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Discussion Stems and Questions

Expressing Agreement & Building Upon an Idea:
My idea is similar to/related to _____’s idea.
My idea builds upon _____’s idea.
I agree with _____’s perspective. I also think that . . .
As _____already pointed out, it seems like . . .
_____ already mentioned . . ., but I would like to add that . . .

Expressing Polite Disagreement & Providing Reasons:
I don’t entirely agree with _____ that . . .
My opinion/experience/perspective is different than _____’s.
My idea is slightly different than _____’s.

Expressing an Opinion
I think/believe that . . .
It seems to me that . . .
In my opinion . . .

Predicting
I guess/predict/imagine that . . .
Based on . . ., I infer that . . .
I hypothesize that . . .

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Paraphrasing
So you are saying that . . .
In other words, you think . . .
What I hear you saying is . . .

Soliciting a Response
What do you think?
We haven’t heard from you yet.
Do you agree?
What answer did you get?

Acknowledging Ideas
My idea is similar to/related to _____’s idea.
I agree with (a person) that . . .
My idea builds upon _____’s idea.

Reporting a Partner’s Idea
_____ indicated that . . .
_____ pointed out to me that . . .
_____ emphasized that . . .
_____ concluded that . . .

Reporting a Group’s Idea
We decided/agreed that . . .
We concluded that . . .
Our group sees it differently.
We had a different approach.

Disagreeing
I don’t agree with you because . . .
I got a different answer than you.
I see it another way.

Offering a Suggestion
Maybe we could . . .
What if we . . .
Here’s something we might try.
Quoting Sentence Stems

Quoting Sentence Starters:
- In the first paragraph, the author says, “…”
- The text states, “…”
- The text describes… when it states, “…”
- The author explains…when he says, “…”

Comments to Explain the Quote when Drawing Inferences
- This shows…
- This is because…
- This means…
- This reveals…
- This illustrates…
- This highlights the difference between…

“Close Readers Do These Things” chart

Close Readers Do These Things
- Read the text slowly at least twice
- Get the gist of what a text is about
- Circle words you aren’t sure of and try to figure them out
- Reread, annotate, and underline key vocabulary
- Use the text to answer questions
- Gather evidence (quotes) from the text
- Talk with each other about what you think it means
- Read again to summarize or answer specific questions
Websites of optional graphic organizers

http://www.eduplace.com/graphicorganizer/
http://www.educationoasis.com/curriculum/graphic_organizers.htm
http://www.freeology.com

Theme Development Chart

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>What do these things tell you that is important to learn about life?</th>
<th>What is the theme?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Character Comparison Matrix

<table>
<thead>
<tr>
<th>Character</th>
<th>Traits</th>
<th>Actions</th>
<th>Motivations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SAMPLE LAYOUT FOR STUDENT NOTEBOOK PAGES
Character Descriptions

Character name:

Four words which describe the character:

Two important quotes from the character:

Write a paragraph that describes the character’s role.
Character Trait Graphic Organizer # 2
Character Attribute Graphic Organizer

Name: _______________________

ATTRIBUTE WEB

Feels

Acts

Says

Lives

Looks

Others’ Actions

Character

_________________________
Character Change Continuum
Characters’ Perspective Continuum
SAMPLE LAYOUT FOR STUDENT NOTEBOOK PAGES
Chapter Summary Sheet

Chapter ____

Summary of the chapter:

Prediction (and reasoning):
Types of transitional words/phrases
(from the Purdue Online Writing Lab)

To Add:
and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

To Compare:
whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

To Prove:
because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is

To Show Exception:
yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

To Show Time:
immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

To Repeat:
in brief, as I have said, as I have noted, as has been noted

To Emphasize:
definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

To Show Sequence:
first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

To Give an Example:
for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate

To Summarize or Conclude:
in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently
### 4-square Graphic Organizer for Opinion Writing

<table>
<thead>
<tr>
<th>Paragraph 1: Introduction</th>
<th>Paragraph 3: In this paragraph you will only talk about your second support reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hook - write a catchy question or fact about the topic for your essay:</td>
<td>Now get three examples from the book that prove this point - evidence.</td>
</tr>
<tr>
<td>Write a one or two sentence summary now:</td>
<td>Example 1: _______________ evidence.</td>
</tr>
<tr>
<td>Thesis Statement: This is your main point of the paper, your opinion. I feel that: ___________ because (three supporting reasons).</td>
<td>Example 2: _______________</td>
</tr>
<tr>
<td></td>
<td>Example 3: _______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2: In this paragraph you will only talk about your first support reason</th>
<th>Paragraph 4: In this paragraph you will only talk about your third support reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now get three examples from the book that prove this point - evidence.</td>
<td>Now get three examples from the book that prove this point - evidence.</td>
</tr>
<tr>
<td>Example 1: _______________</td>
<td>Example 1: _______________ evidence.</td>
</tr>
<tr>
<td>Example 2: _______________</td>
<td>Example 2: _______________</td>
</tr>
<tr>
<td>Example 3: _______________</td>
<td>Example 3: _______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Paragraph 5: Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewrite thesis statement from paragraph one:</td>
<td>Rewrite support 1: _______________</td>
</tr>
<tr>
<td>Rewrite support 2: _______________</td>
<td>Rewrite support 2: _______________</td>
</tr>
<tr>
<td>Rewrite support 3: _______________</td>
<td>Rewrite support 3: _______________</td>
</tr>
<tr>
<td>Sum it up with a catchy ending:</td>
<td>Sum it up with a catchy ending:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graphic Organizer #1 for Narrative Writing

1. Title/Author

2. Characters

3. Setting

4. Problem

5. Three major events leading to solution of main problem

6. Solution
Graphic Organizer #2 for Narrative Writing

- Narrative
- Setting
- Character/s (Narrator)
- Beginning
- Middle
- End
# Graphic Organizer #3 for Narrative Writing

## Chronological Narrative

**Directions:** Planning your narrative is easy.
1. **Step 1:** Fill out the 5 W’s Chart.
2. **Step 2:** Write 4 or more events from beginning to end.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Where?</td>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Active beginning:</strong> The first line or two of the story is the most important. It needs to grab the reader's attention to stop them from putting it down. Use one of the techniques below to help you achieve this.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do Something:</th>
<th>Put the character in the story by doing something relevant to the story. E.g. I walked across the sand finding the perfect spot to view the whales.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say Something:</td>
<td>Begin by have the main character say something relevant to the story. E.g. &quot;This is the perfect spot to see the whales!&quot; I said as I walked onto the beach.</td>
</tr>
<tr>
<td>Think or Feel:</td>
<td>Begin with the main characters thoughts or feelings about something relevant to the story. E.g. I had a feeling that today we would spot the whale.</td>
</tr>
<tr>
<td>Hear a Sound:</td>
<td>Use a sound to draw your reader into the setting or action of your story. E.g. Crash! Crash! The waves hit the rocks as I walked onto the beach.</td>
</tr>
<tr>
<td>Smell Something:</td>
<td>Begin with the main character smelling something relevant to the story. E.g. I smelt the fresh sea air as I walked onto the beach.</td>
</tr>
</tbody>
</table>

© Creativewriting-prompts.com Graphic Organizer Active Story Starter
Graphic Organizer #1 for Personal Narrative Writing

**Name:**

**Date:**

**Graphic Organizer: First Person Narrative**

Think of an experience or incident that happened to you when you were with someone else. Tell the story from your perspective and that of the other person (using we, us, our). In the boxes below write down all of your ideas that can be used to write your story.

**What happened?**

**When did it happen?**

**Who was with you?**

**Where did it happen?**

**Main Event: How will you grab your reader’s attention?**

**Is there a problem? If so, what is the solution?**

**Detail**

**Detail**

**Detail**

© CreativeWriting-Prompts.com Graphic Organizer First Person Narrative 2
Graphic Organizer #2 for Personal Narrative Writing
Compare and Contrast Chart Graphic Organizer

Item #1

Item #2

How are they alike?

How are they different?

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Elements of Poetry

**Figurative Language**- the tools that a poet uses to create a special effect or feeling. It includes metaphor, simile, alliteration, personification, and onomatopoeia.

**Imagery**- language that appeals to the five senses—touch, taste, smell, hearing, and sight.

**Line**- Poems are written in lines which can vary in length.

**Metaphor**- a direct comparison between two unlike things. It does not use the words "like" or "as."

**Mood** - the feeling created in the reader by a poem or story. Words, phrases, repetition, rhyme, and exaggeration all work together to create this.

**Narrative Poem** - a poem that tells a story. Narrative poems have all the elements you would find in a short story: character, setting, conflict, and plot.

**Point of View**- the way the author/poet allows you to see and hear what's going on.

**Repetition**- to repeat something. It is the use of any element of language—a sound, word, phrase, sentence—more than once.

**Rhyme**- the repetition of similar sounds. End rhyme is the repetition of similar sounds that come at the ends of the lines of poetry. Internal rhyme occurs within a line when two words have similar sound.

**Simile**- a comparison between two unlike things using the words "like" or "as."

**Stanza**- a group of lines in a poem set off by blank lines.

**Symbol**- something that stands for something else. Something that has a deeper meaning and/or value than the materials it is made out of.

**Tone and Voice**- the attitude the writer takes toward the audience, the subject, or a character. The speaker or character's perspective that is taken on by a writer or poet. Often it is not identified by name.

**Refrain**- the repetition of lines, phrases, or words in different stanzas of a poem.

Writing comparison and contrast papers

There are three strategies to choose from when organizing comparison and contrast papers:
1. Whole-to-Whole, or Block
2. Similarities-to-Differences
3. Point-by-Point

The following two lesson plans are provided to assist you in teaching compare and contrast essay writing:

  - Use the Compare and Contrast Guide from ReadWriteThink with this lesson at [http://www.readwritethink.org/files/resources/interactives/compcontrast/](http://www.readwritethink.org/files/resources/interactives/compcontrast/)
  - Web-based interactive Compare and Contrast Maps from ReadWriteThink can be used with this lesson at [http://www.readwritethink.org/files/resources/interactives/compcontrast/map.html](http://www.readwritethink.org/files/resources/interactives/compcontrast/map.html)