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# **Brief Constructed Response Routines to Support Reluctant Writers**

**Kate Kinsella, Ed.D.**

San Francisco State University, Center for Teacher Efficacy

[katek@sfsu.edu](mailto:katek@sfsu.edu); 707.473.9030

**CA League of Schools ~ Common Core Institute**

Monterey, CA 1.11.13

## **Institute Objectives**

### **Participants will learn effective ways to:**

- Build academic oral language to leverage in applied writing
  - Structure academic discussions with explicit language targets
  - Foster word consciousness with developing English speakers
  - Guide students in developing acute register distinctions
  - Write varied sentence frames with precise vocabulary
  - Frontload high-utility academic vocabulary for writing tasks
  - Routinely integrate brief, constructed academic responses
  - Introduce, model, and guide writing of distinct academic genres
  - Make academic writing engaging vs. onerous for all students
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## ◆ Institute Materials Index ◆

### ◆ Brief Constructed Response Routines to Support Reluctant Writers

#### ◆ Ten-Minute Paper Routine (Academic Discussion & Written Elaboration)

Adolescent Sleep Research Article	1-2
Language to Discuss Informational Text	3
Ten-Minute Paper – Routine	4
Academic Discussion – Adolescent Sleep Habits	5
Idea Tracker – Adolescent Sleep Habits	6
Parts of Speech	7
Frames to Discuss Precise Word Choices	8
Ten-Minute Paper – Adolescent Sleep Habits	9
Academic Discussion – Effective Partners	10
Five-Minute Paper – Effective Partners	11
Academic Discussion – Active Listening	12
Ten-Minute Paper – Active Listening	13
READ 180 State B React & Write Lesson (Academic Discussion & Ten-Minute Paper)	14-15

#### ◆ Summary Writing Routines

Types of Written Summaries	16
Section Shrink Summary/Notetaking – Routine	17
Section Shrink Summary/Notetaking – Student Reference (Routine Steps)	18
Section Shrink Summary/Notetaking – Sample Partial Notes – Adolescent Sleep Article	19
Section Shrink Summary/Notetaking – Sample Partial Notes – Graffiti Article	20
Section Shrink Summary/Notetaking – Sample Completed Notes – Graffiti Article	21
Informational Text Summary – References	22
Informational Text Summary – Basic Writing Frame	23
Informational Article – LAUSD Goes Sweatfree	24
Informational Text Summary – Strong Final Draft & Rating Guide – Sweatshop Article	25
Informational Text Summary – Weak Early Draft – Sweatshop Article	26

#### ◆ Text Summary and Response Writing Routines

Summary-Response Writing Model – Source: (2011) Kinsella, K. <i>English 3D</i> . Scholastic	27
Summary-Response Writing Frame – Source: (2011) Kinsella, K. <i>English 3D</i> . Scholastic	28
Reading U-Turn – Template	29
Reading U-Turn – Discussion Language	30
Reading U-Turn Model – Dealing with Bullying Article	31
Reading U-Turn Model – Adolescent Sleep Research Article	32

#### ◆ Text Analysis and Response Writing Routines

Justification Paragraph – References	33
Justification Paragraph – Frame 1	34
Justification Paragraph – Strong Final Draft (with Frame 1) – Girls Sports	35
Academic Discussion – Girls Sports	36
Justification Paragraph – Frame 2	37
Justification Paragraph – Frame 3	38
Justification Paragraph – Rating Guide	39
Argumentation Writing Frame – Source: (2011) Kinsella, K. <i>English 3D</i> . Scholastic	40

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## Adolescent Sleep Research - Findings for Secondary Schools

Larry Gable & Kate Kinsella, Ed.D     January, 2013

(boldface: CCSS high-utility academic vocabulary; capitalized: domain-specific terms)

(1) In **recent** years **researchers** have **concluded** that the average **ADOLESCENT** in America does not get enough sleep during the week. Many **factors** can **influence** an adolescent's ability to get a good night's sleep before tackling a **challenging** school day. However, no matter what the **specific** reasons are, it is clear that **insufficient** sleep can **lead to a variety** of physical, emotional and academic problems.

(2) Sleep researchers began studying teen sleep patterns in the 1980s. They found that many adolescents **actually require** more than nine hours of sleep. That is as much as infants and young children require, and much more than adults do. Adolescents just get sleepy **considerably** later than others, so going to bed earlier hardly makes a difference.

(3) People need different amounts of sleep in different **stages** of life. Babies and children **require** many hours of deep sleep. Until age ten most children wake up fresh and energetic. At **PUBERTY**, however, the body's clock which **regulates** sleeping and waking hours changes. This **delay** in the body's "**CIRCADIAN CLOCK**" causes teens to be wide awake at 9 or 10 p.m. when people of other ages are **typically** getting tired. The hormone melatonin, which regulates sleep in humans, does not enter teens' bodies until around 11 p.m. As a result, adolescents **tend to** become drowsy and fall asleep later much than children or adults. The hormone melatonin remains in their systems until around 8 a.m. If teens get up early for zero period classes such as jazz band and AP chemistry starting as early as 7:00 a.m., they arrive to school semi-awake. More seriously, they are losing **critical** hours of sleep night after school night.

(3) For many years scientists have **assumed** that after people are awake for a

long time, they naturally get sleepy and fall asleep. Now they realize that circadian clocks set our sleeping patterns. Many teens experience something **similar to** the jet lag of long distance travelers. Even though teens may have experienced a physically active and intellectually demanding day, falling asleep can be **challenging**. The circadian clock keeps them alert just when other people get sleepy.

(4) The National Sleep Foundation **contends** that American teenagers actually need more than nine hours of sleep every night, not just on weekends. However, surveys **indicate** that only 15% of teens sleep 8.5 hours or more on a **regular basis**. Moreover, more than 25% of adolescents sleep 6.5 hours or fewer on school nights.

(5) Going to bed earlier does not **necessarily assure** that a teenager will get **additional sleep**. The circadian clock creates "**FORBIDDEN ZONES**" when falling asleep is almost impossible. For many teens the forbidden zone is in the evening hours. Therefore, even if teens go to their rooms **relatively** early, they do not usually go to sleep promptly. Instead, they **tend to** read, play games, listen to music or send text messages to friends until they start to get tired at 11 p.m. or later.

(6) Surprisingly, sleeping for a long time on weekends does not remedy the problem. Researchers **refer to** that as "**BINGE SLEEPING**." Teens catch up on sleep, but they do not **establish** a healthy sleeping pattern. If a teen sleeps until noon or 2:00 p.m., the brain **recognizes** that as a time for sleep. When Monday morning comes again, the brain is still on the wrong schedule. Thus, schools may begin bright and early, but teenage brains do not wake up until **considerably** later in the day.

(7) When people get too little sleep on a **routine basis**, negative things are bound to happen. Chronic sleep loss has **numerous impacts** on a teen's health. A youth who **averages** only 5 to 7 hours of sleep will definitely feel tired and irritable. Being tired **produces** mood changes, so it causes many teens not to get along well with others at school or at home, and to have arguments over **fairly** unimportant things. Furthermore, **insufficient** sleep often **contributes to** a feeling of helplessness and depression. Finally, being tired slows down teens' mental **reactions**. Sleep deprived teens don't **react** quickly and struggle to follow directions, pay attention and learn, especially in their earliest classes.

(8) In addition to these impacts on mental health, physical reactions slow down considerably. Exhausted teens are likely to feel heavy, groggy and clumsy, even playing a favorite sport or instrument. Experts report that many car accidents involving teens actually come from their slow reactions, not from poor judgment. Moreover, researchers agree that regular sleep loss can negatively affect a teens' growth rate and immune system, which prevents people from becoming ill.

(9) A hyper-active circadian clock does indeed make falling asleep more challenging for teens. However, unproductive bedtime habits can make falling asleep all the more difficult. Medical doctors advise teens to follow these healthy bedtime habits to make falling asleep easier: 1) Go to bed around the same time each night; this helps the body get into a familiar routine. 2) Follow a calming bedtime routine such as reading or taking a bath. 3) Don't exercise just before going to bed. 4) Avoid foods and drinks with caffeine, such as sodas and chocolate. 5) Use the bed just for sleeping – not doing homework, watching TV, sending text messages, playing video games or talking on the phone. That way, teens will train their bodies to **associate** their bed primarily with rest and sleep, not with recreation.

(10) In recent years a few school districts have actually established a later starting time for high schools. The first large district was the Minneapolis School District in 1997. It changed starting times at high schools from 7:15 to 8:40 a.m. Reports now indicate that students there are sleeping at least five additional hours per week.

(11) Now teachers, parents and students are observing positive changes. Over half of the district's high school teachers report that students are more alert during the first two class periods. Attendance has **increased**, grades are higher, and staff and students alike say that the **environment** at school and home is more positive and **productive**.

(12) The number of school districts that start the day later is growing. Several dozen already have done it, and many others are discussing it. The U.S. Congress is even considering a bill called "Zzz's to A's" that encourages secondary schools to make the change. As a result, American teenagers may **eventually** see the day when clocks at school keep time with the clocks inside their bodies.

**Key Vocabulary for Main Idea and Details in Informational Text:**

topic	point/message	topic sentence	title
main idea	introduction/conclusion	evidence of/for	data
details	support/supporting	examples of	reasons for

**Key Vocabulary for Referring to Informational Text:**

paragraph	section	chapter	article	reading selection
introduction	conclusion	report	informational text	nonfiction text

**Q & A for Main Idea and Supporting Details**

**Q:** What is the **topic** of this article/report/paragraph/section?

**A:** The **topic** of this \_\_\_\_\_ is \_\_\_\_\_.

**Q:** What is this paragraph/section/selection/article/report **mainly about**?

**A:** It is **mainly about** \_\_\_\_\_.

**A:** This \_\_\_\_\_ **focuses on** \_\_\_\_\_.

**A:** This \_\_\_\_\_ is **primarily about** \_\_\_\_\_.

**A:** This \_\_\_\_\_ **addresses** the topic of/reasons for \_\_\_\_\_.

**Q:** What is the **author's main idea/point**?

**A:** The **author's main idea/point** is that \_\_\_\_\_.

**Q:** What is/are the **most important detail(s)** in this paragraph/section?

**A:** One **important detail** in this paragraph/section is \_\_\_\_\_.

**A:** An **essential detail** in this paragraph/section is \_\_\_\_\_.

**A:** Another **significant detail** in this paragraph/section is \_\_\_\_\_.

**A:** The most **critical/vital detail** in this paragraph/section is \_\_\_\_\_.

**A:** An interesting but **nonessential detail** in this paragraph/section is \_\_\_\_\_.

### Ten-Minute Paper

1. **Structure a Think-Write-Pair-Share** using sentence frames and a precise word bank.
2. **Record** contributed ideas on the board.
3. **Distribute** a Ten-Minute Paper notebook page.
4. **Guide** students in reading the (I do) model paragraph using the oral cloze routine.
5. **Analyze** the paragraph features: topic sentence, supporting details, precise word choices.
6. **Establish** language targets for the paragraph: e.g., precise words, subject-verb agreement.
7. **Highlight** the correct language targets in the model paragraph.
8. **Guide** students in reading the (We do) paragraph using the oral cloze routine.
9. **Pair** students to brainstorm precise words and phrases to complete the blanks.
10. **Record** suggested words and phrases on the board.
11. **Select** appropriate content to complete the blank: class vote, teacher's choice.
12. **Pair** students to collaborate on writing the (You'll do) paragraph.
13. **Provide** the topic sentence, using the sentence frame and an idea from the discussion.
14. **Direct** students to put down their pens and discuss their support for the topic sentence.
15. **Elicit** strong verbal responses from a few students.
16. **Direct** partners to mutually decide upon their two supporting sentences before writing.
17. **Pre-select** 2-3 pairs to present their paragraph to the class (using a document reader, etc.).
18. **Assign** the independent (You do) paragraph.
19. **Guide** students in proofreading and editing considering the assigned language targets.
20. **Pair** students to read their paragraphs and provide feedback on idea development.
21. **Wrap up** with paragraph presentations, one pre-selected and one volunteer.
22. **Collect** completed Ten-Minute Paper notebook pages.

## Academic Discussion Topic: *Adolescent Sleep Habits*



### THINK:

Consider reasons adolescents fail to get sufficient sleep on a regular basis during the school week. Draw from background knowledge and unit reading.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



### WRITE:

Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.

**Frame 1:** Based on my experience, many/some adolescents don't get sufficient sleep during the school week because they \_\_\_ (present tense: *spend, work*)

**Response:** \_\_\_\_\_  
\_\_\_\_\_

**Frame 2:** From my perspective, many/some adolescents fail to get sufficient sleep on school nights due to \_\_\_\_\_ (noun phrase: *their household responsibilities*)

**Response:** \_\_\_\_\_  
\_\_\_\_\_

#### Word Bank:

#### Everyday

*long* (ADJ)  
*non-stop* (ADJ)  
*work* (NOUN)  
*worries* (NOUN)

#### Precise

*extensive*, \_\_\_\_\_  
*incessant*, *continuous*  
*responsibilities*, \_\_\_\_\_  
*issues*, \_\_\_\_\_



### DISCUSS:

Listen attentively to and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.

- So your (experience/observation/perspective) is that \_\_\_
- Yes, that's correct. No, not exactly. What I (meant/stated) was \_\_\_

Classmates' names	Ideas
1.	
2.	
3.	



### REPORT:

Prepare to report your idea during the whole group discussion. Listen attentively, and utilize the sentence frames to point out similarities.

- My idea is similar to \_\_\_'s.
- My idea builds upon \_\_\_'s.

# Academic Discussion: Idea Tracker

**Reading Title:** *Adolescent Sleep Research: Findings for Secondary Schools*

**Topic:** Reasons Adolescents Fail to Get Sufficient Sleep During the School Week

## Before Reading

### Internal Factors

- chronic health problems
- family problems
- emotional issues
- poor dietary habits
- addictions
- short-term illness
- procrastination on assignments

### External Factors

- excessive homework assignments
- extracurricular activities
- household chores
- part-time job
- community involvements
- babysitting responsibilities
- noisy, distracting environment

## After Reading



# Parts of Speech

## Noun:



- a **person** (*Dr. Martin Luther King, my coach*)
- a **place** (*New York City, the library*)
- **thing** (*a backpack, the Internet*)
- **idea/concept** (*honesty, democracy*)

**Verb:** an **action** word (*participate, stretch, run*)



**Adjective:** a word that **describes a noun** ~ a person, place, thing, or idea (*appropriate, logical*)

**Adverb:** a word that **describes a verb** ~ an action (*immediately, previously*)

## Ten-Minute Paper Discussion Frames: Precise Words

### Everyday English

### Precise, Academic English

I/We thought of

I/We . . .

decided upon  
came up with  
considered

**We came up with the precise adverb *productively*.  
We considered the academic verb *respond*.**

I/We picked

I/We . . .

agreed upon  
chose  
selected  
voted for  
opted for  
came to a consensus on

**We selected the precise noun phrase *extracurricular activities*.  
We came to a consensus on the high-utility academic noun *factor*.**

I/We put

I/We . . .

utilized  
applied  
inserted  
replaced  
substituted

**We inserted the verb phrase *completing lengthy research reports*.  
We substituted the academic verb *respond* for the everyday verb *answer*.**

I/We liked

I/We . . .

preferred  
appreciated  
enjoyed  
valued  
related to

**We particularly appreciated the precise adverb *respectfully*.  
We related to the specific noun phrase *highly-caffeinated sports drinks*.**

This idea/word/phrase works  
OK

This idea/word/phrase . .  
works well  
works effectively  
makes absolute sense  
seems reasonable  
fits logically

**The precise adjective *relevant* makes absolute sense.  
The noun phrase *unrealistic expectations* fits logically.**

## Ten-Minute Paper: Adolescent Sleep Habits

**Setting Up:** A ten-minute paper requires a detail sentence and two supporting sentences.

### I'll do it... Teacher

*Based on my experience, many adolescents don't get sufficient sleep during the school week because they stay up late watching television. In many cases, their parents have naively allowed them to install a television in their bedroom. As a result, these youths simply turn down the volume after saying goodnight and watch reruns of favorite shows until midnight or later without their parents being aware.*

### We'll do it... Teacher and Students

*From my perspective, some adolescents fail to get sufficient sleep on school nights due to poor eating habits. For example, while eating dinner and completing homework during the evening, they consume several caffeinated **(plural noun)** \_\_\_\_\_ such as **(singular noun)** \_\_\_\_\_ and \_\_\_\_\_ that make teens feel **(adjective)** \_\_\_\_\_ and \_\_\_\_\_. As a result, they have considerable difficulty calming down and **(verb + ing)** \_\_\_\_\_*

### You'll do it... With a Partner

*From our perspective, many adolescents fail to get sufficient sleep on school nights due to **(noun phrase)** \_\_\_\_\_*  
*For example, \_\_\_\_\_*  
\_\_\_\_\_  
\_\_\_\_\_

*As a result, \_\_\_\_\_*  
\_\_\_\_\_

## Academic Discussion Topic: *Effective Lesson Partners*

**THINK:**

Briefly record your personal responses to this question:

*What are the characteristics of an effective lesson partner?*

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**WRITE:**

Rewrite two ideas using the sentence frame. Include a precise academic adjective.

**Frame:** In my opinion, an effective lesson partner is \_\_\_\_\_ (adjective: *focused, kind*).

**Adjective Bank:****Casual**

*funny*  
*nice*  
*friendly*  
*good*

**Academic**

humorous, entertaining  
helpful, \_\_\_\_\_  
respectful, \_\_\_\_\_  
organized, \_\_\_\_\_

**Model Sentence:** *In my opinion, an effective lesson partner is patient.*

**My Sentences:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DISCUSS:**

Listen attentively to and record notes on your classmates' ideas. Begin by restating and recording your partner's idea.

Classmates' Names	Ideas
1.	
2.	
3.	

**REPORT:**

Prepare to report your idea during the whole group discussion. Listen attentively, and utilize frames to point out similarities.

•My idea is similar to \_\_\_\_\_'s.      •My idea builds upon \_\_\_\_\_'s.

## Five-Minute Paper: Characteristics of Effective Lesson Partners

**Setting Up:** A five-minute paper requires a detail sentence and one supporting sentence.

### I'll do it... Teacher

*In my opinion, an effective lesson partner is focused. When my partner pays attention to our task and doesn't fool around, I can concentrate better and do my very best.*

### We'll do it... Teacher and Students

*In my opinion, an effective lesson partner is attentive. When my partner listens actively to my questions and **(plural noun)** \_\_\_\_\_, I feel **(adjective)** \_\_\_\_\_ and more interested in hearing my partner's opinions about the **(noun)** \_\_\_\_\_*

### You'll do it... With a Partner

*In my opinion, an effective lesson partner is \_\_\_\_\_*  
*When my partner \_\_\_\_\_*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### You do it... By Yourself

*In my opinion, an effective lesson partner is \_\_\_\_\_*  
*When my partner \_\_\_\_\_*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Academic Discussion Topic: *Active Listening*

**THINK:**

Briefly record your personal responses to this question:

*How does a productive partner demonstrate active listening?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**WRITE:**

Rewrite one idea using the sentence frame. Include a precise academic verb. If time permits, write a second sentence on the back.

**Frame:**

In my opinion, a productive partner demonstrates active listening when she/he \_\_\_\_\_  
(third person singular, simple present tense +s: *looks interested, nods in agreement*).

**Verb Bank:****Casual**

*looks (at me)*  
*helps (me)*  
*tries*  
*says*  
*repeats*

**Academic**

makes eye contact  
\_\_\_\_\_  
concentrates, focuses  
answers, \_\_\_\_\_  
restates, paraphrases, summarizes

**Model Sentence:** *In my opinion, a lesson partner demonstrates active listening when she makes eye contact the entire time I am sharing my opinion.*

**My Sentence:** \_\_\_\_\_  
\_\_\_\_\_



**DISCUSS:** Listen attentively to and record notes on your classmates' ideas. Begin by recording your partner's idea.

Classmates' names	Ideas
1.	
2.	
3.	

**REPORT:**

Prepare to report your idea during the whole group discussion. Listen attentively, and utilize sentence frames to point out similarities.

•My idea is similar to \_\_\_\_\_'s.

•My idea builds upon \_\_\_\_\_'s.

## Ten-Minute Paper: Active Listening

**Setting Up:** A ten-minute paper requires a detail sentence and two supporting sentences.

### I'll do it... Teacher

*In my opinion, a productive partner demonstrates active listening when she makes eye contact with me. For example, if I am making a suggestion, she looks directly at my eyes. When my partner makes eye contact with me, I know that she is really paying attention to me and not worrying about what other classmates are doing or saying.*

### We'll do it... Teacher and Students

*In my opinion, a productive lesson partner demonstrates active listening when he asks clarifying questions if he is confused. For example, he might **(adverb)** \_\_\_\_\_ ask "What do you mean by that?" When my partner asks a clarifying question while we are working on a **(singular noun)** \_\_\_\_\_, I know that he really cares about my **(plural noun)** \_\_\_\_\_ and wants to get them right.*

### You'll do it... With a Partner

*In my opinion, a productive partner demonstrates active listening when he paraphrases my ideas. For example, \_\_\_\_\_*

\_\_\_\_\_

*When my partner* \_\_\_\_\_

*I know that* \_\_\_\_\_

\_\_\_\_\_

**Workshop 1: Reading 2**

# Fitting In

Write and share responses to the *rBook* React question on page 14.



**Brainstorm:** Write three reasons why you think Irene or Freddy had an easier time adjusting to the U.S.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**Rewrite:** Choose one idea to rewrite using a sentence starter.

**Sample response:** *Freddy had an easier time adjusting to the U.S. because he quickly became the soccer team's star player.*

**Sentence Starter:** Irene/Freddy had an easier time adjusting to the U.S.

because \_\_\_\_\_  
\_\_\_\_\_



**Discuss:** Share one idea with two classmates. Take notes on their ideas.

Name	Idea
1.	
2.	



**Report:** Prepare to share one of your classmate's ideas with the class.

*Carlos* \_\_\_\_\_ pointed out/indicated that *Freddy had an easier time adjusting to the U.S. because he had friends on the soccer team.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





**Workshop 1: Reading 2**

# Fitting In

Read, write, and share paragraphs about the *rBook* React question on page 14.



**Read:** Underline the topic sentence and check one supporting detail.

Freddy had an easier time adjusting to the U.S. because he worked hard in school. Freddy even studied hard enough to graduate early.



**Practice:** Work with your teacher to write a paragraph.

Freddy Irene had an easier time adjusting to the U.S. because \_\_\_\_\_  
he quickly became the soccer team's star player.

\_\_\_\_\_

On the team, Freddy had the opportunity to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Discuss:** Share another detail and write a paragraph with your partner.

Freddy/Irene had an easier time adjusting to the U.S. because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Write:** Choose a reason from your Brainstorm list and write a paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Different Types of Written Summaries

“Music is used for many purposes today, and not all of them involve entertainment. It is used in advertising to attract attention and to promote products. Huge amounts of money are spent to create clever thirty second “hits,” which subliminally pressure consumers to make purchases. Music is also a pacifier; the music piped into elevators, airplanes, supermarkets, and shopping centers is designed to be ignored. It serves its purpose best when it is least obvious. This music encourages listeners to relax, slow down, and buy. Business firms provide background music for their workers in order to blot out distracting noises and increase efficiency. Farmers supply the same “canned” music to livestock to increase milk and egg production. The unfortunate aspect of all this background music is that it has conditioned the listener not to listen. Almost in self-defense, one learns to block out such music automatically.”

Source: Hickok, R. (1991). *Music Appreciation*. New York: Appleton Century Crofts.

### Casual Summary Notes For A Study Aid

Uses of music besides entertainment

1. Advertising: jingles to remember products
2. Businesses
  - Retail: relax shoppers so they will buy more
  - Industry: get workers to get more accomplished
3. Farming: get livestock to produce more

Negative impacts

1. Overexposure
2. Listener blocks out music in self-defense

### Casual Written Summary For A Study Aid

Music is used in many ways besides entertainment. Advertising firms create jingles to get people to remember products. Businesses use music to relax people so they will shop more or work productively. Farmers play music to get their livestock to produce more. This overexposure is conditioning us to ignore music.

### Formal Written Summary For An Exam/Assignment

According to Robert Hickok, in his book *Music Appreciation*, music is being used today in a number of ways not related to entertainment. One use of music that Hickok cites is in advertising, where music is used to attract attention to products. The author also maintains that another popular use of music in business and industry is to soothe or pacify to encourage shopping and worker productivity. He concludes, however, that one unfortunate consequence of this chronic exposure to music is that people are being conditioned not to listen to it.

## Section Shrink

1. **Introduce and number** each paragraph of the section lightly with a pencil.
2. **Read** the section twice (cloze together, partner cloze assigning odd/even paragraphs).
3. **Identify** the “who” or the “what” is the topic of the article in a brief phrase.
4. **Record** the topic on the template.

**Topic:** *K-12 school bullying*

5. **Reread** the passage (partner cloze switching odd/even paragraphs).
6. **Locate** three or four important details about the topic.
7. **Record** the details on the template using brief phrases and key terms.

**Important Details:**

- *physical & verbal bullying happen in K-12*
- *1 in 10 teens is bullied*
- *serious, long-lasting effects*

8. **“Shrink”** the Section: Write the main idea in a sentence on the template, using thirty words or less, and record the word count.

**Section Shrink:** *“Physical and verbal bullying occurs frequently in elementary and secondary schools causing serious, long-lasting effects.”*  
(word count: 15 words)

9. **Practice** reading the “Section Shrink” with a partner.

Section Shrink Template	
<b>Section 1</b>	
<b>Topic:</b>	School bullying
<b>Important Details:</b>	<ul style="list-style-type: none"><li>• physical bullying in schools</li><li>• 1 in 10 teens is bullied</li><li>• serious effects</li></ul>
<b>Section Shrink:</b>	<i>Physical and verbal bullying occur frequently in elementary and secondary schools causing serious, long-lasting effects.</i> (word count: 15)

10. **Debrief** Section Shrink by eliciting a variety of student responses.
  - circulate and identify 3 well-written responses
  - prompt students to stand and report based on word count (e.g. 30-25, 24-20) and select a response from each range
  - volunteers, nominations, room sections following numerical range

## Section Shrink

1. **Number** each paragraph of the section lightly with a pencil.
2. **Read** the section twice (cloze together, partner cloze: odd/even).
3. **Identify** the “who” or the “what” is the topic of the article in a phrase.
4. **Record** the topic on the template.

**Topic:** *K-12 school bullying*

5. **Reread** the passage (partner cloze switching odd/even paragraphs).
6. **Locate** 3 or 4 important details about the topic.
7. **Record** the details using brief phrases and key terms.

**Important Details:**

- *physical & verbal bullying happen in K-12*
- *1 in 10 teens is bullied*
- *serious, long-lasting effects*

8. **“Shrink”** the Section: Write the main idea in a sentence on the template, using 30 words or less, and record the word count.

**Section Shrink:** *“Physical and verbal bullying occurs frequently in elementary and secondary schools causing serious, long-lasting effects.”* (word count: 15 words)

9. **Practice** reading the “Section Shrink” with a partner.

## Section “Shrink”: Adolescent Sleep Research

1. **Topic (Who/What):** **adolescent sleep**
- Important Details:**
- most teens don't get adequate sleep
  - many factors contribute
  - causes health and academic problems
- Section Shrink:** For various reasons, most teens don't sleep adequately, which causes health and academic problems.
- \_\_\_\_\_
- (14 words)

- ~~~~~
2. **Topic (Who/What):** **human sleep patterns**
- Important Details:**
- change at different life stages
  - puberty changes teen “circadian” (body) clock
  - teens wide awake when others tired
  - teens regularly lose hours of sleep
- Section Shrink:** During puberty, teens circadian clock changes, making falling asleep difficult and resulting in regular sleep loss.
- \_\_\_\_\_
- (16 words)

- ~~~~~
3. **Topic (Who/What):** **circadian clocks**
- Important Details:**
- set human sleeping patterns
  - 
  -
- Section Shrink:** Circadian clocks set human sleeping patterns.
- \_\_\_\_\_
- \_\_\_\_\_

- ~~~~~
4. **Topic (Who/What):**
- Important Details:**
- - 
  -
- Section Shrink:**
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Section Shrink: *In the Grip of Graffiti***

1. **Topic (Who/What):** the start of graffiti
- Important Details:**
- people have drawn on walls for centuries
  - \* modern “graffiti” spread in NYC in 1970s
  - “taggers” spray paint nicknames on buildings, trains: Taki 183
  - \* Keith Haring made chalk drawings in subway stations that many considered art

**Section Shrink:** When modern “graffiti” spread in NYC in 1970s with youths spray painting or “tagging” nicknames on public property, some people considered subway drawings of Keith Haring artwork.

**Word Count**   27  

2. **Topic (Who/What):** \_\_\_\_\_ effects of graffiti
- Important Details:**
- many perceived graffiti as a \_\_\_\_\_ problem
  - taggers damaged businesses, homes, \_\_\_\_\_.
  - large cities like \_\_\_\_\_ spent millions on costly \_\_\_\_\_
  - \* \_\_\_\_\_ values and business \_\_\_\_\_ decline

**Section Shrink:** As tagging spread throughout urban centers like \_\_\_\_\_, attitudes turned negative due to ugliness, high \_\_\_\_\_ and inconvenience for businesses, cities, and home \_\_\_\_\_.

**Word Count**       

3. **Topic (Who/What):** reasons \_\_\_\_\_
- Important Details:**
- drawing/\_\_\_\_\_ on property w/o permission is against \_\_\_\_\_
  - taggers like \_\_\_\_\_ want to show who and where they are
  - some spread ideas about politics, \_\_\_\_\_: e.g., \_\_\_\_\_
  - \* would-be \_\_\_\_\_ think they are beautifying drab \_\_\_\_\_

**Section Shrink:** Although drawing and \_\_\_\_\_ on property without permission is a crime, graffiti makers do it to make political \_\_\_\_\_, establish their presence, or beautify drab \_\_\_\_\_.

**Word Count**

**Section Shrink: *In the Grip of Graffiti***

1. **Topic (Who/What):** the start of graffiti

- Important Details:**
- people have drawn on walls for centuries
  - \* modern “graffiti” spread in NYC in 1970s
  - “taggers” spray paint nicknames on buildings, trains: Taki 183
  - \* Keith Haring made chalk drawings in subway stations that many considered art

**Section Shrink:** When modern “graffiti” spread in NYC in 1970s with youths spray painting or “tagging” nicknames on public property, some considered subway drawings of Keith Haring artwork.

**Word Count** 26

2. **Topic (Who/What):** negative effects of graffiti

- Important Details:**
- many perceived graffiti as a serious problem
  - taggers damaged businesses, homes, signs, subways cars
  - large cities like Chicago spent millions on costly cleanup
  - \* home values and business income decline

**Section Shrink:** As tagging spread throughout urban centers like Chicago, attitudes turned negative due to ugliness, high costs and inconvenience for businesses, cities, and home owners.

**Word Count** 24

3. **Topic (Who/What):** reasons people make graffiti

- Important Details:**
- drawing/writing on property without permission against law
  - taggers like Taki 183 want to show who and where they are
  - some spread ideas about politics, society, life: “Save our jobs”
  - \* would-be artists think they are beautifying drab cities

**Section Shrink:** Although drawing and writing on property without permission is a crime, graffiti makers do it to make political statements, establish their presence, or beautify drab cities.

**Word Count** 26



# Informational Text Summary ~ References

## Academic Language for Summarizing

Use the following academic phrases, verbs and terms to effectively write your summary of an article.

Citation	Verbs	Summary
1 <sup>st</sup> : author's full name: first/last (Michelle Gomez)	<i>discusses</i> <i>examines</i> <i>explores</i>	(the specific topic/issue)
2 <sup>nd</sup> , etc.: author's last name (Gomez)	<i>investigates</i> <i>focuses on</i> <i>addresses</i>	
<i>or</i> the author the writer the reporter the researcher	<i>points out</i> <i>states</i> <i>emphasizes</i> <i>reports</i> <i>describes</i> <i>explains</i>	<i>that/how</i> (important detail)
the journalist	<i>concludes</i>	<i>that</i> (conclusion)

## Formal Written Summary For An Exam/Assignment

In the article entitled "LAUSD Goes 'Sweatfree'," Lawrence Gable investigates Los Angeles Unified School District's decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a "non-poverty" wage and have the right to form a union. In addition, Gable explains LAUSD's main reason for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Finally, Gable concludes that the district plans to enforce its "sweatfree" policy by charging a \$1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.



# Informational Text Summary ~ Writing Frame

**A** In the (article/essay/chapter/report) \_\_\_\_\_ entitled (title) \_\_\_\_\_  
\_\_\_\_\_  
(the author/writer/reporter) \_\_\_\_\_  
(verb: explores, investigates, discusses) \_\_\_\_\_  
(topic) \_\_\_\_\_  
\_\_\_\_\_

**B** First, (the author/writer) \_\_\_\_\_  
(verb) \_\_\_\_\_ (important detail) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
The reading also (verb: includes, compares, describes) \_\_\_\_\_  
(important detail) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C** In addition, \_\_\_\_\_ (verb) \_\_\_\_\_  
(important detail) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Moreover, (writer/author) \_\_\_\_\_ (verb) \_\_\_\_\_  
(important detail) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D** Finally, (the author/writer) \_\_\_\_\_ concludes that  
\_\_\_\_\_  
\_\_\_\_\_

# What's Happening

## IN CALIFORNIA ?

BY LAWRENCE GABLE

VOL 5, NO 9 MAY 2004

**T**he Los Angeles Unified School District (LAUSD) is the second-largest district in the country. It has more than a thousand schools and education centers. Every year it spends millions on things like furniture, uniforms and equipment. From now on LAUSD wants more for its money. It wants a guarantee from vendors that nothing came from a sweatshop.

Sweatshops started in Britain in the late 19th century. Workers sewed garments at home or in small workshops. These sweatshops crowded workers into unsafe, unhealthy conditions. They worked long hours for low wages. Usually the workers were women and children.

Now other industries run sweatshops too. They exist wherever people are desperate for work. In poor countries the workers may be citizens. In rich countries they are often illegal immigrants who are looking for better lives. Smugglers promise them good jobs, but they end up in bad situations. They do not know about labor laws. Bosses often force them to work unpaid overtime. They also abuse workers verbally and physically.

Now vendors must tell LAUSD where products come from. They must guarantee that workers earn a "non-poverty" wage. They also must guarantee that working conditions are safe. Workers must have the right to form a union, and the factory may not use child labor.

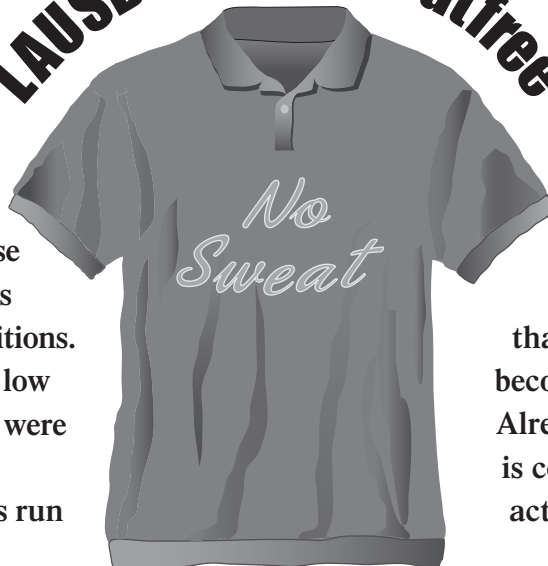
The school district has several reasons for taking this action. It serves many immigrant families. Some of those parents may be working in sweatshops in Southern California. Also, if children are working in sweatshops there or anywhere else, the district wants them in school instead.

LAUSD got help from several organizations. One is a labor union in the garment industry. Another is the Campaign for the Abolition of Sweatshops and Child Labor. This group believes that the school district can become a model for others. Already the City of Los Angeles is considering taking similar action.

It is not clear exactly how the district will enforce its new "sweatfree" policy. District officials may visit some suppliers. Activists also will inform the district about manufacturers that ignore labor laws. The penalty for any violation is \$1,000. In addition, LAUSD will never do business with that vendor again.

Factories will change if they have a reason to. LAUSD is giving them a \$500 million reason. At the same time, it is setting an example for students and families in the district. The sooner people refuse to buy products from sweatshops, the sooner working conditions will change for workers here and around the world.

LAUSD Goes "Sweatfree"



# Reading Summary: A Strong Example

In the article entitled “LAUSD Goes ‘Sweatfree’,” Lawrence Gable investigates Los Angeles Unified School District’s decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a “non-poverty” wage and have the right to form a union. In addition, Gable explains LAUSD’s main reasons for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Moreover, the author emphasizes the district’s concerns about children missing classes to earn money in these factories instead of attending classes. Finally, Gable concludes that the district plans to enforce its “sweatfree” policy by charging a \$1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.

## Rate Your Writing

Use the following scoring guide to rate your paragraph.

		Insufficient	Attempted	Sufficient	Exemplary
1. Does the topic sentence include the article title, an author, and topic?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
2. Did you include the important details from the entire article?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
3. Did you leave out unimportant details?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
4. Did you present details in a logical order?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
5. Did you state the topic and important details in your own words?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
6. Did you include academic phrases and terms to summarize?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
7. Did you include precise vocabulary related to the topic?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4

# Reading Summary ~ A Weak Example

I read an article by Lawrence Gable called “LAUSD Goes Sweatfree.” I learned some interesting things. The article is about sweatshops, really unhealthy factories that make people work overtime for a low salary. “Sweatshops started in Britain in the late 19<sup>th</sup> century.” Larry says that LAUSD won’t buy school uniforms and equipment any more from businesses that get their stuff made in sweatshops. Also, he points out that a lot of immigrants live in the Los Angeles area. I know that is true because my cousins were not born in the United States and they live right near the 405 freeway in LA. Almost everybody in their neighborhood speaks another language than English. Anyway, the district is worried that some parents are working in bad conditions and their kids, too. Besides, the kids should be in school, not sewing t-shirts for less than minimum wage. Furthermore, Gable mentions that LAUSD is going to make suppliers pay \$1,000 if the district finds out they got stuff from a sweatshop. Finally, Gable says “Factories will change if they have a reason to.” In conclusion, I hope that all of the sweatshops get closed down soon!

## Rate Your Writing

Use the following scoring guide to rate your paragraph.

		Insufficient	Attempted	Sufficient	Exemplary
1. Does the topic sentence include the article title, an author, and topic?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
2. Did you include the important details from the entire article?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
3. Did you leave out unimportant details?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
4. Did you present details in a logical order?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
5. Did you state the topic and important details in your own words?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
6. Did you include academic phrases and terms to summarize?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4
7. Did you include precise vocabulary related to the topic?	<i>Writer</i>	1	2	3	4
	<i>Reader</i>	1	2	3	4

## Academic Writing

### ANALYZING TEXT ELEMENTS

# Student Writing Model

## Academic Writing Type

A **summary and response** provides an objective overview of the topic and important details from a text and then presents the writer's position on the issue.

- A. The **summary** includes a topic sentence, detail sentences, and a concluding sentence.
- B. The **response** includes a transitional sentence, a topic sentence that presents the writer's position, supporting details, and a final statement.



### ANALYZE TEXT

Read this student model to analyze the elements of a summary and response.

A

In the article titled "The New Bully at School," Lucas Chen examines arguments about who should punish cyberbullies. Chen begins by describing how two teens felt about cyberbullying. The author continues to discuss how one principal responded. He explains further that very few schools took action due to fear of lawsuits. Chen concludes by suggesting that ultimately teens are responsible for their actions.

B

Whether schools should punish cyberbullies or not is a complex question. After considering the evidence presented in Chen's article and my own experiences, I can fully support schools punishing cyberbullies. I am in favor of schools punishing cyberbullies in part because a bully's behavior can impact the school day. To illustrate, the article reports that the bullies who humiliated the student on Facebook also harassed him on campus. My first-hand experiences as a victim who chose to speak up have also helped me understand why students should be able to attend school without fear. For these reasons, I maintain that schools should punish cyberbullies.



### MARK & DISCUSS ELEMENTS

Mark the summary and response elements. Then discuss them with your partner.

1. **Underline the writer's position.** *The writer's position is \_\_\_\_\_.*
2. **Check three reasons or pieces of evidence that support the writer's position.** *One (reason/piece of evidence) is \_\_\_\_\_.*
3. **Draw boxes around three transition phrases.** *One transition phrase is \_\_\_\_\_.*
4. **Circle five citation verbs in the essay.** *One citation verb is \_\_\_\_\_.*
5. **Star four precise topic words.** *An example of a precise topic word is \_\_\_\_\_.*

# Academic Writing

## WRITING A DRAFT

### Write a Summary & Response

**Prompt** Write a summary and response for “Ban It or Bag It?”



#### WRITE AN ESSAY

Use the frame to write a two-paragraph summary and response essay.

**A**

In the article titled \_\_\_\_\_  
(title)

\_\_\_\_\_  
(Author's full name)

\_\_\_\_\_  
(citation verb) \_\_\_\_\_ (noun phrase: arguments about, impacts of)

\_\_\_\_\_  
(topic)

\_\_\_\_\_  
(Author's last name) begins by \_\_\_\_\_  
(verb: describing, identifying, clarifying)

\_\_\_\_\_  
(important detail)

The author continues to \_\_\_\_\_  
(verb: address, discuss, point out)

\_\_\_\_\_  
(important detail)

(He/She) \_\_\_\_\_  
(citation verb)

further that \_\_\_\_\_  
(important detail)

\_\_\_\_\_  
(Author's last name) concludes by \_\_\_\_\_  
(verb: emphasizing, suggesting, questioning)

\_\_\_\_\_  
(restate author's conclusion)

**B**

Whether \_\_\_\_\_ should \_\_\_\_\_  
(noun) (verb phrase)

or not is a \_\_\_\_\_ question. After considering the evidence  
(precise adjective: fascinating, provocative, complex)

presented in \_\_\_\_\_ article and my own experiences, I  
(Author's last name + 's)

(can/cannot) \_\_\_\_\_ fully support \_\_\_\_\_  
(issue)

I am \_\_\_\_\_  
(in favor of/opposed to) \_\_\_\_\_ (issue)

in part because \_\_\_\_\_  
(reason that supports your position)

To illustrate, \_\_\_\_\_  
(evidence from the article)

My first-hand experiences as a \_\_\_\_\_  
(noun: high school student, part-time worker, etc.)

have also helped me understand why \_\_\_\_\_  
(reason that supports your position)

For these reasons, I maintain that \_\_\_\_\_  
(your position)



- ◆ **Title of the Reading:**
  
- ◆ **My Reading Review title is:**
  
- ◆ **Key Quote** - record one of the most important statements in the reading.
  
- ◆ **My Paraphrase of this Quote** - record what you think this statement means.
  
- ◆ **Why I Chose This Quote** - record reasons and evidence to support your choice.

### Graphic Representation

illustration, clip-art or picture that conveys the theme

Place an image below:

Explain the relevance of the image using at least three target words.

**Q & A for the Title**

**Q:** What is your original **title** for this reading/article/report?

**A:** The **title** I came up with is \_\_\_\_\_

**A:** The **original title** I selected with is \_\_\_\_\_

**A:** The **alternative title** I considered is \_\_\_\_\_

**A:** An **appropriate title** for the article would be \_\_\_\_\_

**Q & A for the Quote**

**Q:** What **quote** did you select from the reading/article/report?

**A:** The **quote** that I selected was \_\_\_\_\_

**A:** The **quote** that stood out for me was \_\_\_\_\_

**A:** The **statement** that caught my attention was \_\_\_\_\_

**A:** The **statement** that impressed me was \_\_\_\_\_

**Sentence Frames to Paraphrase the Quote**

**A:** To me this statement meant that \_\_\_\_\_

**A:** I interpreted this statement to mean that \_\_\_\_\_

**A:** My interpretation of this statement is that \_\_\_\_\_

**A:** My understanding of this statement is that \_\_\_\_\_

**Sentence Frames to Justify Selection of a Quote**

**A:** I chose this quote because \_\_\_\_\_

**A:** I selected this particular quote because \_\_\_\_\_

**Sentence Frames to Justify Your Selection of an Image**

**A:** I selected this image of \_\_\_\_\_ because \_\_\_\_\_

**A:** I designed this image of \_\_\_\_\_ because \_\_\_\_\_

**A:** I felt this image of \_\_\_\_\_ was appropriate because \_\_\_\_\_





◆ **Title of the Reading:** *Dealing With Bullying*

◆ **My Reading Review title is:**

*What Bullying Is and What You Can Do About It!*

◆ **Key Quote** - record one of the most important statements in the reading.

*"It happens more than many people may think - about one out of ten teens is the victim of bullying at some point during childhood or adolescence."*

◆ **My Paraphrase of this Quote** - record what you think this statement means.

*I think this means that bullying is actually very common, much more common than I ever imagined.*

◆ **Why I Chose This Quote** - record reasons and evidence to support your choice.

*I chose this quote because it surprised me how common bullying actually is among young people today. This also confirms my own experience as a student. There is bullying going on at our school that needs to be stopped.*

### Graphic Representation

illustration, clip-art or picture that conveys the theme

Place an image below:



Explain the relevance of the image using at least three target words.

*I chose Darth Vader because he has the characteristics of a real bully. He is always acting very mean and hurtful; he intentionally scares people and intimidates them. From my perspective, in the make believe world of Star Wars, Darth Vader is the number one bully! (Fortunately, Luke Sky-Walker doesn't take his abuse and stands up to him!)*



◆ Title of the Reading: Adolescent Sleep Research - Findings for Secondary Schools

◆ My Reading Review title is: The Truth About Teen Sleep

◆ Key Quote - record one of the most important statements in the reading.

"The circadian clock creates "FORBIDDEN ZONES" when falling asleep is almost impossible."

◆ My Paraphrase of this Quote - record what you think this statement means.

My understanding of this statement is that teens are unable to fall asleep at certain times due to changes in their internal clock.

◆ Why I Chose This Quote - record reasons and evidence to support your choice.

I selected this particular quote because my internal clock has definitely changed and I often don't want to go to sleep at the time my parents tell me to go to bed.

### Graphic Representation

illustration, clip-art or picture that conveys the theme

Place an image below:



Explain the relevance of the image using at least three target words.

*I felt the image of a person dangling from a clock was appropriate because the article describes how the amount of sleep that teens need is significant and challenging to make happen on command.*

*In my own experience as a teen, I can see how my own internal clock has changed significantly and that I need to make time to sleep, and also help my parents understand why certain times are more beneficial than others.*

# Justification/Argumentation ~ References

## Justification Paragraph: Academic Language for Justifying a Perspective

Use the following academic phrases, verbs and terms to effectively write your justification.

<i>To introduce or emphasize your perspective . . .</i>		<b>Transitions to Introduce Examples and Experiences</b>	
<b>Verbs</b>	<b>Verb Phrases</b>		
<b>when you agree. . .</b>			
I... believe agree contend maintain conclude support	I ... strongly agree that agree wholeheartedly am quite/fully convinced that am more convinced that ever that still maintain that still contend that continue to believe that	For example, For instance, To illustrate, As an illustration, In my experience, Based on my experience as a student/first-generation immigrant Drawing from my family life, In my personal life, During my childhood, In my school experience, Within my culture/community, Amongst my peers/classmates, As a(n) athlete/student/immigrant/adolescent	
<b>when you disagree. . .</b>			
I... disagree contend maintain conclude	I ... am not quite/fully convinced that disagree somewhat that disagree entirely that cannot support the opinion		
<b>when you are undecided, or see both sides . . .</b>			
I'm undecided uncertain unconvinced unsure	I ... see both sides of the issue am somewhat undecided whether am more inclined to believe that remain unconvinced that can't definitively agree or disagree		

### Example Sentences:

*After reading the article, I am unconvinced that wild animals should be kept as house pets.*

*After reading the article, I contend that girls should be allowed to participate in boys' sports.*

*Although the article includes many convincing details, I am somewhat undecided whether it will be safe for girls to participate in aggressive contact sports.*

*Based on my experience as a child of a veterinarian, I agree with the position raised in the article regarding the usefulness of therapy animals.*

*Amongst my peers, the article's suggestion that first impressions of people are rarely accurate seems unrealistic.*

*After considering the arguments in the article in favor of recycling, I wholeheartedly support a ban on plastic bags.*

*Although the article provides some reasonable arguments against graffiti, I am not fully convinced that it has little artistic value.*

**Justification Paragraph ~ Writing Frame #1****ACADEMIC PARAGRAPH: Justify your position!**

Use the following frame to effectively write a response to the academic discussion prompt. Justify your position using specific details from the article and relevant examples.

**After reading the article, I (believe, agree/disagree, am/am not convinced) that** \_\_\_\_\_

\_\_\_\_\_  
*(rephrase the question)*

**One reason is that** \_\_\_\_\_

\_\_\_\_\_  
*(one supporting detail from the article)*

**For example,** \_\_\_\_\_

\_\_\_\_\_  
*(one relevant example from your own or a classmate's experience)*

**The article also points out that** \_\_\_\_\_

\_\_\_\_\_  
*(second supporting detail from the article)*

**This is important because** \_\_\_\_\_

\_\_\_\_\_  
*(elaborate on the second supporting detail)*

**For these reasons, I maintain my position that** \_\_\_\_\_

## Justification Paragraph: Strong Final Draft

Should Boys and Girls Have the Same Sports Opportunities in School?

After reading the article, I am convinced that boys and girls should have the same sports opportunities in school. One reason is that schools have historically offered girls fewer sports options. Schools have also denied girls the opportunity to participate on boys' teams such as wrestling. For example, my aunt attended high school in the late 1960s. She outperformed her two older brothers in baseball, but she was unable to join the high school team. Her only choices were badminton and archery, neither of which was her strongest or favorite sport. The article also points out that after Title IX was passed, which allowed girls to compete in boys' events, girls still had to try out for an athletic team. In my experience, if a girl is confident enough to try out for a competitive sport like basketball or golf, then she is typically a skilled athlete who ought to be given a chance. As an example, the article describes Annika Sorenstam who in 2003 competed in a world-class PGA golf tournament against hundreds of male golfers. She was clearly strong enough to compete. Most importantly, images of what is feminine have evolved in the past decades. Girls are now encouraged to work out regularly and build muscle mass to have more stamina and strength while playing sports. Within my peer group, several girls are far more physically fit than many male classmates. For these reasons, I conclude that girls should be allowed to try out for traditional boys' sports and judged based on their physical abilities not their gender.

## Academic Discussion Topic: *Leveling the Playing Field*



**THINK:**

Briefly record your personal responses to this question:  
*Should girls be allowed to play on boys' sports teams?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**WRITE:**

Rewrite two ideas using the response frames. Check your grammar and spelling. Use precise word choices.

**1. Frame:** In my opinion, girls (should/should not) be allowed to play on boys' sports teams if they \_\_\_\_ (present tense verb: *understand, compete, distract*)

**Response:** \_\_\_\_\_  
\_\_\_\_\_

**2. Frame:** From my perspective, girls (should/should not) be permitted to play on boys' teams based upon \_\_\_\_ (noun phrase: *their ability; the fact that...*)

**Response:** \_\_\_\_\_  
\_\_\_\_\_

**Everyday Verbs**

play  
know  
bother  
need

**Precise Verbs**

perform, compete  
understand  
distract  
require

**Precise Nouns**

performance, competitiveness  
understanding, knowledge  
distraction  
requirement



**DISCUSS:**

Listen attentively to and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.

- So your (point of view/position) is that \_\_\_?
- Yes, that's correct.
- No, not exactly. What I meant was ...

Classmates	Ideas	For + / Against -
1.		
2.		
3.		

**REPORT:**

Prepare to report your idea during the whole group discussion. Listen attentively, and utilize frames to highlight similarities.

- My idea is similar to \_\_\_\_\_'s.
- My idea builds upon \_\_\_\_\_'s.

**Justification Paragraph Writing ~ Frame #2****ACADEMIC PARAGRAPH: Justify your position!**

Use the following frame to effectively write a response to the academic discussion prompt. Justify your position using specific details from the article and relevant examples.

**The article, \_\_\_\_\_, has convinced me that \_\_\_\_\_**  
*(rephrase the question)*

**One (compelling, powerful) reason is that \_\_\_\_\_**  
*(supporting detail from the article)*

**For example, \_\_\_\_\_**  
*(relevant example from your experience)*

**The article also (emphasizes, demonstrates) that \_\_\_\_\_**  
*(supporting detail from the article)*

**Drawing on my experience, \_\_\_\_\_**  
*(relevant example from your experience)*

**Perhaps most importantly, \_\_\_\_\_**  
*(supporting detail from the article or an example from your experience)*

**For these reasons, I (maintain, contend) that \_\_\_\_\_**

## Justification Paragraph Writing ~ Frame #3

### ACADEMIC PARAGRAPH: Justify your position!

Use the following frame to effectively write a response to the academic discussion prompt. Justify your position using specific details from the article and relevant examples.

**The article, \_\_\_\_\_, and my own**

**relevant experiences as a \_\_\_\_\_**  
*(specify relevant personal connection)*

**lead me to conclude that \_\_\_\_\_**  
*(state your position)*

**A significant reason is that \_\_\_\_\_**

*(supporting detail from the article)*

**Based on my experience, \_\_\_\_\_**

*(relevant example from your experience)*

*(elaborate on your example)*

**The author also (*emphasizes, stresses*) the fact that \_\_\_\_\_**

*(strong supporting detail from the article)*

**For example, \_\_\_\_\_**

*(relevant example from the article or an example from your experience)*

*(elaborate on your example)*

**An equally important point is that \_\_\_\_\_**

*(supporting detail from the article or an example from your experience)*

**Therefore, I conclude, remain convinced that \_\_\_\_\_**





## Justification Paragraph ~ Rating

### Rate Your Writing

Use the following scoring guide to rate your justification paragraph.

		Insufficient	Attempted	Sufficient	Exemplary
1.	Does the topic sentence clearly state your perspective on the issue?	<i>Writer</i> 1	2	3	4
		<i>Reader</i> 1	2	3	4
2.	Did you include details from the article to support your perspective?	<i>Writer</i> 1	2	3	4
		<i>Reader</i> 1	2	3	4
3.	Did you provide adequate examples, and explanation to help your reader understand each detail?	<i>Writer</i> 1	2	3	4
		<i>Reader</i> 1	2	3	4
4.	Did you utilize transition phrases to introduce supporting details?	<i>Writer</i> 1	2	3	4
		<i>Reader</i> 1	2	3	4
5.	Did you conclude the paragraph with a strong final statement?	<i>Writer</i> 1	2	3	4
		<i>Reader</i> 1	2	3	4
6.	Did you include academic phrases and terms to justify your opinion?	<i>Writer</i> 1	2	3	4
		<i>Reader</i> 1	2	3	4
7.	Did you include precise vocabulary related to the topic?	<i>Writer</i> 1	2	3	4
		<i>Reader</i> 1	2	3	4

### Reflect and Refine

#### Step One: WRITER'S PRIORITIES

Reflect upon your rating scores and review your justification paragraph draft.

Record specific priorities on the draft and below that will help you in revising and editing.

Priority 1: \_\_\_\_\_

\_\_\_\_\_

Priority 2: \_\_\_\_\_

\_\_\_\_\_

### Reflect and Refine

#### Step Two: READER'S SUGGESTIONS

Reflect upon the rating scores you gave to your partner. Record specific suggestions on the draft and below that will help your partner in revising and editing.

Suggestion 1: \_\_\_\_\_

\_\_\_\_\_

Suggestion 2: \_\_\_\_\_

\_\_\_\_\_

# Academic Writing

## WRITING A DRAFT

### Write an Argument

**Prompt** Should parents control how their teens use social media? Write an argument that states your claim and supports it with text evidence.



#### WRITE A RESEARCH PAPER

Use the frame to write your introduction, detail paragraphs, and conclusion.

**A**

After examining the issues surrounding \_\_\_\_\_  
(topic)

I \_\_\_\_\_ that \_\_\_\_\_  
(verb/verb phrase to express opinion) (strongly state your claim)

---

One reason I maintain this position is that \_\_\_\_\_  
(first reason that supports your claim)

---

In the article \_\_\_\_\_  
(title of article)

\_\_\_\_\_ emphasizes that \_\_\_\_\_  
(author's full name) (evidence from the article)

---

As a teen, I have first-hand experience with \_\_\_\_\_  
(situation or issue)

\_\_\_\_\_ (Transition introducing evidence) \_\_\_\_\_ (evidence from experience)

---

In contrast, \_\_\_\_\_ (group with an opposing claim) \_\_\_\_\_ (verb/verb phrase to express opinion)

that \_\_\_\_\_  
(counterclaim from article or your experience)

**B**

However, I \_\_\_\_\_ that \_\_\_\_\_  
(verb/verb phrase to express opinion) (your response to counterclaim)

---

\_\_\_\_\_ (Author's full name + 's) analysis of \_\_\_\_\_ (topic)

\_\_\_\_\_ in \_\_\_\_\_  
(title of a different article)

has strengthened my perspective that \_\_\_\_\_  
(second reason that supports your claim)

\_\_\_\_\_ (Transition introducing evidence) \_\_\_\_\_ (evidence from article or your experience)

Although a common argument \_\_\_\_\_ (in favor of/against) \_\_\_\_\_ (issue)

is \_\_\_\_\_ (counterclaim from article or your experience)

I don't find the evidence \_\_\_\_\_ (precise adjective to describe evidence) Clearly, there is \_\_\_\_\_ (precise adjective to describe evidence)

evidence that \_\_\_\_\_ (shows/proves) \_\_\_\_\_ (your response to the counterclaim)

---

**C**

The question of whether or not to \_\_\_\_\_ (restate the issue)

is \_\_\_\_\_ (precise adjective to respond) My analysis of this issue has left me with little doubt that \_\_\_\_\_

\_\_\_\_\_ (restate your claim)