

## A THUMBNAIL LOOK AT COMMON FUNCTIONS

Content Function	Sample Tasks	Sample Ways to Show Relationships		
		Beginning	Intermediate	Advanced
Elaboration/ Description	<ul style="list-style-type: none"> <li>Describe attributes, qualities, characteristics and properties</li> <li>Explain relationship of objects in space</li> </ul>	<i>Has/have, is/are</i>  <i>Next to, close to, above, under, behind</i>	<i>Usually, often</i>  <i>Contain, consist, demonstrate</i>  <i>Near, between, among, beside</i>	<i>Tend to</i>  <i>Exhibit, associated with, defined by, consists of</i>  <i>Adjacent, alongside, parallel to, in relation to</i>
Compare	<ul style="list-style-type: none"> <li>Understand and express how two or more things are similar and how they are different</li> </ul>	<i>Like</i>  <i>Are the same because...</i>  <i>Both</i>  <i>__er, __est</i>	<i>Just like</i>  <i>Are similar because...</i>  <i>Have in common</i>  <i>Compared to</i>	<i>Just as</i>  <i>Shared/common attributes</i>  <i>By comparison</i>
Contrast	<ul style="list-style-type: none"> <li>Understand and express how two or more things are different</li> </ul>	<i>But, however</i>  <i>Unlike</i>  <i>__er than</i>	<i>In contrast</i>  <i>On the other hand</i>  <i>Differences between</i>	<i>Whereas</i>  <i>As opposed to</i>  <i>A distinction between...</i>
Identify Cause and Effect	<ul style="list-style-type: none"> <li>Explain the cause of an outcome</li> <li>Express why something occurred</li> </ul>	<i>Because</i>  <i>Because of</i>  <i>So</i>	<i>As a result of</i>  <i>Therefore</i>  <i>If...then</i>  <i>The cause was</i>	<i>Consequently, thus</i>  <i>Due to</i>  <i>This led to (caused)</i>
Proposition & Support  Problem/Solution	<ul style="list-style-type: none"> <li>Defend an opinion</li> <li>Explain reasoning</li> <li>Justify a position</li> </ul>	<i>I think/believe</i>  <i>One reason that</i>  <i>My (his, her) opinion</i>  <i>My (his, her, our) idea</i>	<i>In my opinion</i>  <i>Point of view</i>  <i>Believes that</i>  <i>In support of, against</i>  <i>Provides evidence, make an argument</i>	<i>From the perspective of</i>  <i>Take a stand</i>  <i>Express the view</i>  <i>Thesis, position, claim, statement</i>
Sequence	<ul style="list-style-type: none"> <li>Relate steps in a process</li> <li>Express time relationships and actions within a larger event</li> </ul>	<i>First, Second</i>  <i>Next, Later, Then</i>  <i>Before/ After</i>	<i>While, Now, Finally</i>  <i>Earlier</i>  <i>For the past</i>	<i>Prior to</i>  <i>Previously</i>  <i>Since</i>  <i>Eventually</i>  <i>Subsequently</i>
Summarize	<ul style="list-style-type: none"> <li>Express main ideas and significant details</li> </ul>	<i>The author (story) tells/says</i>  <i>Important because</i>	<i>In summary</i>  <i>Explains, discusses</i>	<i>Illustrates, mentions, concludes, explores, focuses on</i>

# DOMINANT FUNCTIONS: FIVE SAMPLE PASSAGES

---

*The model paragraphs below demonstrate how each of the five dominant functions can be utilized to discuss the subject of global warming.*

## **Cause & Effect**

---

Our natural environment is visibly changing. As a result, “bad weather” events like floods, severe storms, droughts, and heat waves are occurring with much more frequency. What’s the cause of these changes? One reason could be global warming.

Although the Earth has experienced many naturally occurring climatic changes, scientists believe our increased dependence on fossil fuels has accelerated global warming. Because carbon dioxide’s molecular structure traps heat, the Earth’s temperature is increasing. If we do not take action to curb our use of fossil fuels, we can expect further global warming and a continuation of “bad weather” events.

## **Compare & Contrast**

---

Many people are talking about global warming and climate change as if they are the same thing. There are, however, many differences between the two. Clarifying those differences can help us better understand the changes in our natural environment.

One difference between the two is the scale used to measure them. Global warming is defined as an overall increase in the temperature of the entire planet, whereas climate change refers to changes in regional climate. Global warming is also different because it measures only temperature change. On the other hand, climate change takes into consideration changes in humidity, rainfall, wind speed, and snow depth.

Drawing distinctions between these two terms is important to our understanding of this critical issue.

## **Elaboration**

---

Global warming is defined as an overall increase in temperature over the entire planet. It is frequently associated with dramatic weather events, such as floods, hurricanes, droughts, and decreasing snowfalls. Discussions of global warming usually include references to greater carbon emissions, the acceleration of glacial melting, and the possibility of diminished fresh water supply. For example, scientists often point to the worldwide shrinking of mountaintop glaciers as a phenomenon that demonstrates the impact of global warming. Broader definitions of global warming are characterized by an examination of rising sea levels, epidemics of insect-borne diseases, and weakened agricultural production.

## **Proposition & Support (Problem/Solution)**

---

The evidence is clear: the Earth’s surface is getting warmer. Because carbon dioxide’s molecular structure traps heat near the Earth’s surface, scientists believe that carbon emissions are responsible for global warming. Many experts claim that global warming will negatively impact all living organisms throughout the planet.

Princeton researchers Robert Socolow and Stephen Pacala argue that global warming could be reduced if alternative energy sources were better utilized. In their opinion, an increase in our use of renewable resources such as wind and solar power would reduce the impact of global warming. They also expressed the view that nuclear power plants are a cleaner option than coal-fired plants.

## **Sequence**

---

For well over a hundred years, the Earth’s temperature has been on the rise. As early as the Industrial Revolution, Earth’s temperature has been increasing steadily. Prior to the 20<sup>th</sup> century, the amount of carbon in the atmosphere, also known as greenhouse gases, was considered containable. Yet by the 1950s, the amount had risen considerably. Currently the amount of greenhouse gases has risen to dangerous levels.

Initially the rise in atmospheric carbon wasn’t considered problematic. Eventually, however, scientists confirmed that greenhouse gases trapped near the Earth’s surface do produce a rise in temperature. Today, there is broad agreement that global warming is a serious and critical concern.

# CAUSE AND EFFECT

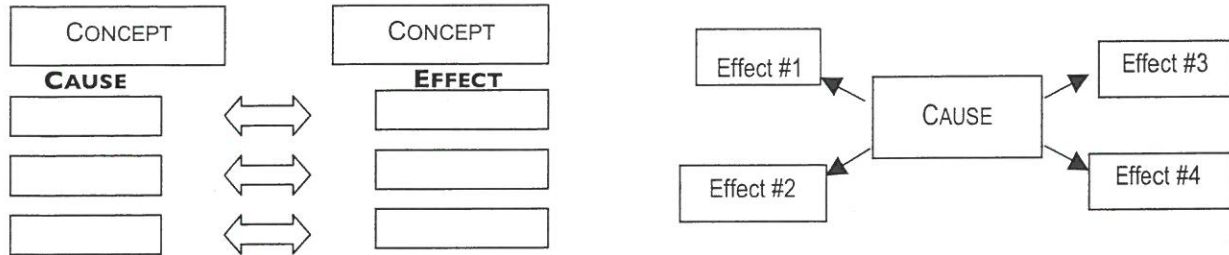
	Helpful Signal Words	Sample Sentence Frames
<b>Intermediate</b>	<i>if...then</i> <i>for this reason</i> <i>as a result(of)</i> <i>when(cause),...(effect)</i> <i>after(cause) ..., (effect)</i>	<i>so</i> <i>because (of)</i> <i>therefore</i> <i>since</i>
<b>Early Advanced</b>	<i>it follows</i> <i>due to</i> <i>one reason for</i> <i>since _____, _____</i>	<i>thus</i> <i>consequently</i> <i>hence</i> <i>the cause of</i>
<b>Advanced</b>	<i>even if...would</i> <i>which in turn</i> <i>leads/led to</i> <i>leads me to believe that</i> <i>once _____, _____</i>	<i>accordingly</i> <i>due to the fact that</i> <i>subsequently</i>

## Related Functions & Sample Frames

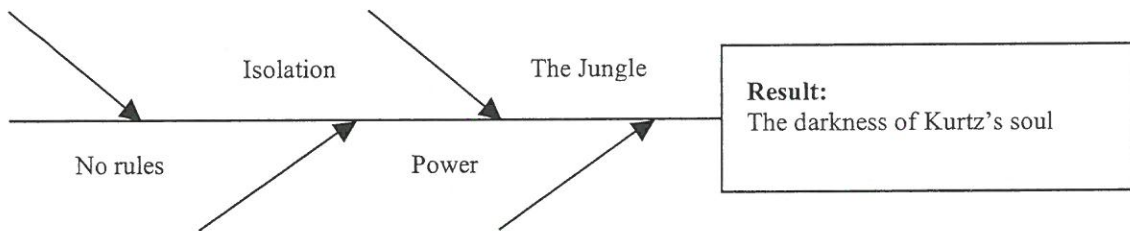
<b>Describe who or what is being affected and how</b>	<ul style="list-style-type: none"> <li>▪ Thousands of people _____ due to the destruction caused by _____.</li> <li>▪ Since _____ committed _____, they have to _____.</li> <li>▪ Because of _____, the _____ is _____.</li> <li>▪</li> </ul>
<b>Come to a conclusion or recommendation</b>	<ul style="list-style-type: none"> <li>▪ _____ has led to _____. For this reason I believe that _____.</li> <li>▪ As a result of _____, I recommend _____.</li> <li>▪ Without _____ we have _____. Therefore, we must _____.</li> <li>▪</li> </ul>
<b>Predict the possible effects</b>	<ul style="list-style-type: none"> <li>▪ If _____ was added to _____, then I think the result would have been _____.</li> <li>▪ Reading _____ and hearing _____ has led me to believe that _____.</li> <li>▪ I predict that _____ since I observed _____.</li> <li>▪</li> </ul>

# CAUSE AND EFFECT

## Helpful Graphic Organizers

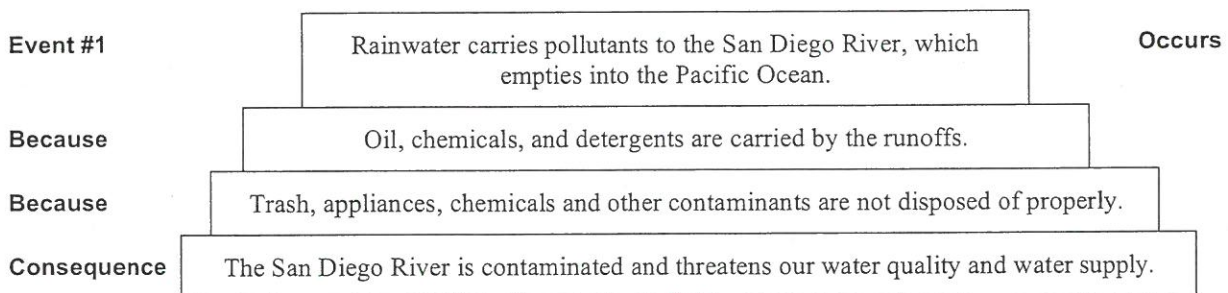


## English Language Arts Example



In Joseph Conrad's novel, *Heart of Darkness*, we learn about the central character, Kurtz. Kurtz decided to leave Europe and go to the Congo because he wanted to offer a better way of life to the natives living there. His noble intentions were thwarted, however, due to the darkness of the jungle and his dark internal struggle. Before his journey to the Congo, Kurtz was viewed as an educated, refined, and caring man. Yet, as a result of his extended stay in the jungle, Kurtz became lost, violent, and crazy. The isolation, lack of civility, and savagery led him to commit unspeakable horrors, which in turn led to the darkness of his soul.

## Science/Social Studies Example



Because a significant number of people do not dispose of harmful chemicals properly, pollutants are contaminating the San Diego River. In addition, rainfall contributes to this problem because the runoff carries oils, detergents, and other contaminants to the river. As a result, the San Diego River and parts of the Pacific Ocean are hazardous to both humans and animals. Consequently, our water source is in jeopardy.

# COMPARE AND CONTRAST

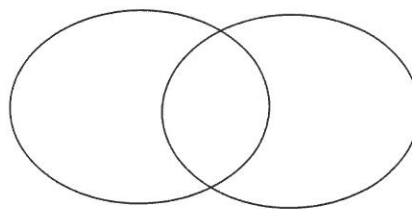
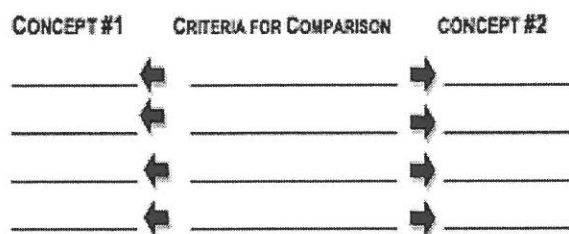
	Helpful Signal Words	Sample Sentence Frames
<b>Intermediate</b>	<i>like, is the same as</i> <i>but</i> <i>are the same/</i> <i>however</i> <i>different because</i> <i>yet</i> <i>___er, ___est</i> <i>unlike</i> <i>___er than</i> <i>both</i>	<ul style="list-style-type: none"> <li>▪ Both are / are able to / have / can _____.</li> <li>▪ ___ and ___ are similar because they are both _____.</li> <li>▪ ___ and ___ are different because ___ is ___ and ___ is ___.</li> </ul>
<b>Early Advanced</b>	<i>are similar because</i> <i>just like</i> <i>have in common</i> <i>in contrast</i> <i>difference between</i> <i>compared to</i> <i>on the other hand</i>	<ul style="list-style-type: none"> <li>▪ Although ___ and ___ have some similar characteristics, they are very different _____.</li> <li>▪ The majority of ___ are ___, while ___ are _____.</li> <li>▪ The differences/similarities between ___ and ___ are _____.</li> </ul>
<b>Advanced</b>	<i>as opposed to</i> <i>just as</i> <i>a distinction</i> <i>whereas</i> <i>between</i> <i>by</i> <i>share common</i> <i>comparison</i> <i>attributes</i> <i>each is</i> <i>synonymous with</i>	<ul style="list-style-type: none"> <li>▪ They ___ and ___ are similar in that _____.</li> <li>▪ While ___ and ___ are both _____, there are several major differences between them.</li> <li>▪ The most noticeable/notable is that the ___ has ___, whereas the ___ has _____.</li> <li>▪ The primary distinction between ___ and ___ can be described as _____.</li> </ul>

## Related Functions & Sample Frames

<b>Compare characteristics</b>	<ul style="list-style-type: none"> <li>▪ ___ and ___ share the same _____.</li> <li>▪ Both ___ and ___ can be described as _____.</li> <li>▪ ___ is different from ___ because _____.</li> </ul>
<b>Compare actions and responses</b>	<ul style="list-style-type: none"> <li>▪ While _____ is able to _____, _____ does not have that capability/feature/</li> <li>▪ The behaviors of _____ was/is in complete contrast from / differs from _____.</li> <li>▪ Each responded differently because _____. The ___ responded differently from the ____.</li> <li>▪</li> </ul>
<b>Draw comparative conclusions</b>	<ul style="list-style-type: none"> <li>▪ Their similarities outweigh their differences because _____.</li> <li>▪ By comparing ___ and ___, it became clear (I realized, I understood, etc) that _____.</li> <li>▪</li> </ul>
<b>Classify and compare</b>	<ul style="list-style-type: none"> <li>▪ There are several types of _____, including _____, _____, and _____.</li> <li>▪ ___ can be identified as a _____ because _____.</li> <li>▪ One of the key characteristics of ___ is _____. A secondary characteristic is _____</li> </ul>

# COMPARE AND CONTRAST

## Helpful Graphic Organizers



## English Language Arts Example

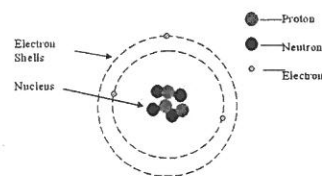
Scout	Criteria for Comparison of Scout and Jem	Jem
Girl, age five ←	Age and gender	→ Boy of about nine
Adventurous, likes to be outside; fights with boys, likes to read ←	Behaviors	→ Adventurous, like to play outside, protects his sister
Confident, good-hearted, good-natured ←	Personality traits	→ Can be moody and cynical, more serious than his sister
Nurtured and protected ←	Relationship with Atticus	→ Respect and admiration

Both Jem and Scout are important characters in *To Kill a Mockingbird*. Jem is a nine year-old boy, and Scout is his little sister. While Scout and Jem are both active and adventurous, there are several major differences between them. Whereas Scout is good-natured and easy going, Jem can be more moody and serious. Each has a close relationship with their father. Atticus is protective and nurtures Scout, but with Jem, he is more respectful and adult.

## Science Example

### Atomic Structure

	Mass	Charge	Location
Protons	1	Positive +1	within the nucleus
Neutrons	1	None 0	within the nucleus
Electrons	1/1836	Negative -1	create electron cloud



The structure of an atom includes three similar, but distinct constituents. Both protons and neutrons are found in the nucleus of the atom. Electrons, however, are found in the electron cloud that orbits the nucleus. Protons have a positive charge, electrons are negatively charged, and neutrons have no charge.

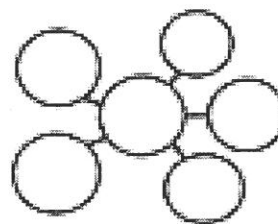
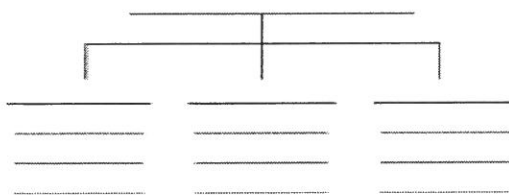
## ELABORATION/DESCRIPTION

	Helpful Signal Words	Sample Sentence Frames
<b>Intermediate</b>	<i>includes</i> <i>for example</i> <i>belongs</i> <i>in other words</i> <i>is called</i> <i>described</i> <i>explain</i> <i>such as</i>	<ul style="list-style-type: none"> <li>▪ One example of _____ is _____.</li> <li>▪ _____ is called _____ and belongs to (is part of, is related to) a _____.</li> <li>▪ _____ can be described as _____.</li> <li>▪ _____</li> </ul>
<b>Early Advanced</b>	<i>displays</i> <i>refers to</i> <i>known for</i> <i>illustrates</i> <i>demonstrates</i> <i>consists of</i> <i>contains</i> <i>tends to</i> <i>put another way</i> <i>in short</i>	<ul style="list-style-type: none"> <li>▪ _____ has _____ and is known for _____.</li> <li>▪ _____ contains _____ and tends to _____.</li> <li>▪ _____ is illustrated by _____.</li> <li>▪ Characteristics (components) of _____ include _____ and _____.</li> <li>▪ _____</li> </ul>
<b>Advanced</b>	<i>characterized by</i> <i>defined by</i> <i>associated with</i> <i>understood as</i> <i>reflects</i> <i>by extension</i> <i>exhibits</i> <i>identified by</i> <i>put differently</i> <i>in essence</i>	<ul style="list-style-type: none"> <li>▪ Indicators of _____ are defined by _____.</li> <li>▪ Frequently associated with _____, _____ is understood as _____.</li> <li>▪ _____ is widely acknowledged as _____ and exhibits _____.</li> <li>▪ _____</li> </ul>

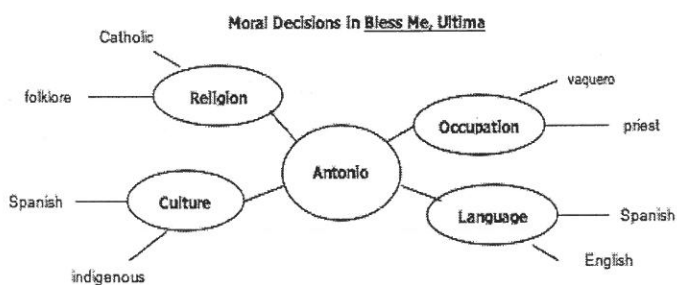
## Related Functions & Sample Frames

<b>Classification</b>	<ul style="list-style-type: none"> <li>▪ _____ are characterized by several (distinct) features, such as: _____.</li> <li>▪ _____ tends to _____. This suggests it _____.</li> <li>▪ _____ can be identified by _____.</li> <li>▪ _____</li> </ul>
<b>Making inferences</b>	<ul style="list-style-type: none"> <li>▪ _____ appears (seems) to suggests that _____.</li> <li>▪ _____ is a reflection of _____.</li> <li>▪ _____ can be explained as (stand for) _____.</li> <li>▪ By extension, _____.</li> </ul>
<b>Synthesizing</b>	<ul style="list-style-type: none"> <li>▪ _____ can be understood from multiple perspectives. For example _____.</li> <li>▪ _____ is frequently referred to as _____.</li> <li>▪ Experts agree that _____ is a reflection of _____ and demonstrates _____.</li> </ul>

Helpful Graphic Organizers

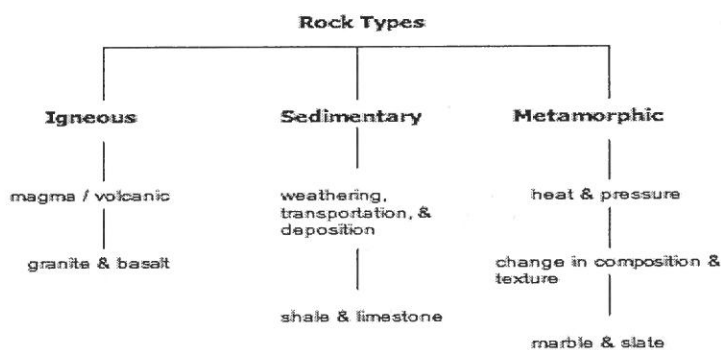


English Language Arts Example



Antonio faces many moral decisions in the novel *Bless Me, Ultima*. The difficulty of these decisions is illustrated by his conflicting emotions. Antonio's struggles reflect his growing maturity and independence. For example, his religious questions indicate a shift away from the beliefs of his mother's church. Antonio's ability to live between two cultures is defined by his strong, moral character.

Science Example



In geology, rocks are generally divided into three classifications: igneous, sedimentary, and metamorphic. Igneous rocks consist of hardened lava and magma. They often appear shiny and sharp. Basalt and granite are examples of igneous rocks. Sedimentary rocks are defined by a process of weathering, transportation, and deposition. Shale and limestone belong to the category of sedimentary rocks. Metamorphic rocks exhibit a transformation in composition and texture. Metamorphic rocks, such as slate, can be described as grainy or flaky.



## PROPOSITION AND SUPPORT (PROBLEM / SOLUTION)

	Helpful Signal Words	Sample Sentence Frames
<b>Intermediate</b>	<i>believe</i> <i>opinion</i> <i>problem</i> <i>agree / disagree</i> <i>reasons</i>  <i>for example</i> <i>in fact</i> <i>suggests</i> <i>solution</i>	<ul style="list-style-type: none"> <li>▪ I believe that _____. I believe this because _____.</li> <li>▪ It is my opinion that _____.</li> <li>▪ There is a problem with _____. The proof of this problem is _____ and _____.</li> <li>▪ I disagree with _____ because _____.</li> <li>▪</li> </ul>
<b>Early Advanced</b>	<i>states</i> <i>argues</i> <i>supports</i> <i>position</i> <i>view</i>  <i>most importantly</i> <i>according to</i> <i>proposes</i> <i>evidence</i> <i>clearly</i>	<ul style="list-style-type: none"> <li>▪ According to _____, _____ is a serious problem.</li> <li>▪ In support of this position, _____, I would argue that _____.</li> <li>▪ The evidence suggests that _____.</li> <li>▪</li> </ul>
<b>Advanced</b>	<i>asserts</i> <i>claims</i> <i>defends</i> <i>persuades</i> <i>based on</i>  <i>ultimately</i> <i>apparently</i> <i>therefore</i> <i>nevertheless</i> <i>moreover</i>	<ul style="list-style-type: none"> <li>▪ Nevertheless, the evidence strongly suggests that _____.</li> <li>▪ _____ defends this position by _____.</li> <li>▪ Ultimately, we must agree that _____.</li> <li>▪</li> </ul>

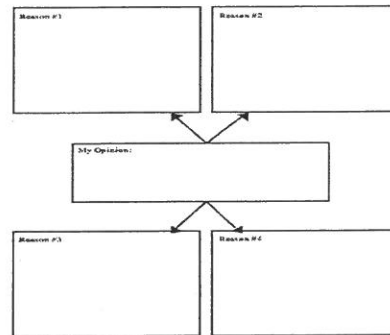
### Related Functions & Sample Frames

<b>Description</b>	<ul style="list-style-type: none"> <li>▪ For instance, according to one scholar _____.</li> <li>▪ An example of this problem is _____.</li> <li>▪ The situation can be understood by examining _____.</li> </ul>
<b>Drawing conclusions</b>	<ul style="list-style-type: none"> <li>▪ In sum, the evidence suggests that _____.</li> <li>▪ Thus, _____.</li> <li>▪ In multiple studies, experts consistently state that _____.</li> </ul>
<b>Stating opinions</b>	<ul style="list-style-type: none"> <li>▪ I've always believed that _____.</li> <li>▪ When it comes to _____, most people agree that _____.</li> <li>▪ In discussions about _____, _____ emphasizes the fact that _____.</li> </ul>
<b>Introducing sources</b>	<ul style="list-style-type: none"> <li>▪ As stated by _____, there is little doubt that _____.</li> <li>▪ In the article _____ by _____, the author urges the reader to _____.</li> </ul>

# PROPOSITION AND SUPPORT

## Helpful Graphic Organizers

Proposition → Support Graphic Organizer		
Proposition		
Proposition Sentence		
Support		
Supporting Reasons / Details	Quotes / Examples	Explain in your own words
Conclusion		



## English Language Arts Example

The pamphlet “The American Crisis” written by Thomas Paine in 1776 makes the point that freedom is worth fighting for. To convince the reader, Paine explains that freedom is everyone’s right. He claims that no country or king should have the power to deny people their freedom. He also tries to persuade the reader to support the war and have faith in the military leadership. Thomas Paine believed that winning the war and fighting for freedom was a moral responsibility.

Proposition → Support Graphic Organizer		
Proposition		
Proposition Sentence		
Thomas Paine is arguing that American citizens and soldiers must not give up the fight in 1776.		
Support		
Supporting Reasons / Details	Quotes / Examples	Explain in your own words
Freedom is worth fighting for	“Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as freedom should not be highly rated.”	Freedom is a god-given right that we must fight to protect
The King of England is a tyrant	“I cannot see on what grounds the King of Britain can look up to heaven for help against us: a common murderer, a highwayman, a housebreaker!”	The King is our enemy and doesn’t have God on his side
Washington is a strong leader	“There is a natural firmness in some minds which cannot be unlocked by trifles, but which, when unlocked discovers a cabinet of fortitude.”	When necessary, Washington will prove to be a great leader.
Conclusion		
The purpose of Thomas Paine’s persuasive and emotional pamphlet was to influence readers to support the war.		

## Social Studies Example

### King’s position

America must take the initiative to stop the Vietnam war.

### King’s reasons

1. The focus and expense of fighting in the Vietnam War put an end to the Poverty Program, which the president had declared as an effort to abolish poverty across the nation. The onset of the Vietnam War shifted our the nation’s priorities and resources
2. Poor soldiers, both black and white, were asked in great number to fight in the war. Black and white soldiers were expected to fight side-by-side in Vietnam but at home were not allowed to sit in the same school classrooms.
3. We cannot send young men to war and teach them to kill people of other nations and then expect them to accept that social change is the result of non-violence.

In his speech “A Declaration of Independence from the War in Vietnam,” Martin Luther King, Jr. strongly presents his position against the Vietnam War. He argues that there are three key reasons for his anti-war opinion. He believes that the money paying for the war is taking away from services for poor people at home. He claims that the young black and white men who are fighting the war are mostly poor and expected to live side-by-side in Vietnam, but are not allowed to live that way at home. For example, King says that the soldiers “kill and die together for a nation that has been unable to seat them together in the same schools.” To close, King urges the reader to end the war, be a citizen of the world, and “rededicate ourselves” to a new world.

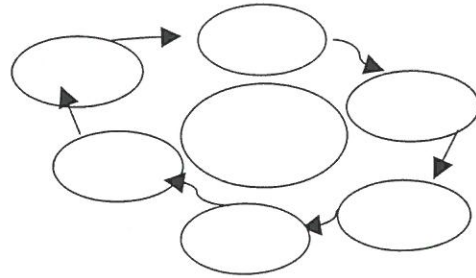
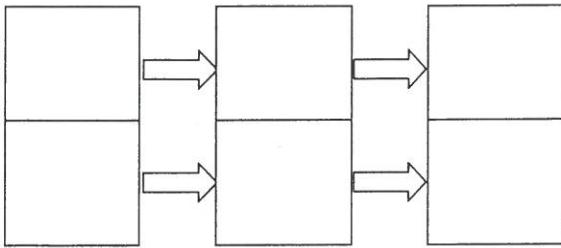
# SEQUENCING

	Helpful Signal Words	Sample Sentence Frames
<b>Intermediate</b>	<i>first, second</i> <i>while</i> <i>next, later, then</i> <i>now</i> <i>before/after</i> <i>finally</i> <i>beginning, middle,</i> <i>earlier</i> <i>end</i>	<ul style="list-style-type: none"> <li>▪ First, ____ went _____. Then, ____ and _____. Next, there was _____.</li> <li>▪ After (<i>insert action</i>), the _____.</li> <li>▪ In the beginning/middle/end, _____.</li> <li>▪ Now, _____.</li> <li>▪</li> </ul>
<b>Early Advanced</b>	<i>for the past</i> <i>initially</i> <i>previously</i> <i>meanwhile</i> <i>since</i> <i>immediately</i> <i>eventually</i> <i>during</i>	<ul style="list-style-type: none"> <li>▪ For the past _____.</li> <li>▪ Initially _____, then _____.</li> <li>▪ Immediately before/after _____, _____.</li> <li>▪ Meanwhile _____ was taking place/occurring/happening.</li> <li>▪</li> </ul>
<b>Advanced</b>	<i>prior to</i> <i>preceding</i> <i>subsequently</i> <i>following</i> <i>simultaneously</i> <i>concluding</i>	<ul style="list-style-type: none"> <li>▪ Prior to _____, _____.</li> <li>▪ Subsequently, as a result of _____, _____ occurred/happened.</li> <li>▪ Preceding the events/actions of _____, _____.</li> <li>▪ Simultaneously _____ and _____ were taking place/occurring.</li> <li>▪</li> </ul>

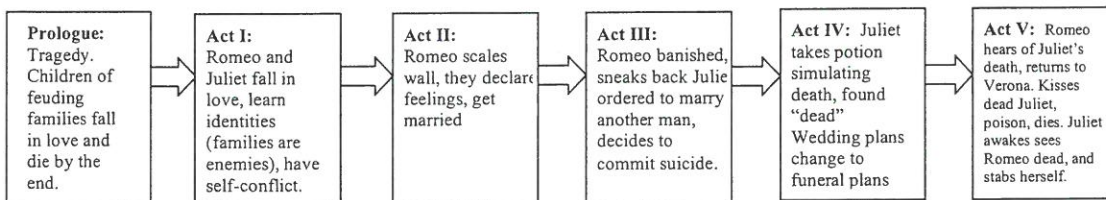
## Related Functions & Sample Frames

<b>Sequence events</b>	<ul style="list-style-type: none"> <li>▪ First, ____ happened. Then, ____ occurred and _____. Eventually, _____.</li> <li>▪ Initially _____, then _____.</li> <li>▪ In the beginning, _____. In the middle, _____. In the end, _____.</li> <li>▪</li> </ul>
<b>Sequence timelines</b>	<ul style="list-style-type: none"> <li>▪ From the early 1920's through the late 1940's, _____.</li> <li>▪ For the past 50 years, _____.</li> <li>▪ Immediately following the _____, the _____ took place/occurred.</li> <li>▪</li> </ul>
<b>Draw sequential conclusions</b>	<ul style="list-style-type: none"> <li>▪ Initially, I thought/believed _____, however after _____, I knew _____.</li> <li>▪ Prior to _____, I had anticipated _____.</li> <li>▪ Following/concluding the results/events, _____.</li> <li>▪</li> </ul>

Helpful Graphic Organizers



English Language Arts Example

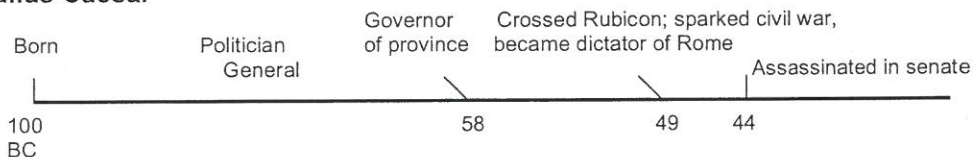


In the beginning of *Romeo and Juliet* by Shakespeare, we learn that the children of two feuding families will both love and die in the course of this play. In the first act, Romeo and Juliet fall in love, despite the fact that their families have been in an ongoing feud. Initially, Romeo and Juliet both feel a tremendous amount of self-conflict between family loyalty and their love for one another. Meanwhile, Romeo ignores the imminent danger to bring himself closer to his true love, Juliet. After declaring their feelings for one another, they are married. Shortly thereafter, because of Romeo's involvement in the ongoing family feud, he is banished from Verona, but he sneaks back for one night with Juliet. Then Juliet is ordered to marry a man she does not love. She decides she will commit suicide if all else fails. Immediately before the mandatory wedding, Juliet takes a poison that simulates death. The moment that Romeo discovers Juliet's death, he rushes to her coffin. The man she was to marry attacks Romeo. Romeo kills him, then poisons himself and dies. In the final scene, Juliet awakes to find her true love dead, and stabs herself to death.

Social Studies Example



Julius Caesar



Ancient Rome's most famous citizen was Julius Caesar. Born in 100 or 102 BC, he was a politician and general. In 58 BC Caesar was named governor of a Roman province. Within seven years, he conquered an area that today is northern France. A turning point in Roman history came in 49 BC when Caesar crossed the Rubicon, the small river between his province and Rome and began a civil war. Soon he was declared dictator of Rome for life. But his rule was short lived. Five years later, in 44 BC, he was assassinated in the Roman senate.

# STRATEGIC LESSON DESIGN

For some secondary teachers, the field of literacy (and reading, in particular) has been the domain of elementary school. To receive a single subject credential, secondary teachers are usually required to take only one content area reading course. With such limited training in understanding how children learn to read, secondary teachers are ill-prepared to tackle the complex challenge of instructing adolescent students in comprehension. Add to the insufficient preparation the increasing pressure to “cover” more content area material, and it quickly becomes apparent why secondary content area teachers find it difficult to infuse literacy instruction into their daily lessons.

Most secondary educators would agree that many adolescent students lack the ability to navigate the increasingly higher levels of literacy demanded in secondary classrooms. Despite our keen awareness of the problem, few of us know what to do about it. Research confirms what our instincts have told us: secondary schools are not successful in moving students beyond basic literacy skills to the high levels of literacy needed to fully participate and compete in our political-economic system.

The urgency of this issue is magnified for our English learners. The infusion of language instruction into content area learning is crucial if English learners are to leave high school equipped to navigate the sophisticated language demands of post-secondary school or the work force (Meltzer, 2001).

Fortunately, much of the research in adolescent literacy addresses the specific needs of English learners and consistently reinforces several key themes (Kamil, 2003):

- The role of motivation and engagement
- The need to actively construct meaning from text
- The interconnectedness of reading, writing, speaking, listening, and thinking
- The need to use both general and discipline-specific literacy strategies

## LESSONS OF ACADEMIC LITERACY

---

### **The Role of Motivation**

Motivation is an important factor in improving adolescent literacy for native and non-native English-speaking teens alike. Motivation is not the same as interest or attitude. Motivation is the result of having a clear purpose, knowing how to achieve the purpose, and receiving support to attain that purpose. An engaging, interactive classroom in which students feel prepared for a cognitive challenge directly increases student involvement and motivation. Knowing your students, teaching cognitive strategies, and creating opportunities for collaboration will help give students the confidence they need to challenge themselves and stay motivated.

### **The Need to Actively Construct Meaning from Text**

Too often students perceive reading as a passive act requiring little more than moving their eyes across the printed page. Early on students decide if they are “good” readers or “poor” readers and begin down the path of a self-fulfilling prophecy. Students who perceive themselves as poor readers assume that they cannot become good readers. Fortunately, there is a solid research base recommending how to teach struggling readers. By explicitly teaching and modeling effective cognitive and meta-cognitive reading strategies, students can improve their comprehension skills. Demystifying the act of comprehension gives students permission to accept reading as a skill that grows and develops over the course of a lifetime.