

City of Angels School
Independent Study – Los Angeles Unified School District
INSTRUCTIONAL GUIDE
ELD 10B English Language Development 10B
 Course ID: 170424

This is the first semester of a two-semester course designed to accelerate English Language Development through intensive instruction in advanced literacy skills for EL students who are currently reading at a ***4th grade level or higher***. Emphasis will be on critical reading skills (including ability to respond appropriately to a variety of genres using effective tone, language and argumentation/rhetoric), expository writing skills and academic vocabulary acquisition. This course will prepare students to meet reclassification by introducing grade level English Language Arts standards while building critical analytical skills and content knowledge for success in the mainstream academic environment. To successfully complete this course, students will need to devote an estimated 10 hours per week to their assignments.

CO-REQUISITE COURSE: grade-level Sheltered English course

Curriculum and Text

Chamot, Mado, Hollie., ***Keystone Longman (Level) F***, Pearson-Longman, ISBN-13: 978-0-13-2058513

Grade Distribution: Weekly Assignments=80%; Weekly Assessments=20%

Content

Material covered in this course is aligned with the *California Department of Education English Language Development Standards* as well as the *National TESOL Standards*.

California Department of Education English Language Development Standards for Grades 9-10	
<u>Part 1: Interacting in Meaningful Ways</u>	
<p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) <p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area <p>C. Productive</p> <ol style="list-style-type: none"> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to 	<p>present, describe, and explain ideas and information, using appropriate technology</p> <ol style="list-style-type: none"> 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. <p><u>Part 2: Learning About How English Works</u></p> <p>A. Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure 2. Understanding cohesion <p>B. Expanding and enriching ideas</p> <ol style="list-style-type: none"> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details <p>C. Connecting and Condensing Ideas</p> <ol style="list-style-type: none"> 6. Connecting ideas 7. Condensing ideas <p><u>Part 3: Using Foundational Literacy Skills</u></p> <p>The California English Language Development Standards correspond to California's Common Core State Standards for English Language Arts and, for grades 6-12, Literacy in History/Social Studies, Science, and Technical Subjects. English Learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.</p> <p><i>Source: California Department of Education website: http://www.cde.ca.gov/sp/el/er/eldstandards.asp</i></p>

ASSIGNMENTS FOR WEEK #1:**Unit 3: What Makes a Community? Reading 1:**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

Group Work:

- Discuss with your Teacher and group the Unit 3 Quickwrite (TE page 133) “**What does the Word *community* make you think of?**” Using a word web list as many words as you can think of.
- Discuss page 134 in your textbook The Big Question and Build Background. “**What makes a Community? Have you ever moved from one community to another? How did leaving friends and relatives behind affect you?**”
- Oral Reading Fluency Activity-Read for Fluency (TE page 145)

Reading 1: “The Great Migration” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 65-68 in your workbook.
2. Before starting Reading 1, in your notebook, copy “Set a purpose for reading” at the top of page 138 and look for the answer as you read the article.
3. Complete Reading 1: “The Great Migration” on pages 138-143. As you read, in your notebook, complete all:
 - “Before You Go On” questions

Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)

1. Complete pages 69-71 in your workbook.
2. Complete “Writing a Descriptive Paragraph” on page 147 in your textbook.
3. Review and learn how to write a Paragraph, and how to paraphrase through the assignments on Attachment A (Last pages of the Instructional Framework.)

Prepare for Your Weekly Assessment (Standards 1A, 1B5, 1C9, 1C11)

At your weekly appointment with your teacher:

- Complete the “Discussion” on page 145 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.
- Present an oral summary of what you learned this week. Use at least five (5) of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher.

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 61-72.

ASSIGNMENTS FOR WEEK #2:**Unit 3: What Makes a Community? Reading 3:**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

GROUP WORK:

- Discuss page 164 in your textbook The Big Question and Build Background
Have you ever watched ants at work? What were they doing? How do you think ants work together as a community? Do you think that ants and humans have anything in common?
- Oral Reading Fluency Activity-Read for fluency (TE page 173)

Reading 3: “The Savage, Beautiful World of Army Ants” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 79-82 in your workbook

2. Before starting Reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 168 and look for the answer as you read the article.
3. Complete Reading 3: “The Savage, Beautiful World of Ants” on pages 168-171. As you read, in your notebook, complete all:
 - “Before You Go On” questions

Review and Practice; Grammar and Writing (*Standards 1A4, 1C10, 1C11, 1C12, 2A, 2C*)

1. Complete pages 83 & 85 in your workbook.
2. Complete “Writing a Persuasive Paragraph” on page 175 of your textbook.

Prepare for Your Weekly Assessment (*Standards 1A3, 1B6, 1C9, 1C12*)

At your weekly appointment with your teacher: Complete the “Discussion” on page 175 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.

- Present an oral summary of what you learned this week. Use at least five (5) of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 77-90

ASSIGNMENTS FOR WEEK #3:
Unit 3: What Makes a Community?
Link the Readings and Writing Workshop

Due: ___/___/___ Rec’d: ___/___/___ Evaluation: _____
 Comments: _____

GROUP WORK:

- Discuss the questions “**What was your favorite text in this unit? From which text did you learn the most about communities?**” on page 188 (Standards 1A1, 1B5) with a fellow students or your teacher.
- Complete the critical thinking chart on page 188 (standard 1B8).
- Oral Reading Fluency Activity-Fluency Check (TE page 188)

Persuasive Essay: Prewrite and Draft (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Read page 192 and complete item 1: Prewrite.
 - For your prewrite create a flowchart (graphic organizer) like the one on page 193.
2. Complete item 2: Draft
 - Use the model on page 195 and your flowchart to help you write your first draft.

ASSIGNMENTS FOR WEEK #4:
Unit 3: What Makes a Community?
Link the Readings and Writing Workshop

Persuasive Essay: Revise (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 3: Read the Revise on pages 192-193 in your textbook.
 - Make sure to check your draft using the Six Traits of Writing Checklist on page 193.
2. Complete Item 4: Edit and Proofread page 194 in your workbook.
3. Revise, Edit and Proofread your Persuasive_Essay.
 - Rewrite your draft onto a clean sheet of paper. Correct any errors in grammar, word usage, mechanics, and spelling. Use the model on page 193 in your textbook.

Persuasive Essay: Publish (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 5: Publish on page 195 in your textbook. Your final draft must be typed.

Prepare for Your Weekly Assessment (*Standards 1A1, 1C9*)

Share your essay with your teacher and classmates.

ASSIGNMENTS FOR WEEK #5:**Unit 4: How Does the Sea Affect Our Lives?****Reading 2**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

GROUP WORK:

- Discuss with your teacher and group the Unit 4 Quickwrite (TE page 199) **Close your eyes and think of the sea. What images and thoughts come to mind? In what ways does the sea affect human life?**
- Discuss page 212 in your textbook The Big Question and Build Background. **“How does the sea affect our lives?” The sea can be very calming, but it can be very frightening. Can you think of how the sea can be a dangerous place?”**
- Oral Reading Fluency Activity-Fluency Check (TE page 221)

Reading 2: “Tsunamis” (Standards 1A2, 1A4)

1. Complete pages 104-107 in your workbook.
2. Before starting Reading 2, in your notebook, copy “Set a purpose for reading” at the top of page 216 and look for the answer as you read the article.
3. Complete Reading 2: “Tsunamis” on pages 216-219. As you read, in your notebook:
 - Complete all “Before You Go On” questions

Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)

1. Complete pages 108-110 in your workbook
2. Complete “Writing an Expository Paragraph” on page 223 of your textbook.

Prepare for Your Weekly Assessment (Standards 1A, 1B5, 1C9, 1C11)

At your weekly appointment with your teacher:

Complete the “Discussion” on page 221 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 91-104

ASSIGNMENTS FOR WEEK #6:**Unit 4: How Does the Sea Affect Our Lives?****Reading 4**

Due: ___/___/___ Rec'd: ___/___/___ Evaluation: _____
 Comments: _____

GroupWork:

- Discuss page 238 in your textbook The Big Question and Build Background. **“How does the sea affect our lives?” “Have you ever visited the ocean?” “How many different ocean animals do you know?”**
- Oral Reading Fluency Activity-Practice (TE page 249)

Reading 4: “Life in the Oceans” (Standards 1B6, 1B7, and 1B8)

1. Complete pages 118-121 in your workbook.
2. Before starting Reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 242 and look for the answer as you read the article.
3. Complete Reading 4: “Life in the Oceans” on pages 242-247. As you read, in your notebook, complete all:
 - “Before You Go On” questions

Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12, 2A, 2C)

1. Complete pages 122-125 in your workbook.
2. Complete “Writing an Expository Paragraph” on page 251 of your textbook.

Prepare for Your Weekly Assessment (*Standards 1A3, 1B6, 1C9, 1C12*)

At your weekly appointment with your teacher:

- Present an oral summary of what you learned this week. Use at least 5 of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher about the summary.

Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level F)*, pages 105-120.

ASSIGNMENTS FOR WEEK #7:**Unit 4: How Does the Sea Affect Our Lives?***Link the Readings and Writing Workshop*

Due: ___ / ___ / ___ Rec’d: ___ / ___ / ___ Evaluation: _____
 Comments: _____

Group Work:

- Discuss the question “How Does the Sea Affect Our Lives?” “Would you say in general that the sea is a calm place or a frightening place?” on page 252 (*Standards 1A1, 1B5*) with a fellow student or your teacher.
- Complete the “Critical Thinking” chart on page 252 (*Standard 1B8*).

Expository Essay: Prewrite and Draft (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Read page 256 and complete Item 1: Prewrite.
 - Use a 5W’s chart to help you organize your thoughts. Look on page 256 for an example of the 5W’s chart.
2. Complete Item 2: Draft.
 - Use your 5W’s chart and the model on page 257 to help you write a first draft. Remember to write your introductory paragraph clearly stating your topic. Also, include three body paragraphs with facts and finally sum up the information in your concluding paragraph.

ASSIGNMENTS FOR WEEK #8:
Unit 4: How Does the Sea Affect Our Lives?

Link the Readings and Writing Workshop

Expository Essay Revise (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 3: Read the “Revise” on pages 256-257 in your textbook.
 - Make sure to check your draft using the Six Traits of Writing Checklist on page 257.
2. Complete Item 4: Edit and Proofread page 258 in your workbook.
3. Revise, Edit and Proofread your Expository Essay.
 - Rewrite your draft onto a clean sheet of paper. Correct any errors in grammar, word usage, mechanics, and spelling. Use the model on page 257 in the textbook as a guide.

Expository Essay: Publish (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)

1. Complete Item 5: Publish on page 259 in your textbook. Your final draft must be typed.

Prepare for Your Weekly Assessment (*Standards 1A1, 1C9*)

Share your essay with your teacher and classmates.

ASSIGNMENT FOR WEEK #9:**Choose one of the following projects:**

Poster Presentation: Create a poster that illustrates or diagrams a concept you learned in this course. The poster should be at least 2x3 feet and use bold letters and colors. It should also include at least five terms you learned in this course. Feel free to use illustrations in your textbook. You will need to explain your poster in a two-minute speech/presentation to your teacher.

Video or Audio Presentation: Create, present, and record a 2-3 minute presentation explaining or demonstrating a concept learned in this course. The presentation could be a straightforward delivery of information or it could be a skit acted out by you and others (e.g. fictional scene, news report, interview, mock debate, etc.). At least five terms learned in this course should be incorporated.

Live PowerPoint Presentation: Prepare and deliver a 5-minute PowerPoint presentation explaining or demonstrating a concept learned in this course. You must include at least 5 slides. At least five terms learned in this course should be incorporated. You will present your report to an audience that will include teachers and fellow students.

PART 2 OF ADV ELD A (WEEKS 10-20)**Pick a novel from the following list and follow the weekly instructional guide:**

The Book Thief
The Fault in the Stars
The Pregnancy Project
Monster
Divergent
The Chocolate War
Dragonwings
Thirteen Reasons Why

Angry Young Man
The Last Summer of the Death Warriors
It's Kind of a Funny Story
Before I Fall

DIRECTIONS FOR ANSWERING QUESTIONS:

- Written work may be handwritten (neatly), or computer printed-double spaced.
- Unless specified such as ½ page written response, all answers must be written in complete sentences and/or paragraph format. Please edit for grammatical or spelling errors.
- **Be ready to discuss and share all your answers with your teacher and the group at your weekly appointment.**

Week 1**Read the first quarter of the novel****Write the following:**

Title of Book:

Author:

Illustrator (if applicable): Date of First Publication:

A. Look at the front cover and read the back cover and inside sleeve, if there is one. List the facts that you know, or think you know, about the book without having read it. **(1/2 page written response)**

B. What was your first impression of the book? Why did you select this one to read? **(1/2 page written response.)**

C. Author Biography:

Conduct brief research on the author. Choose two internet sources, or one internet source and one printed source from the library. Learn some basic facts about his/ her life, including a brief account of his/her life, when/why/how s/he started to write, and the major events in history, politics and/or the writer's personal experience that impact his/her works of literature. **Write a one-page report.**

D. Level 1 Questions (for the early chapters of the book):**Answer the following questions:**

1. **What** is the time and place of the book? **What evidence** in the book tells you this?
2. **Name and describe** the main character in the book. Describe him/her physically and describe his/her personality and history, if known. Then give your impression of him/her.
3. **Describe** one important event in the book and explain why it is significant to the story (to the plot, the characters, the ideas of the book).
4. **Find** one specific idea, event, or behavior in the book that relates to real life. Explain the relationship you see.

Week 2**Read the second & third quarter of the novel**

Word Study: As you read, find a minimum of 10 words that are new or unfamiliar to you. For each word, **write:**

- a) the page number on which you find it.
- b) the context in which you find it (copy the sentence or phrase from the book and underline the word)
- c) your best guess of the word's meaning based on the clues available
- d) the dictionary definition of the word and any other common forms of the word
- e) your own original sentence using the word (or form of) that demonstrates an understanding of the meaning.

F. Level 2 Questions (for the middle chapters of the book):**Answer the following questions:**

1. **How** does the title relate to the story?
2. **What** is the general feeling or mood of the book? (cheerful, peaceful, anxious, angry, disappointed, gloomy, warm, violent, suspenseful, fearful) **Give specific** examples of how the author creates that feeling or mood.
3. **Give** an example of a significant conflict in the book (internal or external).

Week 3

Finish reading novel

Level 3 Questions (for the final chapters of the book):

Answer the following questions:

1. If there is any special language used (dialects, foreign words, slang, etc.) give examples and **explain** its use and purpose. What is its effect?
2. Does the author use humor, irony, symbolism, or metaphors? **Give** at least two examples and **explain** the effect.
3. **Identify** the peak event, or the climax, of the novel. What major conflicts lead up to it and what is the resolution afterward?
4. **What** is the theme or themes in the novel? (acceptance, anger, betrayal, bravery, friendship, fear, love, loyalty, racism, relationships, sacrifice, truth, war) **How** does the author show this idea? Give

- | |
|---|
| 4. Identify the point of view. Is the book written in the first or third person (I or s/he)? |
|---|

evidence.

5. **What** did you learn from this novel? In answering this, you may comment on any aspect of the novel, including how it is written.

Week 4

Be prepared for your final:

TEST: Be prepared **for the oral/written final** on the basic components of the novel:

Setting: Describe the details of place and time. What is the atmosphere and mood during the course of action, including during the conflict and at the climax?

Plot: Tell what happens in the novel such by highlighting the main events and experiences of the characters.

Character: Describe the main character(s) and his/her traits.

Theme: In your own words, explain the author's message for this book. What point about human values or experiences is s/he trying to make? What are readers to come away having learned or to still be thinking about as they close the book?

Week 5- Week 8 Second Novel – same as weeks: 1-4

Week 9 Choice Activities (choose two per novel)

Answer the following: 1-2 pgs.

1. How is the main character of the novel similar to a person that you know? Discuss your answer in an essay.
2. Have you had an experience similar to that of one of the characters in the novel? Write about this experience.
3. Write a poem that describes the plot of the novel or a character from the novel.
4. Write an essay describing any changes that the main character underwent throughout the novel.
5. Design a map showing the locations of the novel.
6. Write a different ending for the novel.
7. Describe the problems the main character encountered in the novel and tell how this character solved these problems.

8. Interview one of the characters and ask him/her to explain some of the actions in the novel.
9. Create a list of 15 words from the story and illustrate them to show their meaning.
10. Make a **power point presentation** with the following information:
 - One slide must have approximately one paragraph on the author.
 - One slide must have a list of the author's works.
 - You must have a five slide summary of major events in the story.
 - You must have 2 slides of analysis: pick elements of literature and analyze how it contributes to the story's theme or the author's purpose.
 - You must have a slide that gives your opinion of the novel.
 - 10 slides in total.

Plagiarism or cheating in any way will not be tolerated and will result in a grade of -0- for the entire class.

A paragraph has three to six sentences with one main idea. The sentence that states the main idea is called the **topic sentence**. The topic sentence tells the reader what the main idea of the paragraph is. Think of the topic sentence as what you are trying to prove to the reader of your paragraph.

The **concluding sentence** of your paragraph reinforces your topic sentence after you have provided your supporting evidence.

Below, are some examples, please read and learn from them:

- | | |
|--------------------------------|---|
| Topic Sentence: | There are several reasons why I like Chihuahuas. |
| Supporting Sentences/evidence: | <ol style="list-style-type: none"> 1. They are protective of their owners. 2. Chihuahuas are easy to train to do clever tricks. 3. You can transport them, easily, because they are small. |
| Concluding Sentence: | If you are considering getting a dog, I highly recommend a Chihuahua. |
| | |
| Topic Sentence: | My recent trip was very exciting. |
| Supporting Sentences/evidence: | <ol style="list-style-type: none"> 1. During our flight to Paris our plane flew into a thunderstorm, and we got tossed around. 2. On our journey to London, I met Olympic medalist Simone Biles. 3. Best of all, was our cruise to the Greek Islands where we saw ancient ruins. |
| Concluding Sentence: | It's worth the cost of travel to have interesting experiences! |
| | |
| Topic Sentence: | Last night I had a frightening dream. |
| Supporting Sentences/evidence: | <ol style="list-style-type: none"> 1. I dreamt I was walking a tightrope without a safety-net. 2. My palms were sweating and I was nauseous. 3. When I felt myself falling, I screamed. |
| Concluding Sentence: | Thank goodness I woke up before it got scarier. |
| | |
| Topic Sentence: | Itzel has decided not to go out with Paul again. |
| Supporting Sentences/evidence: | <ol style="list-style-type: none"> 1. He arrived an hour late on their first date. 2. Itzel had already seen the movie he picked. 3. After the movie, he did not drive Itzel home, and told her to take the bus instead. |
| Concluding Sentence: | In the future, Itzel will think twice before accepting a date offer. |
| | |
| Topic Sentence: | Tessa's teacher helped her in many ways. |
| Supporting Sentences/evidence: | <ol style="list-style-type: none"> 1. She tutored Tessa after school. 2. At the library, she suggested books for Tessa to read. 3. The teacher allowed her to make-up work she didn't finish because she was sick. |
| Concluding Sentence: | Teachers can make a positive difference in our lives. |

Now it's your turn to write supporting sentences **and** a concluding sentence for your paragraphs. **Warning! Do not repeat the first word within any paragraph!!!**

Alexander was fired from his job at Old Navy for several reasons.

- 1.
- 2.
- 3.

concluding sentence:

When I earn less money, I cut down in different ways

- 1.
- 2.
- 3.

concluding sentence:

The food at the cafeteria is sometimes terrible.

- 1.
- 2.
- 3.

concluding sentence:

Yesterday evening was a busy time for me.

- 1.
- 2.
- 3.

concluding sentence:

Rodney has several dangerous driving habits

- 1.
- 2.
- 3.

concluding sentence:

The rap singer at the concert was very nervous.

- 1.
- 2.
- 3.

concluding sentence:

I had car problems, recently.

- 1.
- 2.
- 3.

concluding sentence:

Grandfather has some strange habits.

- 1.
- 2.
- 3.

concluding sentence:

I had many warning signs that I was coming down with a bad cold.

- 1.
- 2.
- 3.

concluding sentence:

There are many reasons I like my new job.

- 1.
- 2.
- 3.

concluding sentence:

Let's practice writing topic sentences and concluding sentences. Write a topic sentence and concluding sentence for each set of supporting sentences. The first one has been done for you. You complete #s 2-5.

1. EXAMPLE: Topic Sentence: My telephone company is terrible.

There was a twenty dollar overcharge on my bill.

Whenever I talk long distance, I hear other people talking in the background.

The telephone goes dead at certain times of the day.

Concluding Sentence:

Tonight, I am going to research which telephone company has higher ratings than mine, and switch to them.

2. Topic Sentence:

The medicine cabinet in the bathroom was hanging on one hinge.

Water was dripping into a bucket under the kitchen sink.

You had a choice of no heat, or constant heat because the thermostat was broken.

Concluding Sentence:

3. Topic Sentence:

I would pay off my school and car loans.

Then, I would give money to my brother to finish college.

For housing, I would rent a luxury apartment.

Concluding Sentence:

4. Topic Sentence:

In elementary grades we had spelling bees, and I would always be the first sitting down.

During middle school, my teacher said I made the most mistakes in Math.

Senior year, I got Fs on all my English class essays.

Concluding Sentence:

5. Topic Sentence:

He made the most touchdowns in a single game.

During his rookie season, he got the MVP award.

Carlos blocked the other team's kick that would have cost his team the state championship

Concluding Sentence:

Paragraph Practice

Let's practice by writing three paragraphs containing 5 sentences—a topic sentence, three supporting sentences (Your evidence for the topic sentence) and a concluding sentence. You may pick any topic you like, but make sure you don't repeat the first words of the sentences within a paragraph. Refer back to examples to confirm you are writing them correctly. Double check to see that your paragraph has 5 complete sentences: A topic sentence, three sentences with details that back up your topic sentence, and a concluding sentence that restates and reinforces your topic sentence!!!

Paragraph 1:

Paragraph 2

Paragraph 3

Plagiarizing Is Not Cool

Rules to Be Cool

1. The following MAY be copied:

a. **Proper nouns:** names, places, months, major historical events, etc. (These are nouns we capitalize.) For instance, The Great Depression is a historical event, so you don't have to change it.

However, if there is another way to say a major historical event, you can use it. The American Civil War is also known as the War Between the Blue and the Gray, or The War Between the States, and WWI is also known as The Great War, and the ironic, War to End All Wars. The bubonic plague, is sometimes referred to as the black death, etc.

b. **Dates:**

However there are ways of conveying the time period if you don't need an exact date:

"1492, when Columbus sailed the ocean blue," can be written as "The late 15th century when Columbus arrived in the Americas." (Yes, I know that doesn't rhyme ;o)

"WWII broke 1941." Can be written as "In the middle of the 20th century, WWII started."

You were born in the first quarter of the 21st century. See how, while you don't have to paraphrase dates, there are circumstances where you can.

c. **Conjunctions: (Remember the mnemonic trick of the acronym "fanboys"-for-and-nor-but-or-yet-so)**

There might be words you can replace them with, so try when you can. For example "and" can become "also," "in addition to," "plus," etc.. "But" could be written as "however," or "ins spite of."

d. **Types of diseases and animals:**

A cat is a cat, but there might be instances where you could say feline, but you wouldn't be plagiarizing if you used the word cat, but try as much as you can to find another word or phrase that means the same. You can paraphrase some animal names, but a rhinoceros is, well, a rhinoceros! I have never seen it referred to any other way. If the original text says someone has a cold, you could use the term cold, but could also say "rhinovirus" if you think your audience knows that is a medical term for the disease of a cold.

Everything else must be paraphrased-put in your words. The goal is to elicit the same understanding, imagery, and emotions in the reader, as the original text did.

Warning!!! Do not try and translate word for word into your words. It will produce awkward text. Look up words you don't know, so you understand the writer's meaning.

You can replace a single word with a synonym-(another single word,) or a phrase that means the same. For example, "tranquil" can be replaced with the synonym "calm," or the phrase "quiet and peaceful."

You, usually, do not have to include every detail from the original text, just information that is critical to the reader's understanding of the topic.

Check to make sure your paraphrase:

- Accurately reflects the meaning of the original text.
- Is in your words according to the rules.
- Uses your own phrasing or syntax-this falls into the warning not to translate word for word.
- Is not awkwardly written; follow standard grammar rules, and re-read it, looking for errors or awkwardness, and revise when necessary.

See next page for paraphrasing example and assignment.

Here is an example of a paraphrasing of original text.

Original Text:

Bubonic plague is a zoonotic disease, circulating mainly in fleas on small rodents, and is one of three types of bacterial infections caused by Yersinia pestis (formerly known as Pastuerella pestis), that belongs to the family Enterobacteriaceae. Without treatment, the bubonic plague kills about two thirds of infected humans within four days.

The term bubonic plague is derived from the Greek word βουβών, meaning “groin.” Swollen lymph nodes (buboes) especially occur in the armpit and groin of persons suffering from bubonic plague. Bubonic plague was often used synonymously for plague, but refers specifically to an infection that enters through the skin and travels through the lymphatics, as is often seen in flea-borne infections.

Bubonic plague-along with the septicemic plague and pneumonic plague, which are the two other manifestations of Y. pestis-is commonly believed to be the cause of the Black Death that swept through Europe in the 14th century and killed an estimated 25 million people, or 30-60% of the European population.

Around the Mediterranean region, summers seemed to be the season when the disease took place. In northern Europe, the disease had its most frequent outbreaks in autumn. Because the plague killed so many of the working population, wages rose with the demand for labor. Some historians have seen this as a turning point in European economic development.

Below, is the same basic information I paraphrased- (said in a different way.)

The germ Yersinia pestis, which causes bubonic plague, comes from animals. Fleas bite rats and mice, and spread the disease to people. If people don't get medicine to treat it, bubonic plague is deadly, in less than a week, to more than half the people who contract it. Bubonic plague is a phrase from Greek- βουβών -“upper thigh,” because that is where much of the swelling is found, along with the area under people's arms.

The bubonic plague that ravaged Europe during the 1300s wiped out about half of the people. It was worse in warm months in the Mediterranean areas, but worse in the fall in the colder regions of Europe. A high number of workers died from the plague, so surviving workers received more pay. Many people studying the event feel it changed how Europe did business.

Activity:

On a separate piece of paper, paraphrase the following story, following the plagiarism “rules to be cool.”

“The Happy Monkey”

Once upon a time there was a sad little monkey. His name was Grafstdwhwh.

Grafstdwhwh felt extremely unhappy because no-one knew how to say his name.

“You're a weirdo!” the other monkeys would say. “Your name is silly!” even his own mother teased him! And, she gave him the name! Other monkeys like Gerry, Terry and Jerry loved to tease Grafstdwhwh, all the time.

Oh, life was tough for poor little Grafstdwhwh.

But, as time went by, little Grafstdwhwh grew bigger and bigger and BIGGER! Indeed, he grew so big, he was easily the biggest monkey in the entire jungle. And, he was certainly the strongest.

No-one ever dared to tease Grafstdwhwh anymore, and this made him VERY happy. Not even Gerry, Terry and Jerry dared ever come near Grafstdwhwh anymore! Whenever someone asked him how to say his name, Grafstdwhwh would say, It's easy. It's pronounced “Sir”!!!

And, do you know what? Everyone DID call Grafstdwhwh “Sir”!!!