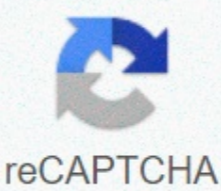




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Citing textual evidence worksheet high school

There's no upcoming mission. Bellwork: How does a sense of uncertainty help create an atmosphere of fear? Students are introduced to the final essay topic: How does a sense of uncertainty help create an atmosphere of fear? In his/her writing book, students have completed a 20-minute, 3-paragraph essay on the subject, using examples from their lives or from movies or books. We then discussed the proof login process (e.g. attached). Students found three pieces of written evidence in the Fall of the House of Usher that they could use in their essay topics. They copy down the log proof format in their component book and fill in the proof logs. Do 8/29 (period 1,3,5) OR 8/30 (phase 4.6) Proof of login with THREE cases of written evidence, connection to the prompts, and clarification of information. Created: Tuesday, August 28th 3:55pm Bellwork: What is an independent clause? Give an example. What is a dependency clause? Give an example. Today we split into two groups - those students who are comfortable with these kinds of sentences and those who do not. Students are comfortable with clauses and sentence types that have completed a practice spreadsheet and worked on a research piece. I reviewed the terms and types of sentences with students who were not comfortable, and they completed guided notes and a practice activity. (Please note, absent students do not need to complete activities for both groups, just one or the other.) Students are not comfortable identifying sentence types: View both presentations (2 Complex Introductory And Complex Sentence Presentations). Complete guide notes (Compound sentence notes and CX sentence guide notes) and activities. Students feel comfortable: Full research for clear activity on page 31 of the book. Completion of the House of Usher Sentence Structure IMPORTANT NOTE FOR ALL STUDENTS: There will be a test of sentence types on Friday. Created: Tuesday, August 28th 10:52pm Today we completed fall of House of Usher and completed question 1-5 on the reading test (page 31 of the book). Test comprehend (question 1-5), page 31 Created: Wednesday, August 22nd 7:36pm Today we look at how to annote. Students are reminded of annotation requests for their reading (2 minimum annotation on each page, using annotation symbols – not just random highlighting and comments with each page). The student has completed a note (attached) based on the teacher's guidance, and showed the notes to the daily points of attendance. Absentee students should read the slideshow, complete the notes, and submit them to me for points of participation. Note a MAKEOVER text.pdf Caption Guide Notes.pdf Created: Monday, August 20th 4:10pm I can make infer infer infernds the text does not give explicitly an answer I can locate the evidence in the text to support or back up my infern Today we discussed proof of text (see the presentation of the attached slide show for notes). We looked at the article, Addicted to Video Games is a real problem, annotated it and evidence for and against claims that video games are addictive. We have completed a graphic organizer to find evidence for one against a location. Then we did a mysterious murderous operation (each table worked together) to demonstrate how to locate and cite evidence. -Read and annotation video game article (two annotations per page, using annotation symbols, each comment should have a comment) -Complete State Cite Explain Graphic Organizer (guide on Slideshow Proof Citations)---we did this as a group for people in the class. Absent students must complete the graphical organization on their own. -Complete Murder Mystery Activity Created: Tuesday, August 14th 8:49pm We start working on our book, with the text launching on pages 6-7. Students should read and annotate text, with at least two captions on each page. Each annotable must have a corresponding written connection explaining why students are marking/annoting what they did. Annots are attached. Students should also complete a brief, 3-5 sentence summary on the warm-up text on page 7. Created: Sunday, August 12th 09:49 Today we discussed reading carefully and defering on the text. We watched short Pixar La Luna and pointed out all the infereties we could make, although the film had no dialogue or narrative. Students are required to copy the close reading points in their notes, and will be required to make at least two annots for each reading class. We then attach these concepts to the RL1 standard: Cite strong and thorough written evidence to support analysis of what the text says clearly as well as infer inferences drawn from the text, including determining where the text left uncertain issues. Using attached spreadsheets, students define standard vocabulary, assess their text assessment skills, and implement SMART goals on how they improve reading, text analysis, and close reasoning. Created: Thursday, August 9th 9:56 pm It takes a few minutes to think about a time when you overcome a struggle to learn something. It can be anything – from adding negative numbers to learning a technique in baseball to writing an introduction to a difficult essay. Reflect on those times when you failed at first but through perservering your brain creates new neural connections and you eventually become better at the task at hand. Write a letter to a future student of your class about this struggle. In at least one page, tell this student your story and give them advice on what they should do when they encounter an obstacle when learning something new. A short example is below. Be as creative as you want. Dear Future Student, When studying my staff, I find it really real to memorize tables of 7. With 5 and 10 there is a model for their products, but 7 really becomes complicated. I got kind of down for a while, but then I remember how I learned to make free throws in basketball. It takes trying after trying to get them in. I had to start from two feet from the basket and continue to practice my form. Only after a long time can I make them with some consistency. With that in mind, I stuck with it and learned all the way from 7 x 1 to 7 x 12. Although I took a little longer than the other students at the time, I can now recall them very easily. Stick with what you're working on. The struggle means you are approaching. Sincerely, Charlie Created: Saturday, August 4th 7:58pm This is the table section of written evidence. Written evidence is used to support claims, suggestions, assertions, topics and many other types of ideas. Usually, assertions are made by the reader. Through the provision of written evidence, one can check the validity of the assertions. In addition, to fully understand a reading, students must answer questions depending on the text asking them to support their reasons, assertions and statements by lines or excerpts from the text. Here's a graphical preview for all text proof tables. Our text proof panel is free to download and easily accessible in PDF format. Use written evidence tables at school or at home. Here's a graphical preview for all text proof tables. Click on the image to display our text proof tables. Teach your students how to organize their writing with this useful main idea organization. Students will be asked to complete the spreadsheet by writing their own main ideas, three details and a summary. This will help your students better understand how to organize their ideas to write in the future, especially when writing an essay! Essay!