

Name _____

Date _____

Period _____

Table Of Contents

Sentence Boundaries 4 Sentence Types Because/But/So Appositives Vary Sentence Starters
Elaborate with Detail Note-Taking (WITsi 102) Paragraph Organization (WITsi 102)

Unscramble the sentence! Rearrange the words into complete sentences.

Matching Sentence Parts

Is it a Fragment? Identify and Repair These Sentences

Fix These Fragments!

Find the Fragmenta

Statement, Question, Command and Exclamation

Given Answers, Write the Questions

Vary the Type of Sentence

Sentence Stems: Because / But / So

Topic / Conjunction

Using B/B/S to Combine Sentences

Combine Sentences To Reduce Repeated Words (Redundancy)

Combine Sentences To Show Relationships

Appositives: Matching

Appositives: Fill in The Blank

Appositives: Complete the Blank

Appositives: Write a Sentence Based on the Topic

Appositives: Write a Sentence Using the Appositive

Subordinating Conjunction Sentence Stems

Topic / Subordinating Conjunctions

Vocabulary / Subordinating Conjunctions

Using Subordinating Conjunctions to Start a Sentence

Sentence Expansion

Designing a Parallel Revision Task

Parallel Revision

Note-taking: Match Each Sentence to its Note Form

Note-taking: Write Each Sentence in Note Form

Note-taking: Write Each Note in Sentence Form

Note-taker

Note-taker (Scaffolded Sample)

Note-taking Check!

Note-taking Symbols

General vs. Specific

General vs. Specific: Support with a Specific Statement

Single Paragraph Outline (Blank)

Paragraph Outlining - Given the Topic Sentence, Write Details

Name _____

Date _____

Period _____

Paragraph Outlining – Match Details with the Best Topic Sentence

Paragraph Outlining – Identify the Topic Sentence vs. Supporting Details

Paragraph Outlining – Eliminate Irrelevant Detail

Paragraph Outlining – Identify the Topic Sentence & Eliminate Irrelevant Detail

Paragraph Outlining – Eliminate Irrelevant Detail (Advanced)

Paragraph Outlining – Sequence Details For the Topic Sentence

Paragraph Outlining – Identify the Topic Sentence & Sequence Details

Topic Sentences – Generate a Topic Sentence from a Given Topic

Topic Sentences – Provide a Topic Sentence for the Given Details

Topic Sentences – Choose the Best Topic Sentence for the Given Details

Topic vs. Topic Sentences

Name _____

Date _____

Period _____

Unscramble the sentence! Rearrange the words into complete sentences.

Directions: Unscramble the sentence parts to create a complete sentence. Write the sentence on the line with **proper sentence boundaries** --capitalization, periods, and commas as needed.

cells | is a | divide | cancer | in which | disease | uncontrollably | abnormal

other | spread to | can | cancer | of the | cells | parts | body | the bloodstream | through

benign | can | tumors | malignant | be | or

Name _____

Date _____

Period _____

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other | spread to | can | cancer | of the | cells | parts | body | the bloodstream | through

benign | can | tumors | malignant | be | or

Name _____

Date _____

Period _____

Matching Sentence Parts

Directions: Match each group of words in Column A with a group of words in Column B to form a complete sentence. Draw a line to connect the two parts.

<u>COLUMN A</u>		<u>COLUMN B</u>
Although he loses the money,		Beneatha wants to give up going to medical school.
Because he doesn't have a place to play,		Walter gains a sense of self-respect.
When she realizes the money is gone,		Travis wants a house of his own.

Name _____

Date _____

Period _____

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Directions: Match each group of words in Column A with a group of words in Column B to form a complete sentence. Draw a line to connect the two parts.

<u>COLUMN A</u>		<u>COLUMN B</u>
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Because he doesn't have a place to play,		Walter gains a sense of self-respect.
When she realizes the money is gone,		Travis wants a house of his own.

Name _____

Date _____

Period _____

Is it a Fragment? Identify and Repair These Sentences

Directions: Identify whether the words from our lesson form a **complete sentence** (S) or a **fragment** (F). Put an **S** next to any **complete sentence**. Put an **F** next to any **fragment**.

Then fix each fragment by writing a complete sentence on the solid line.

If the words are already a complete sentence, rewrite the sentence on the solid lines with correct capitalization and punctuation.

_____ energy comes from

_____ autotrophs make their own food

Name _____

Date _____

Period _____

Is it a Fragment? Identify and Repair These Sentences

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Then fix each fragment by writing a complete sentence on the solid lines.

If the words are already a complete sentence, rewrite it on the solid lines with correct capitalization and punctuation.

_____ energy comes from

_____ autotrophs make their own food

Name _____

Date _____

Period _____

Fix These Fragments!

Directions: Look at the topic below. Then use the fragments to write complete sentences about that topic on the solid lines. Add the words you need, and capitalize and punctuate the sentence properly.

Topic: Piggy's glasses

a symbol of order

when they were broken at the campfire

Name _____

Date _____

Period _____

Fix These Fragments!

Directions: Look at the topic below. Then use the fragments to write complete sentences about that topic on the solid lines. Add the words you need, and capitalize and punctuate the sentence properly.

Topic: Piggy's glasses

a symbol of order

when they were broken at the campfire

Name _____

Date _____

Period _____

Find the Fragment

Directions: Read the paragraph below, and underline the fragment. Then repair it by using it in a complete sentence on the solid lines. Add or change the words you need, and punctuate and capitalize the sentence properly. Make sure your new sentence still goes with the paragraph!

After discovering that her father wants to marry Paris, Juliet is distressed. First, she begs her mother not to force her to marry Paris. Her mother is steadfast. Next, she turns to the nurse. Confiding in her and asking for a way to avoid the marriage to Paris. The nurse also encourages Juliet to marry Paris. Juliet feels betrayed.

Name _____

Date _____

Period _____

Find the Fragment

Directions: Read the paragraph below, and underline the fragment. Then repair it by using it in a complete sentence on the solid lines. Add or change the words you need, and punctuate and capitalize the sentence properly. Make sure your new sentence still goes with the paragraph!

After discovering that her father wants to marry Paris, Juliet is distressed. First, she begs her mother not to force her to marry Paris. Her mother is steadfast. Next, she turns to the nurse. Confiding in her and asking for a way to avoid the marriage to Paris. The nurse also encourages Juliet to marry Paris. Juliet feels betrayed.

Name _____

Date _____

Period _____

Statement, Question, Command and Exclamation

Directions: Write a statement, a question, a command and an exclamation about the image below:



Statement:

Question:

Command:

Exclamation:

Name _____

Date _____

Period _____

Given Answers, Write the Questions

Directions: Given the answer, write an appropriate question on the lines provided. Be sure to capitalize and punctuate accordingly.

Question:

Answer: It pumps oxygenated blood throughout the body.

Name _____

Date _____

Period _____

Given Answers, Write the Questions

Directions: Given the answer, write an appropriate question on the lines provided. Be sure to capitalize and punctuate accordingly.

Question:

Answer: It pumps oxygenated blood throughout the body.

Name _____

Date _____

Period _____

Vary the Type of Sentence

Directions: After reading the assigned paragraph, identify at least one sentence to change to a different sentence type. Rewrite the sentence on the lines provided. Be sure to capitalize and punctuate accordingly.

Example: *Juliet does not want to marry Paris. The nurse advises her. Juliet is unhappy. Juliet sees Friar Laurence.*

Your revised sentence:

Name _____

Date _____

Period _____

Vary the Type of Sentence

Directions: After reading the assigned paragraph, identify at least one sentence to change to a different sentence type. Rewrite the sentence on the lines provided. Be sure to capitalize and punctuate accordingly.

Example: *Juliet does not want to marry Paris. The nurse advises her. Juliet is unhappy. Juliet sees Friar Laurence.*

Your revised sentence:

Name _____

Date _____

Period _____

Sentence Stems: Because / But / So

Directions: Given the sentence stem, complete the following sentences.

1. Rearranging formulas is like solving equations because _____

2. Rearranging formulas is like solving equations, but _____

3. Rearranging formulas is like solving equations, so _____

Name _____

Date _____

Period _____

Sentence Stems: Because / But / So

Directions: Given the sentence stem, complete the following sentences.

1. Rearranging formulas is like solving equations because _____

2. Rearranging formulas is like solving equations, but _____

3. Rearranging formulas is like solving equations, so _____

Name _____

Date _____

Period _____

Topic / Conjunction

Directions: Given the topics and conjunctions provided, write complete sentences. Remember to capitalize and punctuate accordingly.

Push-Ups / Because:

Exercise / But:

Name _____

Date _____

Period _____

Topic / Conjunction

Directions: Given the topics and conjunctions provided, write complete sentences. Remember to capitalize and punctuate accordingly.

Push-Ups / Because:

Exercise / But:

Name _____

Date _____

Period _____

Using B/B/S to Combine Sentences

Directions: After reading the assigned paragraph, identify at least two sentences to combine using *because*, *but*, or *so*. Rewrite the combined sentence on the lines provided. Be sure to capitalize and punctuate accordingly.

Juliet does not want to marry Paris. The nurse advises her. Juliet is unhappy. Juliet sees Friar Laurence.

Name _____

Date _____

Period _____

Using B/B/S to Combine Sentences

Directions: After reading the assigned paragraph, identify at least two sentences to combine using *because*, *but*, or *so*. Rewrite the combined sentence on the lines provided. Be sure to capitalize and punctuate accordingly.

Juliet does not want to marry Paris. The nurse advises her. Juliet is unhappy. Juliet sees Friar Laurence.

Name _____

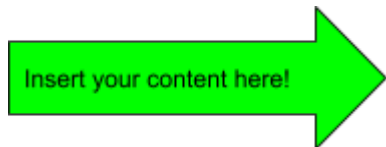
Date _____

Period _____

Combine Sentences To Reduce Repeated Words (Redundancy)

Directions:

Use a conjunction to combine the following sentences. Rewrite on the lines provided. Be sure to capitalize and punctuate accordingly.



Example:

Sojourner Truth was an abolitionist.

Sojourner Truth was a suffragist.

Name _____

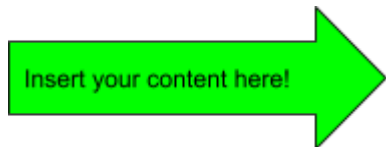
Date _____

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Example:

Sojourner Truth was an abolitionist.

Sojourner Truth was a suffragist.

Name _____


Date _____

Period _____

Combine Sentences To Show Relationships

Directions:

Use a conjunction to combine the following sentences.



Insert your content here!

Example:

It's hard to dress appropriately for the weather.

This winter has been unseasonably warm.

Name _____


Date _____

Period _____

Combine Sentences To Show Relationships

Directions:

Use a conjunction to combine the following sentences.



Insert your content here!

Example:

It's hard to dress appropriately for the weather.

This winter has been unseasonably warm.

Name _____

Date _____

Period _____

Appositives: Matching

Match the appositive phrases to their characters by drawing a line between them.

the Youngers,

Mama,

Walter,

Travis,

Beneatha,

Ruth,

Ruth and Walter's 10 year-old-son,

Mama's son,

a black family in Southeast Chicago,

Walter's wife,

the matriarch of the family,

Walter's younger sister,

Now read the summary paragraph below --it contains no appositive phrases, although it still makes sense. Write the appositive phrases from your matching exercise above in their proper places below. Make sure you place the commas where they belong!

In the first scene of Lorraine Hansberry's *A Raisin in the Sun*, the Youngers, _____, receive a \$10,000 life insurance check after the patriarch of the family dies. Mama _____, is thinking about using the money to buy a house because she wants to provide her family with more space and reduce the stress caused by living in segregated Chicago. However, Walter _____ feels that he deserves a portion of the money to start his own business. He has very different ideas about how to use the money than Ruth _____, who carefully guards both their own money and Mama's right to make a decision about the check. This is especially shown when Travis, _____ asks for 50 cents to bring to school. Ruth tells him they don't have it, but Walter gives it to him anyway. Later, Walter and Beneatha _____ argue about how Mama will also likely set aside some money for Beneatha's medical school tuition. The scene ends when Mama confronts Beneatha about her faith, and Ruth suddenly faints.

If someone has never read *A Raisin in the Sun* and is trying to learn about it from the summary above, how do appositive phrases help with their understanding?

Name _____

Date _____

Period _____

Appositives: Fill in The Blank

Directions: Use the appositives from the box below to fill in the blanks.

weird sisters of the dark
a powerful charm
power hungry opportunists
who is a general in King Duncan's army

1. Lady Macbeth goads Macbeth to kill Banquo, _____.
2. Macbeth and Lady Macbeth, _____, are haunted by their guilt.
3. Double, double, toil and trouble, fire burn and cauldron bubble, _____,
seal Macbeth's fate.
4. The witches, _____, prophesy Macbeth's future.

Name _____

Date _____

Period _____

Appositives: Fill in The Blank

Directions: Use the appositives from the box below to fill in the blanks.

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seal Macbeth's fate.
4. The witches, _____, prophesy Macbeth's future.

Name _____

Date _____

Period _____

Appositives: Complete the Blank

Directions: Fill in the blank by describing the nearby noun with an appositive phrase.

1. Lady Macbeth goads Macbeth to kill Banquo, _____.
2. Macbeth and Lady Macbeth, _____, are haunted by their guilt.
3. Double, double, toil and trouble, fire burn and cauldron bubble, _____, seal Macbeth's fate.
4. The witches, _____, prophesy Macbeth's future.

Name _____

Date _____

Period _____

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2. Macbeth and Lady Macbeth, _____, are haunted by their guilt.
3. Double, double, toil and trouble, fire burn and cauldron bubble, _____, seal Macbeth's fate.
4. The witches, _____, prophesy Macbeth's future.

Name _____

Date _____

Period _____

Appositives: Write a Sentence Based on the Topic

Directions: Write a sentence for each topic below. Include an appositive phrase in the sentence.

Topic: Sojourner Truth

Topic: abolitionist movement

Name _____

Date _____

Period _____

Appositives: Write a Sentence Based on the Topic

Directions: Write a sentence for each topic below. Include an appositive phrase in the sentence.

Topic: Sojourner Truth

Topic: abolitionist movement

Name _____

Date _____

Period _____

Appositives: Write a Sentence Using the Appositive

Directions: Write a sentence for each topic below. Include an appositive phrase in the sentence.

Appositive: an abolitionist and suffragist

Appositive: a movement which called for the immediate emancipation of all slaves

Name _____

Date _____

Period _____

Appositives: Write a Sentence Using the Appositive

Directions: Write a sentence for each topic below. Include an appositive phrase in the sentence.

Appositive: an abolitionist and suffragist

Appositive: a movement which called for the immediate emancipation of all slaves

Name _____

Date _____

Period _____

Subordinating Conjunction Sentence Stems

Directions: Given the sentence stem, write a complete sentence.

Although the boulder is extremely heavy, _____

If the fulcrum is located closest to you, _____

Name _____

Date _____

Period _____

Subordinating Conjunction Sentence Stem

Directions: Given the sentence stem, write a complete sentence.

Although the boulder is extremely heavy, _____

If the fulcrum is located closest to you, _____

Name _____

Date _____

Period _____

Topic / Subordinating Conjunctions

Directions: Given the topic: **Juliet and the Nurse**

and the first word of the sentence (the subordinating conjunction), write a complete sentence on the lines below.

Although

Whenever

Name _____

Date _____

Period _____

Topic / Subordinating Conjunctions

Directions: Given the topic: **Juliet and the Nurse**

and the first word of the sentence (the subordinating conjunction), write a complete sentence on the lines below.

Although

Whenever

Name _____

Date _____

Period _____

Vocabulary / Subordinating Conjunctions

Directions: Create a sentence that starts with the subordinating conjunction and uses the vocabulary word.

Although/ complicit

Whenever/ environmental racism

Name _____

Date _____

Period _____

Vocabulary / Subordinating Conjunctions

Directions: Create a sentence that starts with the subordinating conjunction and uses the vocabulary word.

Although/ complicit

Whenever/ environmental racism

Name _____

Date _____

Period _____

Using Subordinating Conjunctions to Start a Sentence

Directions: After reading the paragraph below, identify at least one sentence to start with a subordinating conjunction. Rewrite the improved sentence on the lines provided. Be sure to capitalize and punctuate accordingly.

Example: *We played in the park. The game was great. He hit a home run. The crowd cheered. Everyone had fun.*

Name _____

Date _____

Period _____

Using Subordinating Conjunctions to Start a Sentence

Directions: After reading the paragraph below, identify at least one sentence to start with a subordinating conjunction. Rewrite the improved sentence on the lines provided. Be sure to capitalize and punctuate accordingly.

Example: *We played in the park. The game was great. He hit a home run. The crowd cheered. Everyone had fun.*

Name _____

Date _____

Period _____

Sentence Expansion

Directions: Read the "kernel" (simple sentence). Then write down details on the *dotted* lines that could expand the sentence and make it "pop!" Finally, write the expanded sentence on the **solid** lines.

They had fun.



Who:

When:

Where:

What:

Expanded Sentence*:



Name _____

Date _____

Period _____

Sentence Expansion

Directions: Read the "kernel" (simple sentence). Then write down details on the *dotted* lines that could expand the sentence and make it "pop!" Finally, write the expanded sentence on the **solid** lines.

They had fun.



Who:

When:

Where:

What:

Expanded Sentence*:



Designing a Parallel Revision Task

Directions:

Create a parallel revision activity and to test it by writing the anticipated student response. See the model provided below and then create your own by doing the following:

1. **Select a meaty topic** - something important with many details that you have taught or will teach and that you expect students to know.
2. **Write a sample paragraph** containing the important details.
3. Go back to your paragraph and **underline the most essential kernels** - the spare sentences that form the skeleton underneath the details. (Think kernels in sentence expansion.)
4. **Select/craft 3-5 very simple (correct but boring) sentences** that will form your given paragraph - the one you will provide for students and ask them to improve. To make your sentences as spare as possible, try replacing most proper nouns with pronouns. Write these simple but correct sentences (your given paragraph) on page 3 of this packet. Remember to indent your first sentence to indicate for students that this IS a paragraph.
5. **Select 2-3 items from the directions menu** provided on page 3. What 2-3 things do you want students to do to improve the given paragraph?
6. **Try it** (write the anticipated student responses) and **revise** as needed according to the following criteria:
 - Is each sentence as spare as it can possibly be (allowing students to supply the missing info)?
 - Is there more than one way/place to do everything asked, so students have choice about how to apply each strategy?
 - Does the activity pull for (require the student to supply) important information about the topic?

Name _____

Date _____

Period _____

Parallel Revision

Directions:

1. Read the paragraph below.
2. Review the Revision Checklist to see what changes to make.
3. ANNOTATE the paragraph where you will make changes.
4. Write your improved paragraph on the lines below!

We played in the park. The game was great. He hit a home run. They cheered. Everyone had fun.

Revision Checklist: *(Select 2-3 for your students to do to improve the given paragraph):*

- ☐ Combine at least 2 sentences by adding a conjunction (**because, but** or **so**).
- ☐ Begin at least one sentence with a subordinating conjunction.
- ☐ Expand by adding detail (who, what, when, where, how or why)
- ☐ Vary your language
- ☐ Add an appositive
- ☐ Other: _____

Improved paragraph (write your improved paragraph below)

Name _____

Date _____

Period _____

Note-taking: Match Each Sentence to its Note Form

= is / equals, means that (represents in ELA + corresponds in Math*)

+ and

→ lead to, results in (yields in Math)

↑ increases

b/c because

↓ decreases

w/ with

Directions: Read each sentence in Column A and underline only **keywords**, one at a time. Then draw a line to the matching note form in Column B. Use the note-taking symbols to guide you.

COLUMN A

There are four main power grids in North America: the Western Grid, the Eastern Grid, the Texas Grid, and the Quebec Grid.

These four grids cannot connect to each other, so they cannot share their electricity generation.

After a large storm in 2021, Texas lost most of its electricity for 17 days because their grid lost power and they had no back-up.

COLUMN B

- 4 grids not connected → can't share electricity
- 2021 large storm: Texas lost electricity 17 days b/c no grid power + no back-up
- 4 grids in N.Am. = Western, Eastern, Texas, Quebec

Name _____

Date _____

Period _____

Note-taking: Write Each Sentence in Note Form

= is / equals, means that (represents in ELA + corresponds in Math*)

+ and

→ lead to, results in (yields in Math)

↑ increases

b/c because

↓ decreases

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Directions: Read each sentence in Column A and underline only **keywords**, one at a time. Then draw a line to the matching note form in Column B. Use the note-taking symbols to guide you. .

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These four grids cannot connect to each other, so they cannot share their electricity generation.

After a large storm in 2021, Texas lost most of its electricity for 17 days because their grid lost power and they had no back-up.

COLUMN B

- 4 grids not connected → can't share electricity
- 2021 large storm: Texas lost electricity 17 days b/c no grid power + no back-up
- 4 grids in N.Am. = Western, Eastern, Texas, Quebec

Name _____

Date _____

Period _____

Note-taking: Write Each Sentence in Note Form

Directions: Read each sentence and underline only **keywords**, one at a time. Then write down the information in the sentence in **note form**, using keywords and note-taking symbols. Write the note on the dotted line next to the bullet point.

= is / equals, means that (represents in ELA + corresponds in Math*)

+ and

→ lead to, results in (yields in Math)

↑ increases

b/c because

↓ decreases

w/ with

Too much sunshine, certain chemicals, alcohol, some foods, and even some viruses can increase our chances of getting mutations in our DNA.

•

Mutations in a cell's DNA can cause it to grow out of control and form a tumor.

•

Name _____

Date _____

Period _____

Note-taking: Write Each Sentence in Note Form

Directions: Read each sentence and underline only **keywords**, one at a time. Then write down the information in the sentence in **note form**, using keywords and note-taking symbols. Write the note on the dotted line next to the bullet point.

= is / equals, means that (represents in ELA + corresponds in Math*)

+ and

→ lead to, results in (yields in Math)

↑ increases

b/c because

↓ decreases

w/ with

Too much sunshine, certain chemicals, alcohol, some foods, and even some viruses can increase our chances of getting mutations in our DNA.

•

Mutations in a cell's DNA can cause it to grow out of control and form a tumor.

•

Name _____

Date _____

Period _____

Note-taking: Write Each Note in Sentence Form

Directions: Read each bullet point. Then write a complete sentence that includes **all** of the key words and still has the same meaning. Add any additional words ("the," "and," "increases," etc.) that you need to make the sentence make sense.

- cells get damaged or old → die or replaced

= is / equals, means that (represents in ELA + corresponds in Math*)

+ and

→ lead to, results in (yields in Math)

↑ increases

b/c because

↓ decreases

w/ with

-
- risk of cancer ↓ if ppl make healthy lifestyle choices
-

Name _____

Date _____

Period _____

Note-taking: Write Each Note in Sentence Form

Directions: Read each bullet point. Then write a complete sentence that includes **all** of the key words and still has the same meaning. Add any additional words ("the," "and," "increases," etc.) that you need to make the sentence make sense.

- cells get damaged or old → die or replaced

= is / equals, means that (represents in ELA + corresponds in Math*)

+ and

→ lead to, results in (yields in Math)

↑ increases

b/c because

↓ decreases

w/ with

-
- risk of cancer ↓ if ppl make healthy lifestyle choices
-

Period _____

Note-taker

Topic: _____

[illegible]

Name _____

Date _____

Period _____

[illegible]

Name _____

Date _____

Period _____

Note-taker (Scaffolded Sample)Title of Article: "Why Do People Get Cancer?"

Topic: _____

Main Idea	Details
Cells in the Human Body	<ul style="list-style-type: none"> human body has 100s of diff. kinds of _____
	<ul style="list-style-type: none"> build organs like _____, _____, + _____
	<ul style="list-style-type: none"> some live many _____; others live _____
	<ul style="list-style-type: none"> cells get _____ or _____ → _____
	<ul style="list-style-type: none"> cancer = cell grows _____ + refuses _____
	<ul style="list-style-type: none"> can form a _____ or _____ (leukemia)
	<ul style="list-style-type: none"> cancer can _____ to _____
	<ul style="list-style-type: none"> causes important _____ to _____
Mistakes in the "Code" -- DNA	<ul style="list-style-type: none"> cells contain _____
	<ul style="list-style-type: none"> instructions stored in _____
	<ul style="list-style-type: none"> DNA from all human cells = stretch to moon & back 6-7 times
	<ul style="list-style-type: none"> alphabet used to write DNA made of _____
	<ul style="list-style-type: none"> instructions made of _____
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> need to be copied _____ every time a _____ divides
	<ul style="list-style-type: none"> just like copying _____ by hand 1000 times
	<ul style="list-style-type: none"> so much DNA to copy → _____
Why Cancer?	<ul style="list-style-type: none"> mutations change cell's _____ → form a tumor

Name _____

Date _____

Period _____

Note-taking Check!

Directions: These notes are accurate, but still contain non-essential words. Rewrite them by using fewer words and adding note-taking symbols.

= is / equals, means that (represents in ELA + corresponds in Math*)

+ and

→ lead to, results in (yields in Math)

↑ increases

b/c because

↓ decreases

w/ with

- mutations in DNA take time to build up → cancer is most commonly seen in older adults
-

- usually evolution would mean not many people get horrible disease like cancer
-

- people who have a higher cancer risk because of genes live long enough to pass those genes onto kids
-

Name _____

Date _____

Period _____

Note-taking Check!

Directions: These notes are accurate, but still contain non-essential words. Rewrite them by using fewer words and adding note-taking symbols.

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+ and

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w/ with

- mutations in DNA take time to build up → cancer is most commonly seen in older adults
-

- usually evolution would mean not many people get horrible disease like cancer
-

- people who have a higher cancer risk because of genes live long enough to pass those genes onto kids
-

Name _____

Date _____

Period _____

Note-taking Symbols

Note-Taking Symbols

/ _____ comma, new idea, missing word(s)

= _____ is / equals, means that

+ _____ and / plus

→ _____ leads to, results in

↑ _____ increases

↓ _____ decreases

b/c because

w/o without

w/ _____ with

_____ number

% _____ percent

@ _____ at

~ _____ around/approximate

△ _____ change

< _____ less than

> _____ greater than

Name _____

Date _____

Period _____

Note-Taking Symbols

/ _____ comma, new idea, missing word(s)

= _____ is / equals, means that

+ _____ and / plus

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Name _____

Date _____

Period _____

General vs. Specific

Directions: Read the statements below. Put a “G” next to the general statement, and an “S” next to the specific statement.

_____ Cellphones can cause reactions in the brain that can interfere with learning.

_____ Receiving “likes” or even notifications on a cell phone can trigger the hormone dopamine, a chemical in the brain’s “reward center” that makes you feel good.

_____ Alcohol can increase our chances of getting changes in our DNA.

_____ Alcohol use can damage the body over time.

_____ A 2018 study in England showed that students exposed to one extra junk food ad per week consumed 350 additional calories in foods high in salt, sugar and fat each week.

_____ Schools have a responsibility to reduce students’ exposure to junk food.

Name _____

Date _____

Period _____

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Name _____ Date _____ Period _____

General vs. Specific: Support with a Specific Statement

Directions: For each general statement, write a MORE SPECIFIC statement underneath. To make sure your new sentence is **more specific**, DO NOT repeat any of the words (except "I," if needed) from the general sentence in your specific sentence.

GENERAL: I can solve problems.

SPECIFIC: For example, _____
_____.

GENERAL: I am creative.

SPECIFIC: For example, _____
_____.

GENERAL: I have overcome a challenge.

SPECIFIC: For example, _____
_____.

Name _____ Date _____ Period _____

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SPECIFIC: For example, _____
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GENERAL: I am creative.

SPECIFIC: For example, _____
_____.

GENERAL: I have overcome a challenge.

SPECIFIC: For example, _____
_____.

Single Paragraph Outline (Blank)

T.S.:

SUPPORTING DETAILS:

1.
2.
3.
4.

C.S.:

Name _____

Date _____

Period _____

Paragraph Outlining - Given the Topic Sentence, Write Details

T.S.: The Black Panther Party advocated for many changes in the community.

SUPPORTING DETAILS:

1.
2.
3.
4.

C.S.:

Name _____

Date _____

Period _____

Paragraph Outlining - Given the Topic Sentence, Write Details

Problem: The sum of 3 consecutive EVEN numbers is 174. What are my 3 numbers?

T.S.: There are five steps to solve the problem above.

SUPPORTING DETAILS:

1. First
2. Second
3. Third
4. Finally

C.S.: When I do these 5 steps in the order listed above, I can determine what my 3 consecutive even numbers are.

Name _____

Date _____

Period _____

Paragraph Outlining – Match Details with the Best Topic Sentence

Directions: Read the supporting details below. Place each detail with the best Topic Sentence.

- not giving up
- parents/family members
- knowledge/experience from home country
- teachers
- home language
- friends

T.S.: One way to solve problems you face in a new country is to ask for help.

1.

2.

3.

T.S.: A second way to overcome problems you encounter in a new country is to help yourself.

1.

2.

3.

Name _____

Date _____

Period _____

Paragraph Outlining – Identify the Topic Sentence vs. Supporting Details

Directions: Write **T.S.** next to the topic sentence and **S.D.** next to the sentences that provide supporting details.

___ Our parents made us wear raincoats and rubber boots.

___ When we went outside, we splashed in puddles.

___ We wanted to play outside anyway.

___ It was a cool, rainy day.

___ Our hair got soaked, but our feet stayed dry.

Name _____

Date _____

Period _____

Paragraph Outlining – Identify the Topic Sentence vs. Supporting Details

Directions: Write **T.S.** next to the topic sentence and **S.D.** next to the sentences that provide supporting details.

___ The Aztecs developed an advanced math system, which they used for construction.

___ The Aztecs, a Mesoamerican civilization, had many outstanding achievements.

___ They also were the first civilization to develop an educational system in which all children attended.

___ Architects built pyramids and temples, which were used for ceremonies.

___ Their famous floating gardens, called chinampas, allowed them to increase their crop production.

Name _____

Date _____

Period _____

Paragraph Outlining – Eliminate Irrelevant Detail

Directions: Read the topic sentence. Cross out the detail that does not support the topic sentence.

TS: As a result of various inventions, humans could kill each other more efficiently during World War I than in any previous conflict.

1. Planes and tanks replaced hand-to-hand combat.
2. Mustard gas was thrown into trenches to kill soldiers.
3. Cavalry horses wore gas masks also.
4. Rifles could accurately shoot victims from far away.

Name _____

Date _____

Period _____

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Name _____

Date _____

Period _____

Paragraph Outlining – Identify the Topic Sentence & Eliminate Irrelevant Detail

Directions: Write **T.S.** next to the topic sentence and **S.D.** next to the sentences that provide supporting details. Cross out the sentence that does NOT directly support the topic sentence (even if it's true).

___ Steamships and trains provided rapid travel.

___ High quality construction materials were produced cheaply, leading to a higher quality of housing.

___ The Industrial Revolution brought many benefits to Britain.

___ Many skilled workers, such as hand weavers, became unemployed.

___ Clothes were less expensive because they were factory-produced.

Name _____

Date _____

Period _____

Paragraph Outlining – Identify the Topic Sentence & Eliminate Irrelevant Detail

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Name _____

Date _____

Period _____

Paragraph Outlining – Eliminate Irrelevant Detail (Advanced)

Directions:

- 1) Read the bullet-point notes below on banned books, taken from the American Library Association.
- 2) Choose 3-4 that you think **best** support the topic sentence in the outline about banned books.
- 3) Write them on the dotted lines in the order that you think they should go.
- 4) Write a concluding sentence that restates the topic sentence and summarizes the evidence GENERALLY.

- 2021: American Library Association reported book bans & challenges 2X 2020 (Bink 2022)
- book bans in 2021 occurred in 86 school districts and 26 states (Bink 2022)
- 713 book bans in Texas, 16 districts (Bink 2022)
- Pennsylvania = 456 bans, 9 districts (Bink 2022)
- 1,145 books banned or challenged since July 2021 (Bink 2022)
- Florida = 204 bans, 7 districts (Bink 2022)
- approximately 13,450 school districts in U.S. (Riser-Kositsky 2022)
- Most frequently banned title = *Gender Queer* w/ 30 bans in different states (Bink 2022)
- Kansas = 30 bans, 2 districts (Bink 2022)

T.S./Claim: Different regions of the U.S. are banning books at different rates.

EVIDENCE:

1.
2.
3.
4.

C.S./Reasoning: _____

Name _____

Date _____

Period _____

Paragraph Outlining – Sequence Details For the Topic Sentence

Directions: Read the topic sentence. Then number the supporting details in the order you think they should follow the topic sentence.

T.S. The water cycle, the continuous movement of water on, above, and below the surface of the earth, has four main phases.

___ The heat of the sun changes liquid water into water vapor, a process known as evaporation.

___ The water gathers in lakes, rivers, ground water reservoirs, and the ocean, which is also known as the collection phase.

___ Water from clouds falls to earth in the form of rain, hail, or snow, which is called precipitation.

___ In the condensation phase, polarized water vapor molecules cool and form droplets on particles of dust in the atmosphere to form clouds.

C.S. This continuous movement of water is essential to most life on our planet.

Name _____

Date _____

Period _____

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Name _____

Date _____

Period _____

Paragraph Outlining – Identify the Topic Sentence & Sequence Details

Directions: Read the sentences below. Write **T.S.** next to the topic sentence and number the supporting details in the order you think they should follow the topic sentence. Cross out any details that do not directly support the topic sentence.

_____ Our parents made us wear raincoats and rubber boots.

_____ When we went outside, we splashed in puddles.

_____ We wanted to play outside anyway.

_____ It was a cool, rainy day.

_____ My favorite season is winter.

_____ Our hair got soaked, but our feet stayed dry.

Name _____

Date _____

Period _____

Paragraph Outlining – Identify the Topic Sentence & Sequence Details

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Name _____

Date _____

Period _____

Topic Sentences – Generate a Topic Sentence from a Given Topic

Directions: For each topic below, write a TOPIC SENTENCE that expresses an arguable claim. Make sure your sentence is complete, with proper capitalization and punctuation.

Topic: school uniforms

TS: _____

Topic: Thanksgiving

TS: _____

Name _____

Date _____

Period _____

Topic Sentences – Generate a Topic Sentence from a Topic

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Topic: school uniforms

TS: _____

Topic: Thanksgiving

TS: _____

Name _____

Date _____

Period _____

Topic Sentences – Provide a Topic Sentence for the Given Details

Directions: Read the details below. Write a topic sentence that can be supported by these details. Reminder: your topic sentence should be *more general* than any of the details listed.

TS: Make sure to see New York City's top tourist attractions when you visit!

1. Met = largest + most visited museum/ world / over 2 mil. art works

2. Statue of liberty / NY Harbor = gift / France / 1886

3. Times Square = commercial + theater + pedestrian hub / W. 42nd - 47th

4.

Name _____

Date _____

Period _____

Topic Sentences – Provide a Topic Sentence for the Given Details

Directions: Read the details below, and look for what they have in common, or a pattern you see. Write a topic sentence that can be supported by these details. Reminder: your topic sentence should be *more general* than any of the details listed.

TS: Make sure to see New York City's top tourist attractions when you visit!

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2. Statue of liberty / NY Harbor = gift / France / 1886

3. Times Square = commercial + theater + pedestrian hub / W. 42nd - 47th

4.

Name _____

Date _____

Period _____

Topic Sentences – Choose the Best Topic Sentence for the Given Details

Directions: Review the sentence below. Then, circle the one that would make the BEST topic sentence for the details listed on the dotted lines.

1. First you slice some lemons.
2. It is easy to make lemonade.
3. Making iced tea is fun.

1. slice some lemons

2. squeeze lemons into pitcher

3. add water and sugar

4. add ice cubes and mix

Name _____

Date _____

Period _____

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Directions: Review the sentence below. Then, circle the one that would make the BEST topic sentence for the details listed on the dotted lines.

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Name _____

Date _____

Period _____

Topic vs. Topic Sentences

Directions: Write T on the line if the words name a topic or TS if the words are a topic sentence. Add correct punctuation if needed.

1. I had a great time at camp _____

2. Driving a car _____

3. It is fun to swim in the ocean _____

4. Scary movies _____

5. Summer sports _____

Name _____

Date _____

Period _____

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