
Grade 8

Unit 2


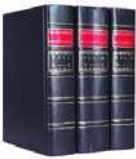






Refer to Unit 1 for BLMs
for
Activities 1-3

Unit 2, Activity 7, Nonfiction Examples

Name _____

Date _____ Period _____

NONFICTION EXAMPLES

TYPE		CHARACTERISTICS	AUTHOR'S PURPOSE
Historical document		Focuses on one idea	to inform to persuade
Encyclopedia		Information on many different topics Usually alphabetical in volumes Used for reports	to inform
Essay		Relates personal experience May be researched based	to inform to entertain to persuade
Magazine		Recent articles on many different topics May be used for reports	to inform to entertain
Manual		Focuses on one idea Technical writing	to inform
News paper		Articles focus on one topic or idea News items Feature articles Editorials/columns Advertisements	to inform to entertain to persuade
Recipes		List of ingredients Written in bullet format	to inform
Textbooks		Used for reference Information organized by topic or chronologically	to inform

Unit 2, Activity 8 , Text Features and Text Structures



Name _____

Date _____ Period _____

TEXT FEATURES

Using two different selections review each and indicate what text features each has. Check the appropriate column.

Feature	Definition	Title:	Title:
Title Page	at the beginning, states title, author, publisher		
Copyright page	states when and where and by whom the book was published		
Preface Introduction	states why the book/article was written		
Table of Contents	gives an general overview of information contained in book; list of chapters with their page numbers		
Headings & subheadings	states the main idea and supporting details		
Text boxes & sidebars	gives additional information that is not contained in the text		
Captions and labels	words under pictures/ graphics that explain the item		
Graphics (charts, diagrams, maps)	give additional information to help visualize text		
Quotes	gives the exact words of person in selection		
Boldfaced words	indicates important vocabulary or concept		
Glossary	alphabetical list of definitions and pronunciations of special or unusual words		
Appendix	extra information in separate section at the back		
Index	alphabetical list of specific topics & page numbers		
Bibliography	list of books used as resources or other books to read		

Unit 2, Activity 8 , Text Features and Text Structures

Name _____

Date _____ Period _____

Nonfiction Text Structures

TEXT STRUCTURE	SIGNAL WORDS	MEANING FOR READER	QUESTIONS to Ask for Understanding the Structure:
Description or List	<i>one, two, first, second, third, to begin, next, finally, most important, when, also, too, then, to begin with, for instance, for example, in fact, etc.</i>	A set of a topic's characteristics or a list will follow.	<i>What is being described? What are its unique (sensory) attributes?</i>
Sequence or Time Order	<i>on (date), not long after, now, as, before, after, when, first, second, then, finally, during, until, etc.</i>	A set of steps in a process or a sequence of events is being described in order of occurrence.	<i>What happened first, second, and third? How were items in this paragraph organized: by age, time, etc?</i>
Compare & Contrast	<i>however, but, as well as, on the other hand, not only...but also, either...or, while, although, similarly, yet, unless, meanwhile, nevertheless, otherwise, compared to, despite, etc.</i>	The likenesses and differences of two things are being described.	<i>How are these items alike? How are these items different?</i>
Cause & Effect Problem & Solution	<i>because, since, therefore, consequently, as, so, as a result, cause, this led to, so, nevertheless, accordingly, if....then, thus, etc.</i>	A cause and its resulting effects will be explained or a problem and its solution(s) will be described.	<i>What happened? What were the effects of (TOPIC)? What were the reasons for this? What caused this to happen?</i>
Problem & Solution	<i>because, cause, since, therefore, consequently, as a result, this led to, so, so that, nevertheless, accordingly, if....then, thus, etc.</i>	a problem and its solution(s) will be described.	<i>What were the reasons for this? What caused this to happen? Is there a solution to the problem?</i>

Unit 2, Activity 7, Directed Learning /Thinking Activity

Directed Learning-Thinking Activity
Notetaking Form

Name _____
Date _____ **Period** _____

DL-TA for (topic or title):

Before reading, write down what you know about the subject.

What I know:

Before reading, based on what you know about the subject, write down what you think may be true.

What I think I know:

Before reading, write down what you predict you will learn from reading this text.

What I predict I will learn:

During reading, check and/or revise your predictions based on the information read. Support with evidence from the text.

After reading, summarize what you have learned from reading the text.

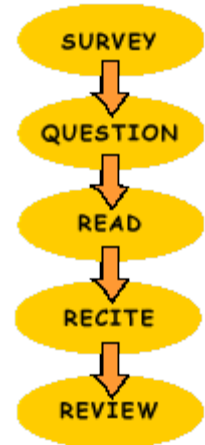
Summary of what I learned:

Unit 2, Activity 7, SQRRR

SQRRR— a study skills strategy Survey, Question, Read, Recite, Review

What is it?

SQRRR is a mnemonic device used to facilitate an active reading strategy and learning attitude. This system was originally developed for college students, but has proven effective for students of all ages (elementary school through high school). It has also been shown to be an effective strategy for English Language Learners.



How does it work?

There are five parts to SQRRR.

- **Survey** – glance through titles, subtitles, tables, illustrations and summaries, and then ask:
 - What is the chapter about?
 - What is the purpose for reading this chapter?
 - What do you already know about this topic?
 - This process should not be extensive...one or two minutes, at most.
- **Question** – develop a list of questions of your own before you begin reading.
 - What do you want to learn from this chapter?
 - What questions about the topic do you want answered?
 - Try to use subtitles to narrow your range of questions.
- **Read** – read the chapter in small sections, making note of key items (in your notes or in the margins) and develop a short outline, describing the chapter.
 - Some key ideas to consider:
 - Definitions
 - Lists
 - Characteristics
 - Names/dates
 - Examples
 - Causes/effects
 - Similarities/differences
 - Formulas
- **Recite** – without looking at the book, try to answer each of the questions you developed about the chapter.
- **Review** – look over your outline, then try to recite some of the main ideas from your notes without referencing the book or your notes. Repeat this process until you feel comfortable with the material.

Chapter SQ3R Assignments - Read through the chapter. Write at least one question you have and the answer to that question for each page.

Unit 2, Activity 7, SQRRR



Name _____
Date _____ Period _____

Assignment _____

Survey <i>Record important title/ subtitles from work.</i>	
Question <i>Write "Who, What, When, Where, and Why" questions from main topics.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Read <i>Write answers to questions from above.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Recite <i>Record key facts and phrases as needed for each question.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Review <i>Create a summary paragraph for each question.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Name _____

Date _____ Period _____

Article Title _____

Article Source _____

1. Read the article. 2. Fill out the 5Ws and H.

Who:	
What:	
Where:	
When:	
Why:	
How:	

3. Write a 20-word GIST.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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Name _____

Date _____ Period _____

Guess Who? from American History

_____ was a calculating politician who waged the bloodiest war in American History. He was accused by many of trampling the Constitution. Even today, he is accused of being the president who ruined the Founding Fathers' dream for our country. Not only that, but his wife was considered by many to be a spy working against the government.

_____ 's look at that moment—the classic image of gloom—was familiar to everyone who knew him well. Such spells were just one thread in a curious fabric of behavior and thought that his friends called his "melancholy." He often wept in public and recited maudlin poetry. He told jokes and stories at odd times—he needed the laughs, he said, for his survival. As a young man he talked more than once of suicide, and as he grew older he said he saw the world as hard and grim, full of misery, made that way by fate and the forces of God. "No element of Mr. _____'s character," declared his colleague Henry Whitney, "was so marked, obvious and ingrained as his mysterious and profound melancholy." His law partner William Herndon said, "His melancholy dripped from him as he walked."

His absolute conviction that he was taking the proper course of action enabled him to persevere while others recoiled at the immense cost and suffering caused by the war, leading them to entertain thoughts of peace without victory. . . . _____ was not a highly experienced national politician in _____, but his humor and willingness not to address every criticism earned him the trust of many political leaders. In an age of overblown oratory, _____ made his points with simple eloquence.

_____ embodies the 'American Dream,' rising from humble roots to the highest office in the land. He envisioned America united in peace. . . His place at the forefront of the _____ War eventually put _____ himself in the line of fire.



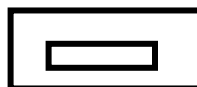
Name _____
Date _____ Period _____

Proofreading/Editing Strategies That Work!

Frustrated at committing same old errors time and time again?

Try these proofreading techniques:

- ❖ Read your own paper backward word by word.
- ❖ Cut a rectangular hole about 2 inches long by $\frac{1}{2}$ inch high in the center of an index card; move it one word at a time over your rough draft checking spelling & capitalization as you go.



- ❖ Read the first sentence in your paper carefully. Put your left index finger over the punctuation mark that signals the end of that first sentence.
 - Next, put your right index finger on the punctuation mark that ends the second sentence. Carefully read material between two of your fingers, looking for errors.
 - Then move your left index finger to the end of the second sentence and move your right index finger to the end of the third sentence and read carefully. Keep moving fingers until you have carefully examined every sentence in your paper.
-
- ❖ Do any of these strategies for a peer's writing.

Unit 2, Activities 10, 11, 12, and 15 Research Group Checklist

Research Group Reviewer _____

	Student:	Student:	Student:	Student:
Development of Topic: Writer introduces and develops a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no
Relevant evidence: Writer provides relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no
Transitions: Writer uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no
Word Choice: Writer uses precise language and domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no
Formal style: Writer uses language that is formal, refraining from slang or other casual language.	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> somewhat <input type="checkbox"/> no

Unit 2, Activity 13, Knowledge Rating Chart

Name _____

Date _____ Period _____

Knowledge Rating Chart – Reference Resources

Complete the following chart to summarize the information you know about reference resources.
Place an X in the column that reflects your knowledge of the term.

1. I've never heard of this before.
2. I have heard of this; but I'm not sure what it is, how it works, or where it is.
3. I know what it is, where it is, and how to use it.

Reference Resource	1	2	3	Information contained	How Organized	When to Use
dictionary						
thesaurus						
encyclopedia						
almanac						
atlas						
directories (phone,city)						
Readers' Guide to Periodical Literature						
Internet Search Engine						
Magazines						
Newspapers						

Unit 2, Activity 16, LEAP WRITING RUBRIC

Student's Name _____ Date _____ Period _____

LEAP Writing Rubric		Points Earned
Composing Dimension [IDEAS]: Focus on a Central Idea Support and Elaboration Unity of Purpose Organization	4 pts./Consistent Control = Shows sharp focus, clarity of purpose, preplanning strategy; foreshadowing; selection of appropriate information; thorough elaboration; idea development includes examples/necessary information/vivid, specific details; wholeness throughout, all ideas related to central idea; shows clear beginning, middle, end in logical order, "appropriate transitions," and sense of completion 3 pts./Reasonable Control = Shows clear central idea w. clear focus; idea development includes necessary information/relevant details; may have uneven development; beginning/middle/end in logical order; uses simple transitions; has wholeness, but may have weak ending or beginning 2 pts./Inconsistent Control = Vague central idea w. shifts in focus; digressions; listing; information superficial, incomplete, and/or irrelevant; idea clusters with little or uneven development; has weak beginning/middle/end; retreats and/or repetitions; gaps; random order; little or no ending 1 pt./Little or No Control = Vague central idea/focus; ideas barely developed; minimal information; irrelevant details; uneven development; uneven beginning/middle/end in logical order; few simple transitions; has wholeness, but weak or no ending/beginning 0 pts./Too minimal to evaluate	Possible Points: (0-4) Your Points:
	Audience Awareness & Style Dimension: Selection of Vocabulary Sentence Variety Tone Voice	Possible Points: (0-4) Your Points:
Sentence Formation Uses complete sentences; avoids run-ons/fragments/comma splices (+/-)		
Usage Uses specific words correctly [EX: verb tenses, subj./verb & pronoun/antecedent agreement; modifiers, etc.] (+/-)		
Mechanics Uses correct indentation, capitalization, punctuation, margins, and paragraphing (+/-)		
Spelling Uses correct spelling (+/-)		
TOTAL POINTS (of possible 12)		

Grade Conversions:

11-12=A
Advanced

9-10=B
Mastery

7-8=C
Basic

6=D
App. Basic

0-5=F
Unsatisfactory