Read to find the answers to your questions and record your answers (in your own words) under your questions. Focus on the WHOs, WHATs, WHEREs, WHENs, WHYs, and HOWs in each section of the chapter. Be sure to avoid copying directly from the book. Your answers should be complete enough for you to understand the full concept without being too wordy

2) **Talk to the Text** - As you read the text, think about any questions, confusions, predictions, or connections (to things you already know) you have with the text. Mark these right on the text itself, or on sticky notes if you're reading out of a book. Use the following prompts to help guide your reading:

<p style="text-align: center;"><i>Talk To The Text</i></p> <p style="text-align: center;">Comprehension I understand this to mean... What is being said here is... This word means...</p> <p style="text-align: center;">Connections This reminds me of... This is the same as... This event is similar to...</p> <p style="text-align: center;">Confusion I don't understand this because... A question I have about this is... This confuses me because...</p> <p style="text-align: center;">Analysis The deeper meaning here is... It seems like... I wonder... A question of debate is...</p>

Name _____

Date _____

Argument Writing Organizer

Intro/Background (Just the facts) : Science program for girls sparks controversy

Topic (Prompt): Girls should be treated differently from boys to spur their interest in science

Audience (who cares): _____

Yes	No
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

Circle yes or no (the side you choose) and the 3 best reasons on that side.

1. Your Claim:

Topic Sentence (Must include a list of your 3 best reasons.)

Reason Transitions:

<ul style="list-style-type: none"> • First • Second • Third • Additionally 	<ul style="list-style-type: none"> • One important • Equally important • Most important 	<ul style="list-style-type: none"> • A significant • Another significant • Of greatest significant 	<ul style="list-style-type: none"> • First • Next • Last
--	--	---	---

2. Your reason sentences = Reason Transition + Reason + Details/Evidence

Reason #1	
Reason #2	
Reason #3	

Refutation Transitions:

<ul style="list-style-type: none"> • However 	<ul style="list-style-type: none"> • On the contrary 	<ul style="list-style-type: none"> • Nevertheless 	<ul style="list-style-type: none"> • On the other hand
---	---	--	---

3. Refutation or Rebuttal or Counter Argument (Those who disagree)

Opposition Reason:
 "Some people would say... _____

Why those who disagree with you are wrong:
 (Refutation transition + counter argument) _____

Conclusion Transitions:

<ul style="list-style-type: none"> • All in all • In short • As you can see 	<ul style="list-style-type: none"> • Finally • In summary • Clearly 	<ul style="list-style-type: none"> • In closing • Logical conclusion is 	<ul style="list-style-type: none"> • In conclusion • To conclude
--	--	---	--

4. Conclusion

KEYSTONE ARGUMENTATIVE SCORING GUIDELINES

Scoring Domain	Score Point 4 At this score point, the writer—	Score Point 3 At this score point, the writer—	Score Point 2 At this score point, the writer—	Score Point 1 At this score point, the writer—	Score Point 0 At this score point, the writer—
Thesis/Focus	<ul style="list-style-type: none"> establishes and sustains a precise claim or position displays a clear understanding of task, purpose, and audience 	<ul style="list-style-type: none"> establishes a claim or position displays an understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides an inconsistent claim or position displays an inadequate understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides vague or indistinct claim or position displays a limited understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides no evidence of claim or position displays no understanding of task, purpose, and audience does not respond to prompt
Organization	<ul style="list-style-type: none"> chooses sophisticated organizational strategies appropriate for task, purpose, and audience presents fair and relevant evidence to support claim or position includes a clear and well-defined introduction, body, and conclusion that support or reinforce the argument 	<ul style="list-style-type: none"> chooses appropriate organizational strategies for task, purpose, and audience presents relevant evidence to support claim or position includes a clear introduction, body, and a conclusion that support the argument 	<ul style="list-style-type: none"> displays little evidence of organizational strategies presents insufficient evidence to support claim or position may not include an introduction, body, and conclusion 	<ul style="list-style-type: none"> displays little to no evidence of organizational strategies presents little or no evidence to support claim or position may not include an identifiable introduction, body, and conclusion 	<ul style="list-style-type: none"> displays no evidence of organizational strategies presents no evidence to support claim or position does not include an identifiable introduction, body, and conclusion does not respond to prompt
Content	<ul style="list-style-type: none"> provides relevant content and specific and effective supporting details that demonstrate a clear understanding of purpose uses sophisticated transitional words, phrases, and clauses to link ideas and create cohesion considers counterclaims (alternate or opposing arguments) 	<ul style="list-style-type: none"> provides relevant content and effective supporting details uses transitional words, phrases, and clauses to link ideas acknowledges counterclaims (alternate or opposing arguments) 	<ul style="list-style-type: none"> provides insufficient content and ineffective supporting details may use simplistic and/or illogical transitional expressions may not acknowledge counterclaims (alternate or opposing arguments) 	<ul style="list-style-type: none"> provides minimal content uses few or no transitional expressions to link ideas does not acknowledge counterclaims (alternate or opposing arguments) 	<ul style="list-style-type: none"> provides little to no content does not use transitions to link ideas does not respond to prompt
Style	<ul style="list-style-type: none"> uses consistently precise language and a wide variety of sentence structures chooses an effective style and tone, and maintains a consistent point of view 	<ul style="list-style-type: none"> uses precise language and a variety of sentence structures chooses an appropriate style, tone, and point of view 	<ul style="list-style-type: none"> uses imprecise language and a limited variety of sentence structures may choose an inappropriate style or tone, and may shift point of view 	<ul style="list-style-type: none"> uses simplistic or repetitious language and limited sentence structures demonstrates little or no understanding of tone or point of view 	<ul style="list-style-type: none"> uses repetitious language and simple sentence structure demonstrates no understanding of style, tone, or point of view does not respond to prompt

Name _____ Date _____

Title of story _____ Author _____

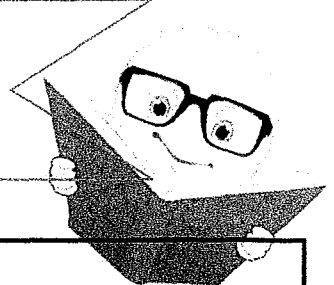
Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

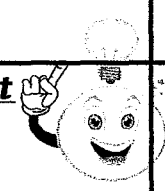

Maniac Magee

By: Jerry Spinelli



Chapters 22-24 (pgs. 79-90)

✓ Check off four strategies that you used while reading and write out one of your best examples of each below.

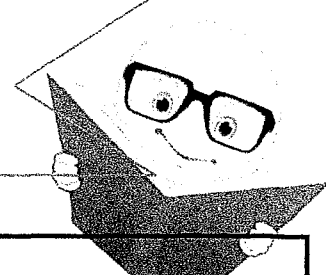
<input type="checkbox"/> <u>Make Connections</u>	<input type="checkbox"/> <u>Infer</u>	<input type="checkbox"/> <u>Visualize</u>	<input type="checkbox"/> <u>Evaluate the meaning</u>
<input type="checkbox"/> <u>Predict</u> 	<input type="checkbox"/> <u>Identify</u>	<input type="checkbox"/> <u>Question</u> 	

Strategy #1:	Strategy #2:

Strategy #3:	Strategy #4:






Maniac Magee

By: Jerry Spinelli



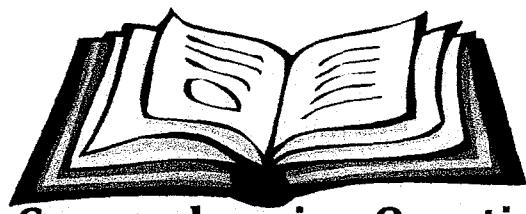
Chapters 22-24 (pgs. 79-90)

✓ Check off four strategies that you used while reading and write out one of your best examples of each below.

<input type="checkbox"/> <u>Make Connections:</u> This is like... This reminds me of... 	<input type="checkbox"/> <u>Infer:</u> The message is... The author is trying to say... 	<input type="checkbox"/> <u>Visualize:</u> I can picture... I can see... 	<input type="checkbox"/> <u>Evaluate the meaning:</u> I think the characters... In my opinion... I would change... A lesson I learned is...
<input type="checkbox"/> <u>Predict:</u> I predict that... In the next chapter... 	<input type="checkbox"/> <u>Identify:</u> The author's purpose is to... The main idea is... A theme from this chapter is...	<input type="checkbox"/> <u>Question</u> A question I have... I wonder about... Why did/didn't the author... 	

Strategy #1:	Strategy #2:

Strategy #3:	Strategy #4:

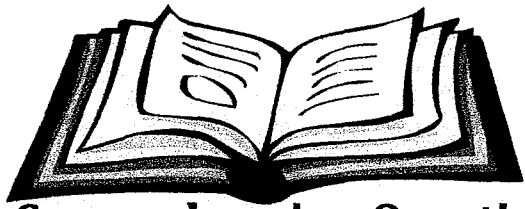


Comprehension Questions

Chapters 27-29

Work in a team.
Answer both the first
answer and second
answer.

First Answer	Question	Second Answer
Grayson was more excited because...	Who was more excited about reading, Grayson or Maniac? Explain.	Maniac was more excited because...
Having someone to talk with was more important because...	What was more important in the story, having someone to talk with or having someplace to sleep? Explain.	Having someplace to sleep was more important because...
	Who did Thanksgiving mean more to, Grayson or Maniac? Explain.	



Comprehension Questions

Chapters 27-29

Work in a team.
One person tell the first
answer and one person
tell the second.

First Answer	Question	Second Answer
Grayson was more excited because...	Who was more excited about reading, Grayson or Maniac? Explain.	Maniac was more excited because...
	What was more important in the story, having someone to talk with or having someplace to sleep? Explain.	
	Who did Thanksgiving mean more to, Grayson or Maniac? Explain.	

Comprehension Questions

Explain the meaning of the following quote, "Maniac Magee was blind. Sort of." – pg. 57

When did Maniac first experience the feeling of being disliked? – pgs. 60 & 61

Why does Maniac feel he has to leave the Beale family? – pg. 63

What did Amanda say that angered Maniac when he was trying to leave the Beale family? Why would this make him angry? – pg. 66

Comprehension Questions

Explain the meaning of the following quote, "Maniac Magee was blind. Sort of."

When did Maniac first experience the feeling of being disliked?

Why does Maniac feel he has to leave the Beale family?

What did Amanda say that angered Maniac when he was trying to leave the Beale family? Why would this make him angry?

Persuasive Essay Sample Outline

I. Paragraph One-Introduction

A. Introductory statement

1. Reason 1-weakest reason
2. Reason 2-middle reason
3. Reason 3-strongest reason

B. Thesis statement- example "Americans should conserve energy."

II. Paragraph Two-Weakest Reason

A. Transition Topic Sentence (ex- One reason Americans should conserve energy is...")

B. Re-state weakest reason

1. evidence to support weakest reason WITH SOURCE
2. evidence to support weakest reason WITH SOURCE
(each piece of evidence should have its own number)

III. Paragraph Three-Middle Reason

A. Transition Topic Sentence (ex- Another reason Americans should conserve energy is...")

B. Re-state middle reason

1. evidence to support middle reason WITH SOURCE
2. evidence to support middle reason WITH SOURCE
(each piece of evidence should have its own number)

IV. Paragraph Four-Strongest Reason

A. Transition Topic Sentence (ex- The final reason Americans should conserve energy is...")

B. Re-state strongest reason

1. evidence to support strongest reason WITH SOURCE
2. evidence to support strongest reason WITH SOURCE
(each piece of evidence should have its own number)

V. Paragraph Five-Conclusion

A. Transition Sentence

B. Re-state thesis (from Introduction)

1. Re-state weakest reason
2. Re-state middle reason
3. Re-state strongest reason

C. Concluding statement

**REMEMBER TO INCLUDE YOUR COUNTER-ARGUMENT WHERE IT APPLIES.
YOU CAN FIT IT INTO THE INTRO, CONCLUSION, OR ANY OF THE BODY PARAGRAPHS**



DEBATE: Should Parents Help Kids with Homework?

Yes/No

One team member will write an opening argument. This should state the issue being debated and your team's position.

Each teammate will write one reason - for a total of three or four reasons - to support your belief. Be sure to use fact and logic. Be sure to decide who will speak first, second, third, and so on.

Rebuttal PREPARE! Each team member should be prepared with one thing the other team MIGHT say and rebuttal.

What MIGHT the other team say?	Why will you disagree with these statements?
I heard _____ say	However,

Name _____

DEBATE RUBRIC

Category	Presidential Debates	The Senate Floor	Student Council Election	Not Yet	Score
	4	3	2	1	
Addresses Issues (Focus) Individual Score	Always addresses topic	Usually addresses topic	Rarely addresses topic	Did not address topic	
Support with Facts Individual score	Uses many facts that support topic	Uses some facts that support topic	Uses few facts that support topic	Does not use facts that support topic	
Persuasiveness Individual Score	Arguments clear and convincing	Arguments are sometimes clear and convincing	Arguments are rarely clear and convincing	Arguments are never clear and convincing	
Teamwork Group score	Used team member effectively Equal timing	One member does the talking 75% of the time	One member does the talking 100% of the time	No one talks	
Presentation Individual Score	Student consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. Great opening and closing	Student mostly used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. Good opening and closing	Student somewhat used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. Adequate opening and closing	Student does not use gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. Opening or closing missing	

TOTAL _____

DEBATE:

One team member will write an opening argument. This should state the issue being debated and your team's position. Be sure to include at least 3 reasons to support your claim.

Write at least 3 reasons to support your belief. Be sure to use fact, evidence, and logic. Each teammate will state one reason during the debate. Be sure to decide who will speak first, second, third, and so on. Before starting the debate, circle the reason you will state. **Reason Transitions:**

<ul style="list-style-type: none">• First• Second• Third• Additionally	<ul style="list-style-type: none">• One important• Equally important• Most important	<ul style="list-style-type: none">• A significant• Another significant• Of greatest significant	<ul style="list-style-type: none">• First• Next• Last
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Rebuttal or Counter Argument (Those who disagree)

Rebuttal: PREPARE! Each team member should be prepared with one thing the other team MIGHT say and rebuttal. You are refuting their position. This is a counter argument.

Refutation Transitions:

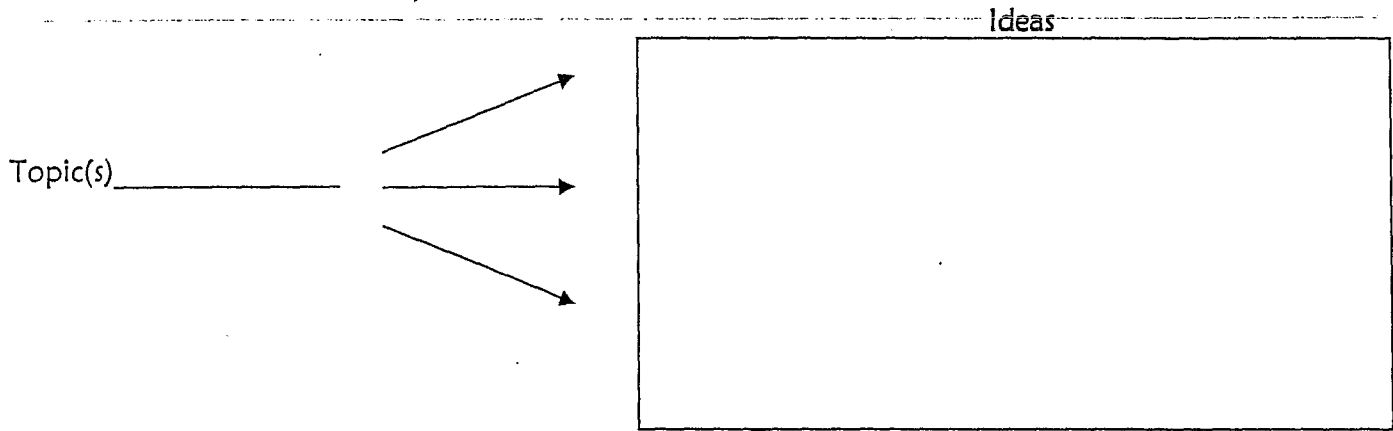
• However	• On the contrary	• Nevertheless	• On the other hand
What MIGHT the other team say?		Why will you disagree with these statements?	
I heard _____ say			

Listen DURING You may write while the other team is speaking. Jot notes. During your rebuttal time and closing argument, you may add new rebuttals based on what you heard during the debate.

What did the other team say? Name and what you heard	Why do you disagree with their statements?

How to Construct a Reading Response

1. After reading a selected text your first step will be to brainstorm some ideas. Try to narrow it down to one or two topics.



2. From these ideas make an opinion, and inquiry, or an argument.

Opinion / Inquiry / Argument: _____

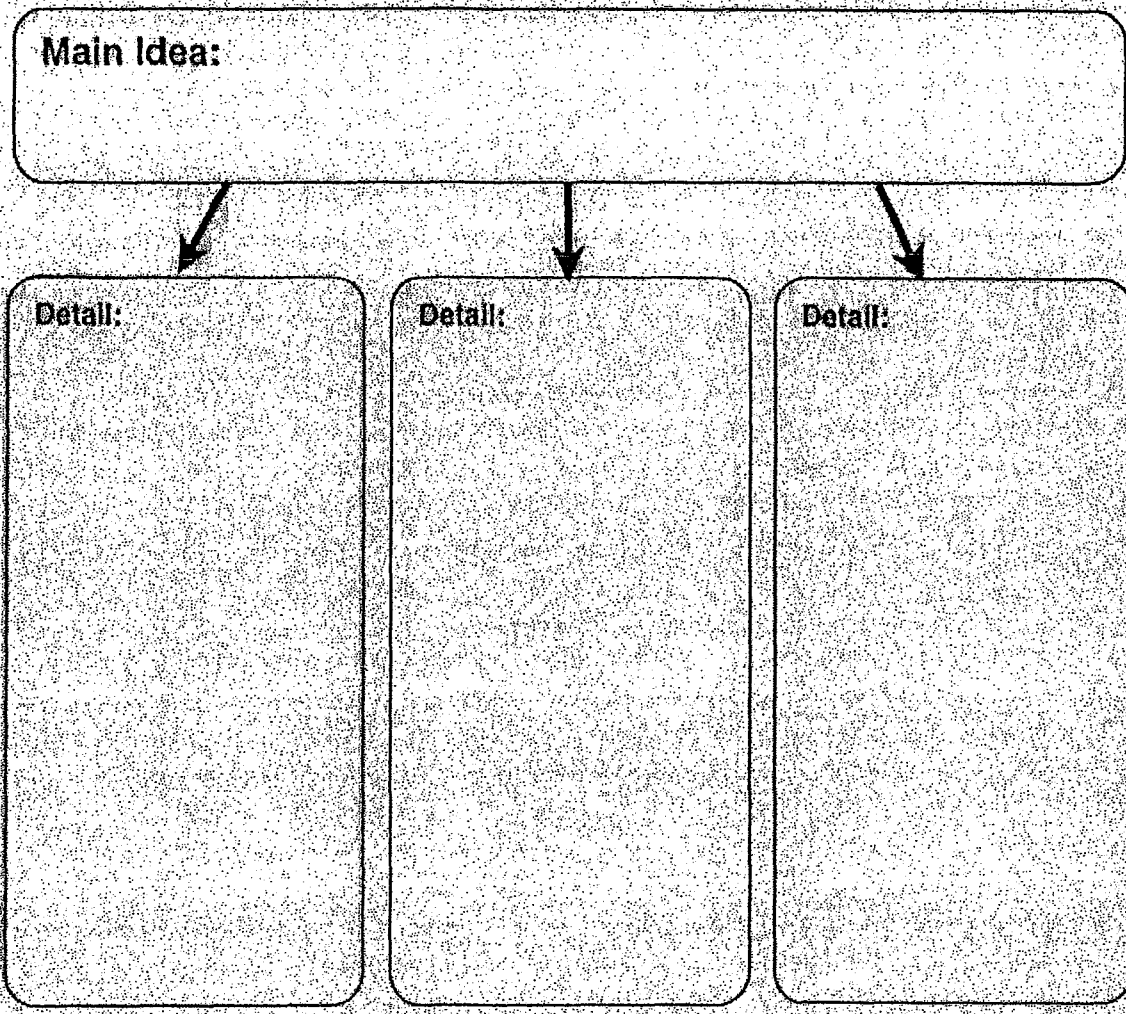
3. Next you will have to provide evidence from the text (or secondary sources) to support your claim. In the box below make sure to provide pg. numbers, paragraphs number, quotes, or whatever else works for you. When you cite this information in your actual written response, you can either use direct quote, paraphrase, or summary but you must give the author credit.

Evidence

4. **Connection:** Attempt to make some type of current connection to an event, idea, or theme that is relevant today.

5. **So what?:** In the grand scheme of things, make sure to signal to the reader the importance of your opinion / argument / inquiry.

Main Idea and Details



Name _____

Math Problem Solving

Picture

Number Sentence

Answer with Label

Name _____

Math Problem Solving

Strategies:

*Use Objects/Act It Out

*Draw a Picture

*Make an Organized List

*Look for a Pattern

Tell what you need to find out: _____

Work	Explain
1.	1.
2.	2.
3.	3.

Answer the question in a complete sentence. _____

Name/Date _____

Math Problem Solving

- Strategies:**
- *Use Objects/Act It Out
 - *Use Logical Reasoning
 - *Work Backward
 - *Draw a Picture
 - *Make an Organized List
 - *Look for a Pattern
 - *Solve a Simpler Problem
 - *Make a Table

Key Words to explain your work:

“First, next, then, finally” “to get” “to find” “to see”
“to show” “to figure out” “because” “since”

Understand - Retell the facts and tell what you need to find out: _____

Work	Explain

Answer Statement: _____

MATH PROBLEM SOLVING ORGANIZER

Name _____ Date _____

Problem #

What I Know

What I Need To Find Out

Plan/Solution

Check

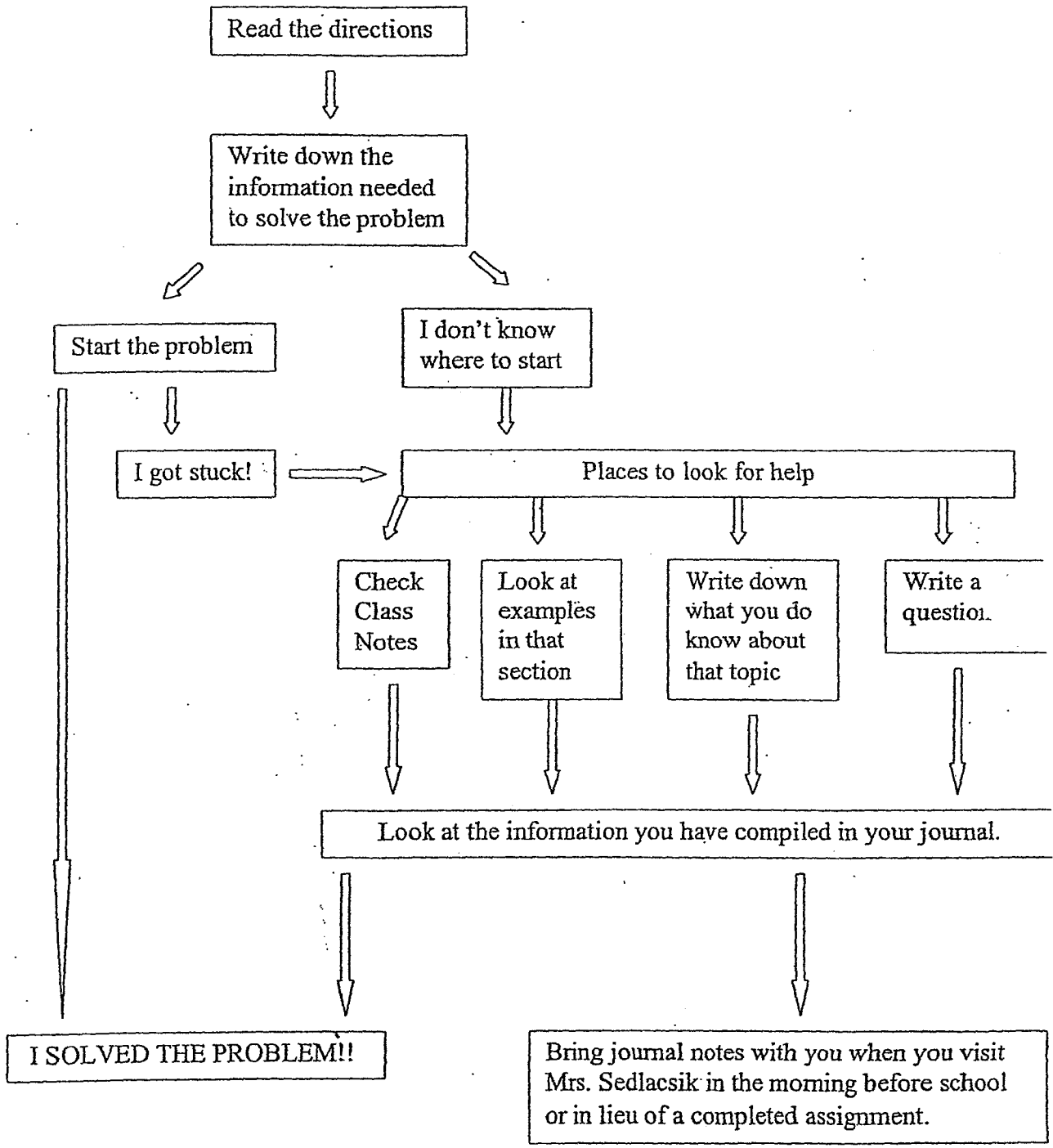
Conclusion:

Math Notes Organizer

<p style="text-align: center;">The Facts</p> <p><i>What are the facts?</i></p> <p><i>What is missing?</i></p>	<p style="text-align: center;">The Steps</p> <p><i>What steps can we take to solve the problem?</i></p>
<p style="text-align: center;">The Question</p> <p><i>What question needs to be answered?</i></p> <p><i>Are there any hidden questions that need to be answered?</i></p>	<p style="text-align: center;">The Diagram</p> <p><i>How can we represent the problem visually?</i></p>

<p style="text-align: center;">The Solution</p>
--

How to attack homework assignments



Conclusions

R

- Restate the problem.

•

E

- Give details about your data.

•

R

- Restate your hypothesis. Were you correct or incorrect?

•

U

- What errors may have occurred?

•

N

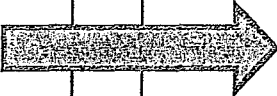
- Name one new thing you learned or question you have.

•

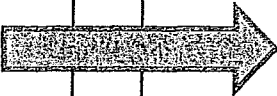
Directions: Use the graphic organizer below to complete your article review.

Title:

<p>3 Key takeaways</p>	<p>Summary (In 20 words summarize what you read)</p>
------------------------	--



<p>Strategies I used (How did you mark the text?)</p>	<p>Vocab (what are some vocab words in this article that relate to our unit)</p>
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- I investigated
- The data collected during my experiment showed....
- Based on this data, my hypothesis was...
- During the experiment, I may have made mistakes...
- After completing the experiment, I have learned/want to know....

Anticipation Guide for Social Studies

Japanese Internment

Directions: Respond True or False to each statement.

Before Reading

After Reading

- | | | |
|-------|--|-------|
| _____ | 1. There were no American citizens of Japanese descent living in the United States when Pearl Harbor was attacked. | _____ |
| _____ | 2. The President of the United States issued an order that all people who had ancestors from Japan were to leave their homes with only a few belongings. | _____ |
| _____ | 3. Japanese planes bombed the naval base at Pearl Harbor on December 7, 1941. | _____ |
| _____ | 4. The United States did not declare war on Japan. | _____ |
| _____ | 5. The American citizens of Japanese ancestry were spying and had to be imprisoned to protect U.S. interests. | _____ |
| _____ | 6. The internment camps were located in the eastern states. | _____ |
| _____ | 7. Many of the internment camps were former racetracks and the prisoners were forced to live in horse stalls. | _____ |
| _____ | 8. The internment camps were surrounded with high fences topped with barbed wire and guarded by armed men. | _____ |

Name: _____

Lesson 5: Slavery in the Colonies

Big Idea: Why do people settle in new areas?

Objectives:

- ✓ Understand why colonists in the North and South kept slaves.
- ✓ Describe what living in slavery was like.
- ✓ Explain how Africans resisted being enslaved.

Background:

- ✓ Every colony had its own set of laws for slaves called *slave codes*. The codes forbade workers from learning to read or write.
- ✓ Indentured servants were free after their contracts ended, but slavery was for life.
- ✓ One of the first steps toward *racial* slavery came when three servants ran away from an African plantation owner. After they were caught, the only African servant was sentenced to serve the plantation owner for life.

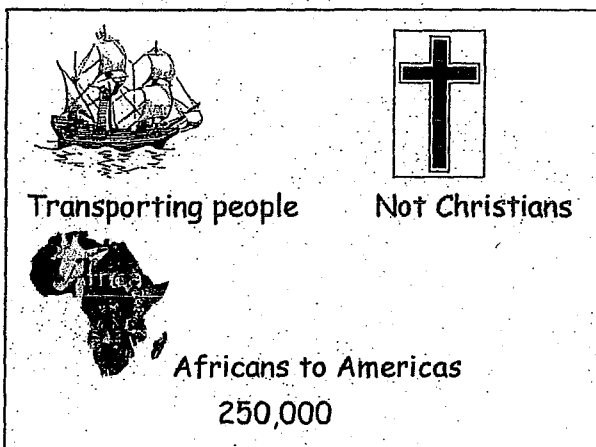
Draw it/ Write it Note-taking Tool

EXAMPLE

Page 125 The Slave Trade

Draw it!

(Main idea, Questions, Key words)



Write it!

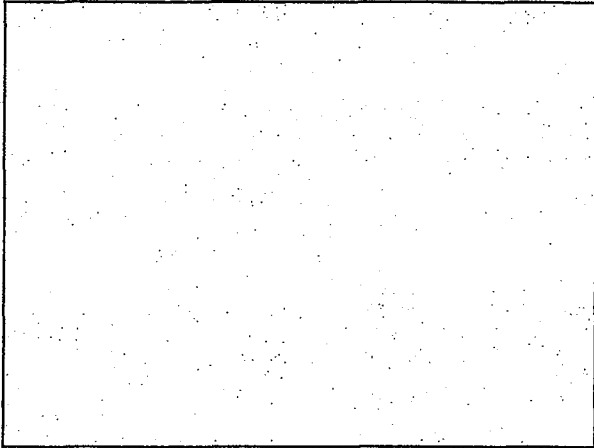
(What I've learned)

- Skin color didn't matter
- Not Christian = fairly enslaved
- Europeans became rich by selling slaves

Page 125 Slavery Becomes Legal

Draw it!

(Main idea, Questions, Key words)



Write it!

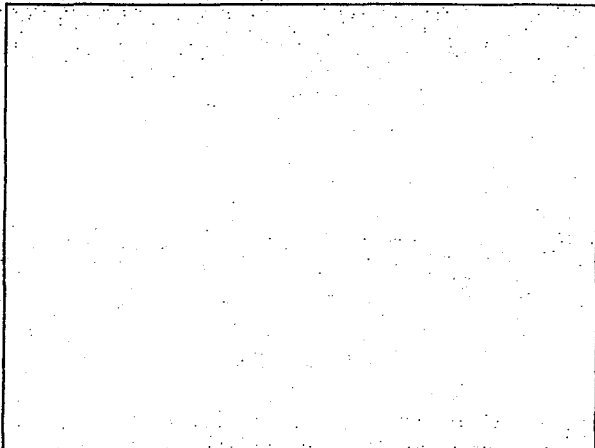
(What I've learned)

- (Main Idea)
 - (supporting details)
 - (supporting details)
 - (supporting details)

Page 126 The Northern Colonies

Draw it!

(Main idea, Questions, Key words)



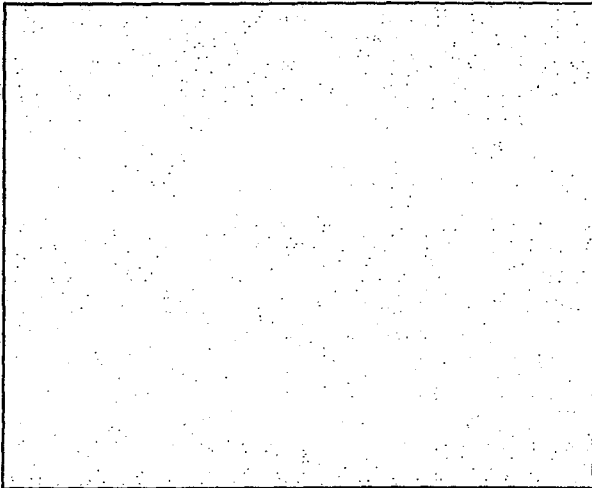
Write it!

(What I've learned)

- (Main Idea)
 - (supporting details)
 - (supporting details)
 - (supporting details)

Draw it!

(Main idea, Questions, Key words)



Write it!

(What I've learned)

- (Main Idea)

- (supporting details)

- (supporting details)

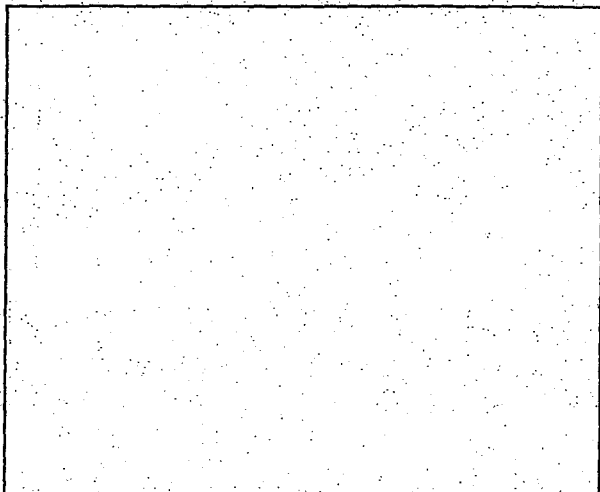
- (supporting details)

Analyze: How was slavery in the South different from slavery in the North?

Page 127 African Culture

Draw it!

(Main idea, Questions, Key words)



Write it!

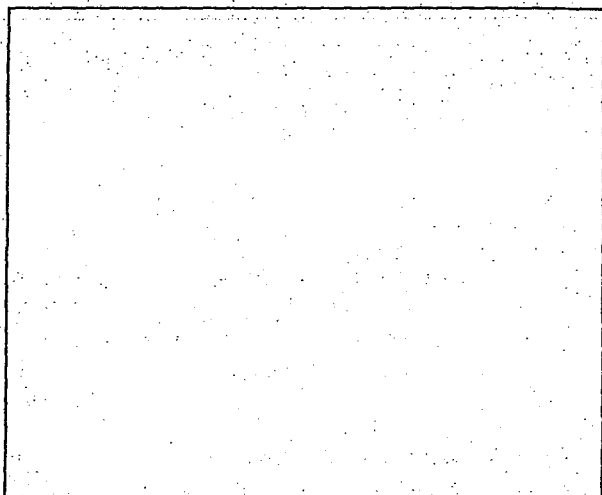
(What I've learned)

- (Main Idea)
 - (supporting details)
 - (supporting details)
 - (supporting details)

Page 128 Resisting Slavery

Draw it!

(Main idea, Questions, Key words)



Write it!

(What I've learned)

- (Main Idea)
 - (supporting details)
 - (supporting details)
 - (supporting details)

Explore the Big Idea:

Analyze:

Why were Africans brought to the Americas in the 1700s?

Why did slavery develop in the English colonies?

Synthesize:

What does it mean to be free?

Name: _____

Lesson 5: Slavery in the Colonies

Big Idea: Why do people settle in new areas?

Objectives:

- ✓ Understand why colonists in the North and South kept slaves.
- ✓ Describe what living in slavery was like.
- ✓ Explain how Africans resisted being enslaved.

Background:

- ✓ Every colony had its own set of laws for slaves called *slave codes*. The codes forbade workers from learning to read or write.
- ✓ Indentured servants were free after their contracts ended, but slavery was for life.
- ✓ One of the first steps toward *racial* slavery came when three servants ran away from an African plantation owner. After they were caught, the only African servant was sentenced to serve the plantation owner for life.

Draw it/ Write it Note-taking Tool

EXAMPLE

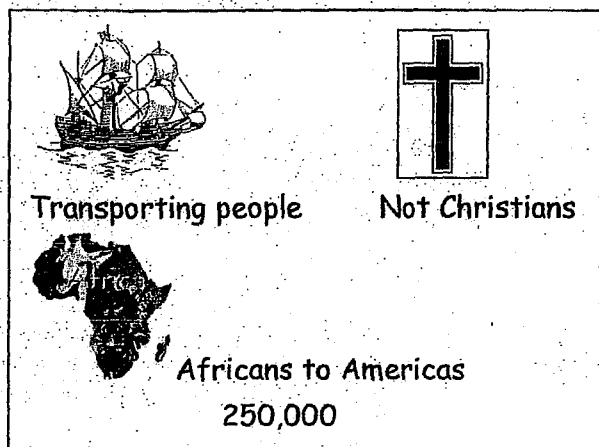
Page 125 The Slave Trade

Draw it!

(Main idea, Questions, Key words)

Write it!

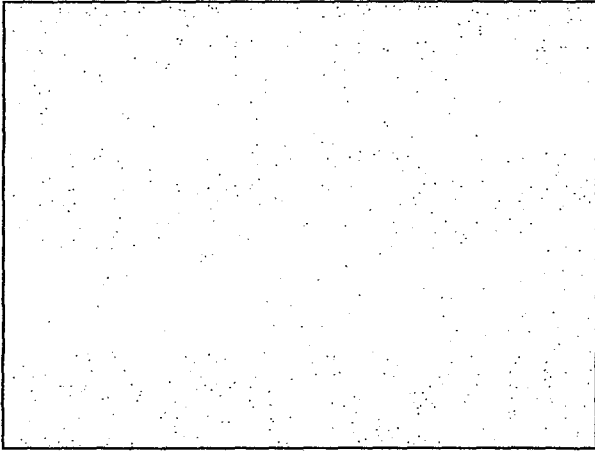
(What I've learned)



- Skin color didn't matter
- Not Christian = fairly enslaved
- Europeans became rich by selling slaves

Page 125 - Slavery Becomes Legal

Draw it! (Main Idea & Key Words)



Write it! (What I've learned)

Main Idea:

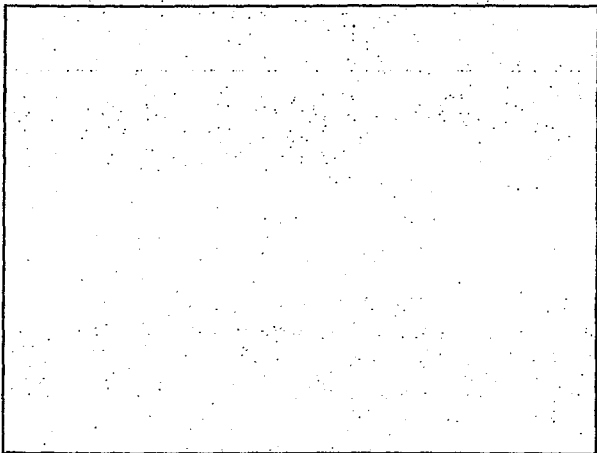
By 1751, _____ could be legally enslaved in _____ of the colonies.

- Colonists believed that _____ were needed for the colonial _____
- Laws called _____ said that African captives would have _____.

- When the demand for slaves grew, any African captive could be enslaved, even _____.

Page 126 - The Northern Colonies

Draw it! (Main Idea & Key Words)



Write it! (What I've learned)

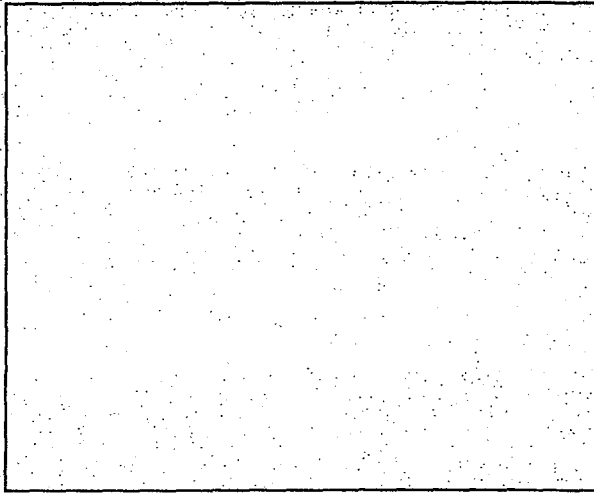
Main Idea:

In the North, many enslaved Africans worked in _____ or on _____.

- Farms were _____ in the North, so colonists usually only had _____ or _____ slaves.
- Northern colonists owned the _____. Most captive Africans were shipped to _____.

- _____ had the largest enslaved population.

Draw it! (Main Idea & Key Words)



Write it! (What I've learned)

Main Idea:

In the Southern colonies, plantations were _____ and required many _____.

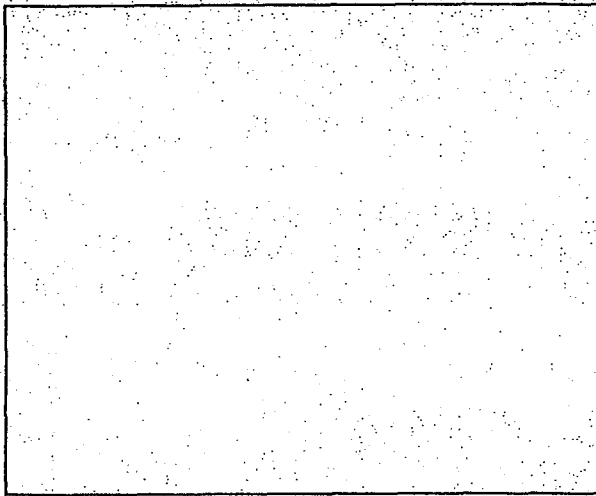
- They grew cash crops like _____ and _____.
- About _____ of white Southern farmers owned slaves.

- In _____ by 1720, more than _____ of the colony's population was _____.

Analyze: How was slavery in the South different from slavery in the North?

Page 127 - African Culture

Draw it! (Main Idea & Key Words)



Write it! (What I've learned)

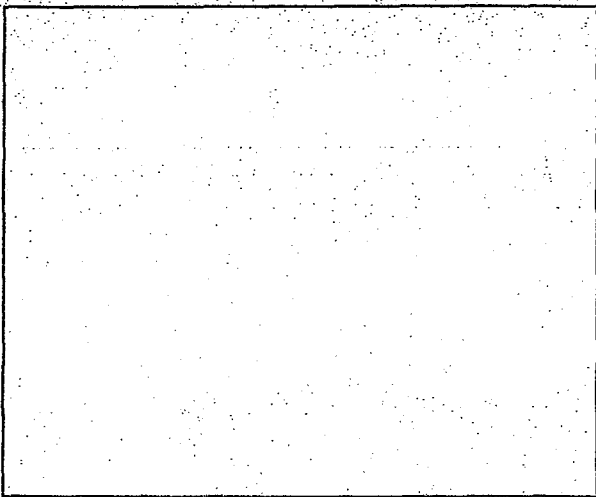
Main Idea:

Enslaved Africans carried on their _____ by telling traditional _____.

- Slave codes made it illegal for enslaved Africans to _____ or _____.
- Africans also create _____ which they sang as they worked.
- The religious songs of enslaved Africans, called _____, have had a great influence of American music today.

Page 128 - Resisting Slavery

Draw it! (Main Idea & Key Words)



Write it! (What I've learned)

Main Idea:

Enslaved Africans fought back by slowing their work, _____ to find freedom elsewhere, or _____.

- _____ within _____ years slaves rebelled violently.
- In New York City in _____, slaves launched a _____ attack.
- Another revolt took place in _____ in 1739, led by an enslaved African named _____. They hoped to reach _____ where they had been promised freedom.

Explore the Big Idea:

Analyze:

Why were Africans brought to the Americas in the 1700s?

Why did slavery develop in the English colonies?

Synthesize:

What does it mean to be free?

THICK AND THIN QUESTIONS

Text: _____

Page

Thin Questions

Thick Questions