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Module 2 -Guided Notes LA2

[▶ How to fill out Guided Notes](#)

Directions- read through each page of the lesson, follow along by [page #](#), and fill out the blank sections.

Use our Google Docs instead of the lesson worksheets for easier use and additional support. They are linked in every writing assignment.

Key:

- ★ -Lesson Number
- 💡 - important reminder, reflection or activity
- 📝 -important vocabulary
- ▶ -Read along part of the text with an instructor

Will be on the final exam

Will also be on the final for Honors

★ Lesson 2.01- Reading Informational Texts-

[Page 1](#)

Objectives – After completing this lesson, you will be able to:

- define the purpose of _____ texts
- identify key components of informational texts
- analyze how authors organize informational texts
- explain how the organization of informational texts contributes to the development of ideas
- identify methods writers use to support the central idea in an expository essay

Page 2

Vocabulary- expository texts, thesis statement

Informational texts are also known as _____ texts.

Informational texts are designed to explain an idea and convey _____ about a topic using valid evidence.

Helpful Hints—Writing to Inform

The foundation to any informational text is a _____ statement, which is an author's idea about a topic.

Imagine you're writing an informational text about the exaggerated danger of sharks. Your support may include the following:

1. _____ like the fact that humans aren't a normal part of a shark's diet
2. _____ like a quote from a marine biologist who studies the habits of sharks
3. _____ like a photo of a shark co-existing with humans with an accompanying caption
4. _____ like the number of annual shark attacks compared to the number of annual car crashes
5. _____ like a report on the limited threat from sharks from the National Ocean Service

Page 3

Vocabulary- informational texts organization- Introduction, Body, Conclusion

The _____ is the first paragraph in an informational text. Read carefully to locate the thesis statement in the introduction. The thesis statement is an author's idea about a topic that can be supported with valid evidence in the body paragraphs. Remember, a thesis statement

- states the author's idea about the topic
- is the _____ idea of an informational text
- can be supported with _____ evidence such as facts, expert testimony, and research


- does not include feelings or emotions
- is written in the _____ person point of view (no use of the pronoun “I”)

The middle paragraphs are called the _____. There may be any number of body paragraphs depending on the amount of information you have on a topic.

A _____ **sentence** introduces one **main fact** to support the thesis. The topic sentence is followed by supporting details such as statistics, quotes, or charts. These details are related to the main fact in the topic sentence. Remember, the sentences in the body paragraphs provide _____ **evidence** (facts, expert testimony, research, and expert texts) to support the author’s thesis.

The final paragraph of an informational text is the _____. An effective conclusion revisits the thesis but does not restate it word for word. The author may also restate the importance of the topic. The paragraph will wrap up the text clearly.

Page 4 » **Read along + Think Aloud- [Diving into Informational Texts](#)**

 **Assessment time! After you have read and reviewed every page of the lesson, you will take the 2.01 Reading Informational Texts quiz in your Grade Book.**

★ **Lesson 2.02- Reading Informational Texts** -[Google Doc worksheet](#)

Page 1

Objectives-After completing this lesson, you will be able to:

- identify organizational patterns
- organize ideas for a _____ and _____ essay

Page 2

 **Vocabulary- cause and effect, chronological order, compare and contrast, definition, problem and solution**

💡 **In the chart below, fill out the Signal Words section of each type of writing. This will come in handy when you begin writing later.**

Type of Writing	Why Is It Used?	Signal Words	Sample Thesis Statement
Cause and effect	<i>To describe how an action or an event is caused by another action or event</i>		<i>A recent re-emergence of Brood X cicadas on the east coast of North America has had some shocking effects.</i>
Chronological	<i>To describe a sequence of events</i>		<i>The life cycle of a Brood X cicada is a process that spans seventeen years.</i>
Compare and contrast	<i>To show similarities and differences between two topics</i>		<i>Cicadas may be insects, but there are many differences between these creatures and other species.</i>
Definition	<i>To explain and describe a concept</i>		<i>Cicadas are a species of insects that make their homes in tree branches.</i>
Problem and solution	<i>To present and explain a problem, then propose a possible solution</i>		<i>Since swarms of cicadas are emerging after a seventeen-year hibernation, a key solution is to use them as a food source.</i>

Page 3

» Read Along + Think aloud What's your problem?

Page 4


» Read Along + Think aloud What's the solution?


Page 6

Essay topics: Vulture or Feral Swine

» Read Along + Think aloud The Vulture 

» Read Along + Think aloud The Feral Swine 

 **Assessment time!** After you have read and reviewed every page of the lesson, you will complete the assignment outline on your chosen monster and submit it to your grade book for Researching and Organizing Information 2.02

 **2.03 DBA-** Set up an appointment with your teacher before moving to the next lesson. The DBA will be a writing conference discussing lessons: 2.01 & 2.02.

★ Lesson 2.04- Responsible Research

Page 1

Objectives- After completing this lesson, you will be able to:

- identify what makes a source _____
- define _____
- identify different types of plagiarism
- paraphrase information from research
- use signal phrases to credit source material
- properly format a Works Cited page

Page 2

 **Vocabulary-** **credible**, **reliability**, **domain**

As you search for facts on any subject, you can rely on some key factors for determining which information is the most **credible**. Another word for credible is _____.

Purpose:

If a website is designed to entertain, it is considered credible. True or False

If a website is designed to persuade, it is considered credible. True or False

If a website is designed to inform, it is considered credible. True or False

(Check your answers by clicking on the interactive images under Purpose)

Location:

Another way to assess the credibility of the website is to look at the _____.

💡 In the chart below, determine whether each domain is considered credible. The first one has been done for you.

Domain	Credible	Not Credible	Can be Credible but needs further checking
.com			<input checked="" type="checkbox"/>
.edu			
.gov			
.net			
.org			

Questions to ask to determine credibility:

1. Who provided the _____?
2. Is the site up to _____?
3. Is the webaddress part of a personal _____?
4. Can I _____ the information elsewhere?

What are 3 common mistakes when researching for credibility?

- 1.
- 2.
- 3.

Vocabulary- plagiarism

In your own words, what is plagiarism?

What are 3 ways to avoid plagiarism?

- 1.
- 2.
- 3.

Page 5

Vocabulary- paraphrase

One way to avoid plagiarism is to **paraphrase information**. When you _____, you rewrite someone else's ideas in your _____ voice. You use the information you find, but not the author's actual words.

When **paraphrasing, be sure to-**

- write your _____ version of the original text
- keep all of the _____ of the text you're paraphrasing
- make sure your paraphrasing is around the _____ _____ as the original
- state the same information in a _____ way
- use source _____ _____ to tell the reader where the paraphrased

When paraphrasing, avoid-

- _____ most of the original text and only changing, cutting, or moving one or two words
- cutting out important details

Page 6

Vocabulary- signal phrase

A second way to avoid plagiarism is to use a _____ when you present someone else's facts or quotes in your writing. A signal phrase shows that you're using information that is not your own and explains where the information _____. *Signal phrases*

- may mention an _____ name or a person's area of expertise
- may include the _____ of an article or the name of a website
- don't have to explain every little thing about the source
- provide just enough background to show the source is _____ and can be trusted
- appear in the beginning, middle, or end of a sentence

List examples of Signal Phrase Verbs:

-
-
-
-
-

Page 7

Vocabulary- Works Cited Page

A **Works Cited page** is an additional page that comes _____ your essay. It lists all the _____ you used to find your information. Each source is formatted in a specific way depending on its type.


Page 8

Vocabulary- Works Cited Page

There are a few formatting rules you'll need to follow:

1. The Works Cited page is the _____ page of your essay.
2. _____ the page Works Cited and _____ this title.
3. Put citations in _____ order based on the first letter of the citation.
4. _____-space each citation.

5. Reverse-_____ each citation.
6. Do not skip spaces between entries.

 **Assessment time!** After you have read and reviewed every page of the lesson, you will complete the Responsible Research Quiz in your grade book.

★ Lesson 2.05- Intriguing Intros

Page 1

Objectives-After completing this lesson, you will be able to:

- Define _____ statement and hook
- analyze effective and ineffective thesis statements
- write an effective thesis statement for a problem and solution essay
- identify methods for writing an effective _____
- write a complete _____ for a problem and solution essay

Page 2

There are three steps to making your introduction interesting and effective. Rest assured—we'll walk through each step until you've got the hang of them.

1. Write an effective _____ statement.
2. Create an exciting and engaging _____.
3. Fill in the gap with interesting _____.

Page 3

Vocabulary- thesis statement

A thesis statement is a complete sentence that identifies the _____ of the essay. The thesis is the author's idea about the topic that can be supported with _____ evidence. It is placed at the end of the introduction. A thesis statement-

- states the author's central idea about the topic in _____ sentence
- can be supported with valid _____ such as facts, expert testimony, and research
- does not include feelings or _____
- is written in _____-person point of view (doesn't use "I" or "you")
- is *not* valid if it can't be supported by evidence

Page 5

Vocabulary-hook, anecdote, quotation

The **hook** is the _____ line of your introduction.

Two options for your hook are an _____ or a _____.

What is meant by a Hook?

There are two Hook options for this essay you're writing. Explain them in your own words:

An **anecdote** is an interesting, funny, or sentimental _____ that happened in real life.


Anecdotes are very _____. Make sure your anecdote relates closely to your topic and thesis

A **quotation** is the repetition of _____ words.

Place _____ around the actual words. Make sure your quotation relates closely to your topic and thesis.

What makes an introduction effective?

1. _____
2. _____
3. _____

 **Assessment time!** After you have read and reviewed every page of the lesson, you will complete the Intriguing Intros Quiz in your grade book.



Write your Introduction- Using your outline from Lesson 2.02 and your knowledge of how to write an introduction paragraph, you will now write your introduction paragraph for your

chosen monster, the vulture or the feral pig. You will not submit the paragraph until later. Save it in a place where you can find it easily to add to it.

★ Lesson 2.06- Show Some Support

Page 1

Objectives-After completing this lesson, you will be able to:

- organize the _____ of a problem/solution informational essay
- include precise language and domain-specific vocabulary in an essay
- use _____ and _____ to credit sources within an informational text
- employ _____ to connect ideas, sentences, and paragraphs in an informational text
- use correct grammar, punctuation, and spelling

Page 2

 **Vocabulary- first, second, third body paragraphs**

Keep in mind that the thesis statement is the central idea of your essay, and that the goal of everything you write in your body paragraphs is to support that central idea. The order of your body paragraphs should mirror how you wrote your _____ statement:

- The first body paragraph will define what the _____ is and describe its _____.
- The second body paragraph will describe _____ or _____ the problem affects.
- The third body paragraph will offer _____ that explain how the problem can be solved.

Page 3

 **Vocabulary- body paragraphs, topic sentence**

While the way you write each body paragraph will vary, _____ you write will include the following:

- _____ stating what the paragraph is about
- Source _____ phrase to cite evidence
- Evidence from research
- Elaboration on evidence
- _____ connecting ideas within and between your paragraphs
- _____ - _____ sentence connecting paragraph back to the thesis

The topic sentence should be the _____ sentence in your body paragraph.

A strong topic sentence for an informative essay will

- be based on what you wrote in your thesis statement
- explain the _____ of the body paragraph
- connect back to the central idea
- use a _____ word, phrase, or sentence to introduce it
- be supported by the evidence and elaboration in the rest of the sentence
- use precise language
- avoid starting with "In this paragraph I will explain..." or "This paragraph is about..."
- avoid _____ or bias

Page 4

Vocabulary- signal phrase, parenthetical citation

Whether you _____ your evidence or quote it word-for-word, you must give the _____ that the evidence came from. You are already familiar with using source signal phrases to show your reader that the evidence used in your essay is not your original ideas.

But there is another way you can cite your evidence: _____.

When using a parenthetical citation, you put a set of _____ () at the end of the sentence, before the period or other ending punctuation.

Paraphrasing the information from your sources means that you are putting the ideas from the source into your _____. A direct quote means you give information from the source word-for-word. Direct quotes are always written in " _____."

With both methods, you use **signal words** to let your reader know where the information comes from. You can use signal words and phrases with or without parenthetical citations, as long as where the information comes from is clear. This helps you avoid _____ and adds more credibility to your writing.

List examples of common source signal phrases:

-
-
-
-
-

Page 5

Vocabulary- elaboration

Most of a strong body paragraph will be made up of _____.

Elaboration further explains, supports, or connects to the _____ you use in an essay. In an essay, elaboration connects the ideas in the evidence to your thesis. It's the creative way you show that the evidence supports your ideas. You can elaborate _____ and _____ a piece of evidence. A good rule of thumb is to have _____ as much elaboration as evidence.

Strong elaboration is...

- creative and makes your reader think
- your unique connections and ideas about your evidence and thesis
- adding on to your evidence and thesis, instead of repeating them

Strong elaboration is not...

- a summary of your evidence
- paraphrasing or repeating your evidence
- repeating or paraphrasing your thesis
- your personal opinion about the topic

After giving a piece of evidence in your body paragraph, you might elaborate by

- giving an _____ of an idea brought up in the evidence
- explaining the evidence by discussing who, what, when, where, why, or how
- describing something from the evidence in _____ detail
- describing a possible cause and/or effect of an idea in the evidence

Page 6

Vocabulary- transitions

Transitions are words or phrases that show how the meaning of one idea is related or connected to the meaning of another. Think of transitions as _____ in your writing

List examples of common transition words and phrases:

-
-
-
-
-

Transitions can be _____ or _____ and serve many purposes:

- connect thoughts within a sentence
- connect one sentence to the next

- connect ideas between two different paragraphs

What are some transitions you can use to emphasize ideas?

- 1.
- 2.
- 3.


What are some transitions you can use to indicate examples?


- 1.
- 2.
- 3.

What are some transitions you can use to summarize your ideas?

- 1.
- 2.
- 3.

» *Read Along + Think aloud - breaking down the body paragraphs in Seeing the Big Picture*

 **Assessment time!** After you have read and reviewed every page of the lesson, you will complete the Show Some Support quiz in your grade book.

 **Write your Body Paragraphs-** Using your outline from Lesson 2.02 and your knowledge of how to write the 3 body paragraphs, you will now write them for your chosen monster, the vulture or the feral pig. You will not submit the paragraphs until later. Save them in a place where you can find to add to it.

★ Lesson 2.07- Wrap It Up- [Google Doc worksheet](#)

Page 1

Objectives-After completing this lesson, you will be able to:

- identify elements of an effective _____
- write an effective conclusion for an informational essay
- compose the _____ of a problem and solution essay

- use correct grammar, spelling, and punctuation

Page 2

Vocabulary- conclusion



The conclusion is a significant part of any piece of writing. It's your chance to end your essay on a high note and really make your reader consider the facts you presented.

What are the 3 elements of an effective conclusion paragraph?


- 1.
- 2.
- 3.

Page 3

Vocabulary- conclusion

 Don't	 Do
Introduce a _____ topic or information.	Briefly _____ the central ideas of your essay.
Use _____ or _____ person, like " <i>As I have said</i> " or " <i>As you can tell.</i> "	Use _____-person point of view, like " <i>As it has been proven</i> " or " <i>As one can see.</i> "
_____ your essay, like " <i>My essay clearly states why this is important.</i> "	Use _____, like <i>clearly</i> , <i>to sum up</i> , <i>in brief</i> , or <i>in summary</i> to discuss what is important.

► Read Along + Think aloud - breaking down all 5 paragraphs in [A Finished Product](#)

 **Assessment time!** After you have read and reviewed every page of the lesson, you will write your conclusion paragraph and submit all 5 paragraphs on your problem-solution essay in your grade book for Wrap It Up 2.07.

★ Lesson 2.08- Sentence Switch Up

Page 1

Objectives—After completing this lesson, you will be able to:

- differentiate between independent and dependent _____
- identify three types of sentences (_____, compound, and _____)
- combine sentences and identify the type of sentence created

Page 2

When it comes to writing, delivery is key. Sure—short simple sentences serve a purpose here and there, but an essay should never be made up entirely of them. _____ the _____ of your sentences keeps your reader interested and makes your writing even more eloquent and articulate than it already is.

Page 3

 **Vocabulary-** independent clauses, subordinate clause

Every sentence that you'll ever write contains at least one _____. When you vary your sentence structure, you'll write sentences that include more than one clause.

 **Fill in the blanks below to complete:**

Type of Clause	Independent Clause	Subordinate Clause
Definition	<ul style="list-style-type: none">• expresses a complete thought and can _____ as a sentence• every sentence contains at least _____ independent clause	<ul style="list-style-type: none">• does _____ express a complete thought and _____ stand alone as a sentence• begins with a subordinating conjunction

Examples	<p>I went to the store.</p> <p>They played a card game.</p> <p>We went swimming.</p>	<p>when you go to the store</p> <p>if they played a card game</p> <p>after we went swimming</p>
-----------------	--	---

List examples of subordinating conjunctions:

-
-
-
-
-

Page 4

Vocabulary- simple sentences

A simple sentence is made up of one _____ clause. This means it will have one _____ (simple or compound) and one _____ (simple or compound) and express a complete thought, no matter how short or long that thought may be. Simple sentences *do* _____ need a comma.

An example of a simple sentence-

Page 4

Vocabulary- compound sentences, conjunctions

A compound sentence is made up of two independent clauses joined by a _____. Compound sentences will reflect two separate thoughts.

What are some conjunctions?


An example of compound sentence-

Page 4


Vocabulary- complex sentences

A complex sentence is a simple sentence (an independent clause) combined with a _____ subordinate clause. The end product? One complete thought.

An example of complex sentence-

 **Assessment time!** After you have read and reviewed every page of the lesson, you will complete the Sentence Switch Up 2.08 quiz in your grade book.

★ Lesson 2.09- Final Touches-[Google doc. worksheet](#)

 **Alternative Assessment-** This assignment may be exempt. Check with your teacher to see if you need to complete it if it's not exempted in your grade book already. Even if it's exempted, we recommend that you read through the lesson and take notes for the final exam.

Page 1

Objectives-After completing this lesson, you will be able to:

- understand that language varies depending on situations
- identify and revise informal language
- edit and revise a rough draft of an informational essay
- submit a polished final draft of a problem and solution essay
- submit a properly formatted Works Cited page


Page 2

Vocabulary- revision

Revision is a time to "re-see" and _____ the words you have written. It's not an extra step—it is the _____, final step in the writing process.

Pages 4-7

Vocabulary- coherence, syntax, language, conventions

 **Define the vocabulary terms in the chart below:**

Term	Define
Coherence	

Syntax	
Language	
Conventions	

★ [Google doc. worksheet](#)

🔴 **Assessment time! Alternative Assessment-** This assignment may be exempt. Check with your teacher to see if you need to complete it if it's not exempted in your grade book already. Even if it's exempted, we recommend that you read through the lesson and take notes for the final exam.

★ **Lesson 2.10- Final Touches Advanced** - [Google Doc worksheet](#)

Page 1

Objectives

After completing this lesson, you will be able to:

- conduct research about a landmark case
- incorporate academic and domain-specific vocabulary
- paraphrase Articles to the U.S. Constitution
- summarize a landmark case using a one-pager
- use digital media to enhance a presentation

Page 2

📝 **Vocabulary- research, jargon, landmark case**

Research is important. It allows us to discover _____, synthesize information from multiple sources, and connect with information from the past.

What is meant by jargon?

How would you define a landmark case?

Page 4


Vocabulary- primary source

A primary source can be defined as-

Page 5

Vocabulary- digital media

In addition to including facts from our sources, we'll also cite those sources and add an element of digital media that would enhance our audience's understanding of the case. Digital media elements can be _____, _____, _____, and _____ or _____.

 **Assessment time!** After you have read and reviewed every page of the lesson, you will complete the assignment 2.10 in your grade book.