

Name:  
Skills Review Unit

Date:  
Mrs. Seemayer



### Unit Objectives

Know

- Students will know the literary devices and definitions
- Students will know the figurative language terms and definitions
- Students will know the acronym CEPEP
- Students will know the structure of an essay
- Students will know the basic rules of writing
- Students will know what it means to annotate a text
- Students will know the Multiple Intelligences

Understand

- Students will understand the impact literary devices have on a text
- Students will understand the impact figurative language terms have on a text
- Students will understand how to use CEPEP to write an effective paragraph
- Students will understand the sequencing of an effective essay
- Students will understand how using basic rules of writing impact a reader's comprehension
- Students will understand the benefits of annotating a text
- Students will understand how the Multiple Intelligences impact learning

Do

- Students will be able to identify literary devices and figurative language in a text
- Students will be able to analyze the function of literary devices and figurative language
- Students will be able to use literary devices and figurative language in their writing
- Students will be able to write an effective CEPEP paragraph
- Students will be able to write an effective and well-structured essay
- Students will be able to use the basic rules of writing
- Students will be able to annotate a text
- Students will be able to use their strongest intelligences to help them learn

## CEP Paragraph

### C = Claim

The \_\_\_\_\_ you are trying to make or what you are \_\_\_\_\_ to \_\_\_\_\_.

**Answers this question:**

\_\_\_\_\_?

### E = Evidence

The evidence (lines) from the text that will \_\_\_\_\_ your \_\_\_\_\_. They must be \_\_\_\_\_ and connect to your point.

**Answers this question:**

\_\_\_\_\_?

### P = Prove It!

The "Prove It!" sentences \_\_\_\_\_ how your evidence \_\_\_\_\_ your \_\_\_\_\_.

**Answers these questions:**

\_\_\_\_\_?

\_\_\_\_\_?

# The Evolution of Paragraph Writing: WHERE ARE YOU?

## 1- CEP

**C**-Explain what you are **claiming** to be true in your paragraph. (What are you proving?)  
**E**-Use **evidence** (direct quote, paraphrase or summary)to prove what you are claiming.  
**P**- **Prove It!** Explain how your evidence proves your claim.

## 2- CEPEP

**C**-Explain what you are **claiming** to be true in your paragraph. (What are you proving?)  
**E**-Use **evidence** (direct quote, paraphrase or summary)to prove what you are claiming.  
**P**- **Prove It!** Explain how your evidence proves your claim.  
**E**-Another **evidence** (direct quote, paraphrase or summary)to prove what you are claiming.  
**P**- **Prove It!** Explain how your evidence proves your claim.

## 3- CEP TEP C/T

**C**-Explain what you are **claiming** to be true in your paragraph. (What are you proving?)  
**E**-Use **evidence** (direct quote, paraphrase or summary)to prove what you are claiming.  
**P**- **Prove It!** Explain how your evidence proves your claim.  
**T**- **Transition** into your next piece of proof.  
**E**-Another **evidence** (direct quote, paraphrase or summary)to prove what you are claiming.  
**P**- **Prove It!** Explain how your evidence proves your claim.  
**C/T**- **Conclude** your paragraph with a deep connection/thought or **transition** into your next paragraph.

## 4- Organic Writing

Without following a formula, you make up your own flowing structure.

### Includes:

- Organization that makes sense (flows well)
- Evidence that proves your claim
- Explanation of your evidence
- Voice and personality in your writing
- Advanced vocabulary

## Writing Goals:

## **CEPEP Practice- MODELING**

### **Article: Waiting for Change**

February 08, 2013

By Josh Sanburn for TIME

#### **It costs more to make a penny than the coin is worth. Should the United States stop using pennies?**

Jarden Zinc Products, a large zinc plant a few miles outside Greeneville, Tennessee, has a special claim. Since 1982, it has been the only supplier of penny blanks for the U.S. Mint. The blanks are the metal disks that become 1¢ coins. It's a good business for Jarden—since 2000, the company has earned more than \$800 million. But it may not be a good deal for the U.S.

The value of the penny has been dropping for years. In 2006, it began to cost more than a penny to make a penny. It now costs 2¢ to produce a 1¢ coin. Many countries have stopped using pennies. Canada, which has a currency similar to that of the U.S., will end penny circulation on February 4. Is it time for the U.S. to do the same?

#### **Two Sides to the Coin**

Jarden and the zinc industry are fighting to keep the penny. Since 2006, Jarden has given \$1.2 million to Americans for Common Cents (ACC). The group's mission is to keep the penny in use. Mark Weller is ACC's executive director. He argues that there are three main reasons for keeping the penny: Without it, we would become more reliant on the nickel, which also has problems; charities that depend on penny drives would not be able to raise as much money; and a 2012 poll shows that 67% of Americans want to keep the penny. Many people polled said they feared they would end up paying more for products.

Many experts disagree with ACC. They point to the dozens of countries that have gotten rid of their lowest-value coins without raising prices for consumers. And charities don't seem too concerned either. Major George Hood of the Salvation Army says the group, which gets many coin donations, is not worried. "If pennies were to be removed from circulation, the Salvation Army hopes the American public will continue to donate generously to help people in need," he says.

Weller has one strong argument for keeping the penny, and that's the problem with the nickel. Each nickel costs the U.S. Mint 10¢ to make. If getting rid of the penny led to a greater use of the nickel, wouldn't that be trading one bad coin for another? For that reason, some experts have proposed getting rid of the penny and the nickel. Cash deals would then have to be rounded to the nearest dime.

#### **Penny-Wise or Penny-Foolish?**

Seigniorage (sayn-yor-ij) is the word for the difference between the value of a currency

and its production costs. The cost of making U.S. coins dropped in 2012. But there is still no positive seigniorage on pennies or nickels.

President Barack Obama says the mint could explore using cheaper metals to make pennies. Steel is less expensive than zinc. Pennies are 97.5% zinc and 2.5% copper. But no matter what it is made of, the penny's days may be numbered. Most in-store purchases are now made with debit or credit cards, not cash. Is it time for a change?

Article from: <http://www.timeforkids.com/news/article-waiting-change/98991>

**Prompt:** Should the U.S. continue producing pennies?

**Task:** Write a CEPEP that answers the prompt using relevant evidence and a thorough explanation.

C- \_\_\_\_\_  
\_\_\_\_\_

E- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

P- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

P- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **CEPEP Practice- INDEPENDENT**

### **Article: Should All Field Trips be Educational?**

**Directions:** Read the text carefully and answer the prompt below. Make sure to fulfill all parts of the task.

Let's say you could choose your class's next field trip destination. Would you choose a shopping mall or an art museum? Would you prefer an amusement park or a play?

More teachers are choosing to reward students with field trips to places they think kids enjoy, like the mall or the movies. That means educational field trips to museums and theaters are declining. Jay P. Greene, head of the Department of Education Reform at the University of Arkansas, blames this trend on the pressures of standardized testing. He says teachers want to reward their students for hard work.

The decline in what Greene calls "culturally-enriching field trips" will hurt disadvantaged kids the most. If schools don't introduce them to museums and other cultural institutions, they are unlikely to experience them, according to Greene. "Just as we want our kids to be aware of good literature and good science, we want them to be aware of good art and good theater," Greene told TFK. "Museums take kids out of their narrow worlds and introduce them to new people, places and ideas."

Greene points out additional benefits of these "educational field trips." He did a study of more than 10,000 students who toured an art museum in Arkansas. The study showed that students acquired critical-thinking skills even on this short field trip. "They became more observant," Greene explained. "They learned to look closely at art, notice details, and think about what the details mean."

A trip to an art museum is the kind of field trip JoAnne Winnick finds valuable. She teaches fifth grade at Clara Barton Elementary, in Anaheim, California. Winnick says field trips should be educational, to promote the sciences or the arts. In her school district, before funding was cut for field trips, fourth graders studied wetlands at nearby Newport Beach. Fifth graders studied chaparral, a dense growth of shrubs, in Modjeska Canyon.

On these outings, students did hands-on experiments. They hiked and observed nature close-up. Such activities allow students to deepen their understanding of science concepts they would otherwise learn only from books. "We have limited time to teach all the standards," Winnick told TFK. "To take precious time for reward trips would be most unwise."

Annica Lowek is a fifth grade teacher at KIPP Infinity Charter School, in New York City. She argues that even a fun field trip can be turned into an educational experience. "Anytime you leave the building, you're giving kids a chance to practice what you're teaching them in school," she says. "That could be math or science, or it could be simply learning how to behave on the subway."

Lowek’s students have experienced all kinds of field trips. They’ve been on camping trips and to an arcade. Four times a year, they go to a theater in New York City, where they see plays, operas, musicals and puppet shows. “The kids think the shows are super fun,” Lowek told TFK. “But teachers know these are valuable learning experiences.”

Article From: <http://www.timeforkids.com/news/debate/116446>

**Prompt:** Should all field trips be educational?

**Task:** Write a CEPEP that answers the prompt using relevant evidence and a thorough explanation.

C- \_\_\_\_\_

\_\_\_\_\_

E- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

P- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

P- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## How to Write a Paragraph

- C  
E  
P  
E  
P
- a. **Claim-** What you are trying to prove in this essay. The answer to the prompt.
  - b. **Quotation #1-** Evidence from the text that supports the topic sentence of this paragraph.
    - a. **Commentary-** Explain Quotation #1 in your own words.
    - b. **Commentary-** Explain how Quotation #1 proves your claim.
  - c. **Quotation #2-** Evidence from the text that supports the topic sentence of this paragraph.
    - a. **Commentary-** Explain Quotation #2 in your own words.
    - b. **Commentary-** Explain how Quotation #2 proves your claim.
  - d. **Conclusion-** Give a thought about why your claim matters.

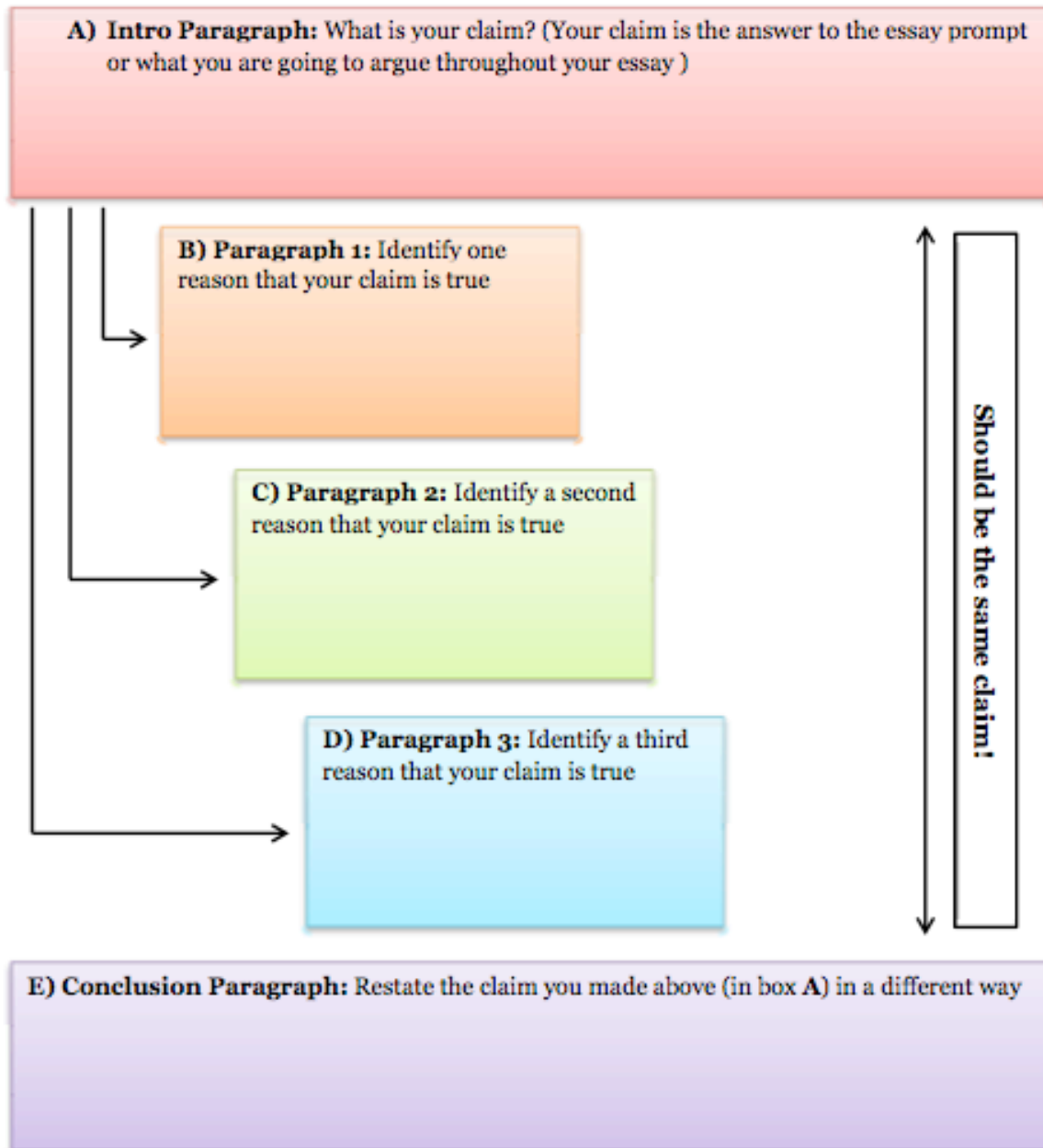


## How to Write an Essay

1. Introduction Paragraph
  - a. **Hook**- A piece of information, quotation, or statement that will capture the reader's attention.
  - b. **Background Information**- Information that explains why the topic matters. So what?
  - c. **Context**- Explain how the prompt connects to the piece of literature you are writing about. (Include the title/author in this section.)
  - d. **Claim**- What you are trying to prove in this essay. The answer to the prompt.
2. Body Paragraph 1
  - a. **Topic Sentence**- One reason why your claim is true.
  - b. **Quotation #1**- Evidence from the text that supports the topic sentence of this paragraph.
    - i. **Commentary**- Explain Quotation #1 in your own words.
    - ii. **Commentary**- Explain how Quotation #1 proves your claim.
  - c. **Quotation #2**- Evidence from the text that supports the topic sentence of this paragraph.
    - i. **Commentary**- Explain Quotation #2 in your own words.
    - ii. **Commentary**- Explain how Quotation #2 proves your claim.
  - d. **Transition**- A sentence that connects the topic of body paragraphs 1 and 2.
3. Body Paragraph 2
  - a. **Topic Sentence**- Another reason why your claim is true.
  - b. **Quotation #1**- Evidence from the text that supports the topic sentence of this paragraph.
    - i. **Commentary**- Explain Quotation #1 in your own words.
    - ii. **Commentary**- Explain how Quotation #1 proves your claim.
  - c. **Quotation #2**- Evidence from the text that supports the topic sentence of this paragraph.
    - i. **Commentary**- Explain Quotation #2 in your own words.
    - ii. **Commentary**- Explain how Quotation #2 proves your claim.
  - d. **Transition**- A sentence that connects the topic of body paragraphs 2 and 3.
4. Body Paragraph 3
  - a. **Topic Sentence**- Another reason why your claim is true.
  - b. **Quotation #1**- Evidence from the text that supports the topic sentence of this paragraph.
    - i. **Commentary**- Explain Quotation #1 in your own words.
    - ii. **Commentary**- Explain how Quotation #1 proves your claim.
  - c. **Quotation #2**- Evidence from the text that supports the topic sentence of this paragraph.
    - i. **Commentary**- Explain Quotation #2 in your own words.
    - ii. **Commentary**- Explain how Quotation #2 proves your claim.
  - d. **Transition**- A sentence that connects the topic of body paragraphs 3 and the conclusion
5. Conclusion
  - a. **Restate the three main points** of your essay (look back at your topic sentences).
  - b. **Restate your claim** in a different way.
  - c. **Final statement about why your claim is important.** Why does it matter? Look at the big picture.

# Overall Essay Planner:

Use this page of the graphic organizer to plan what your overall essay will be about (your claim) and what reasons you have to show that your claim is true. These reasons will be the basis for your body paragraphs



# Intro Paragraph:

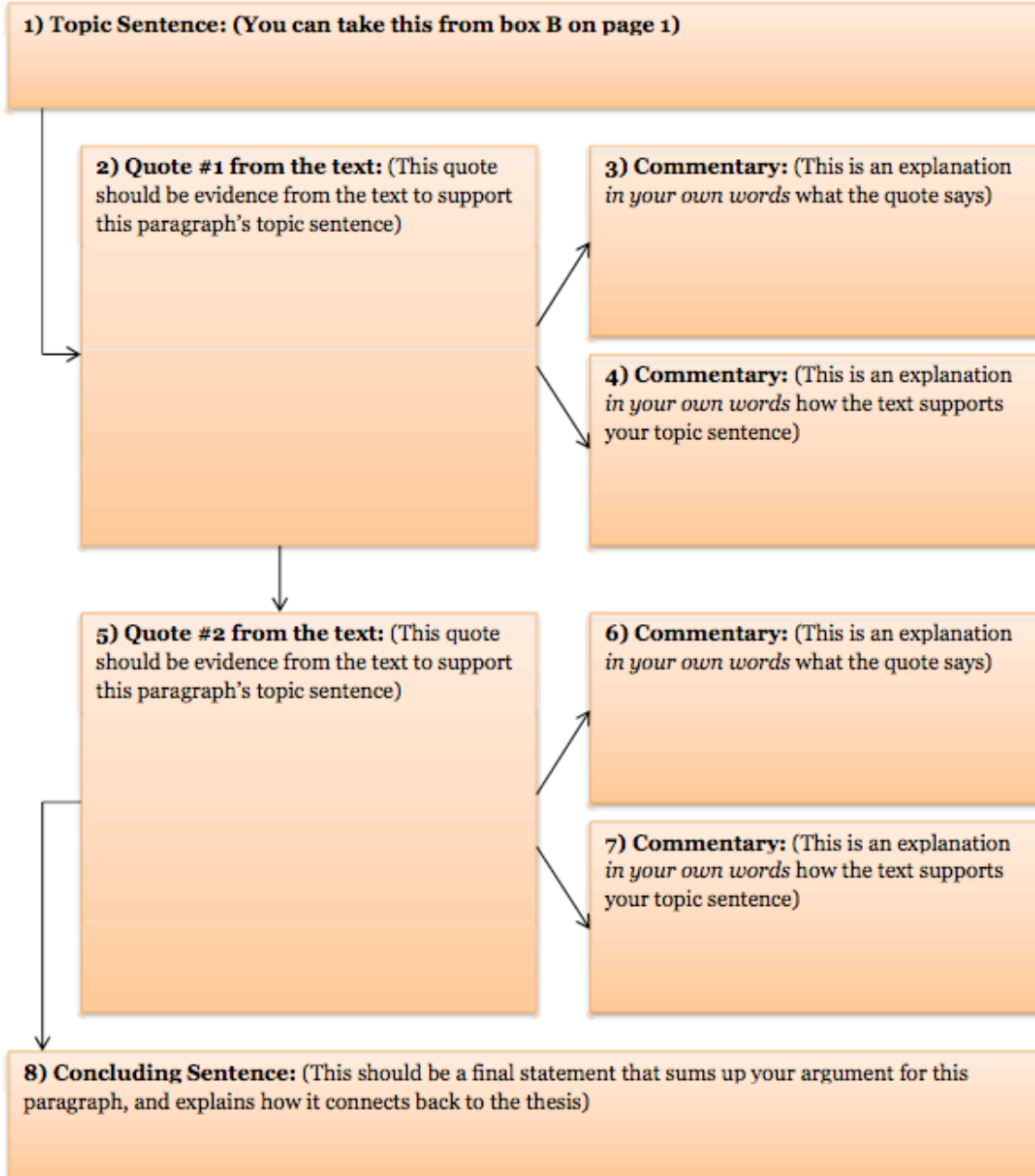
**1) Hook (1-2 Sentences):** (Some question, piece of information, or statement that will capture the reader's attention)

**2) Background information (1-2 Sentences):** (this should be information as to why the prompts is relevant or important)

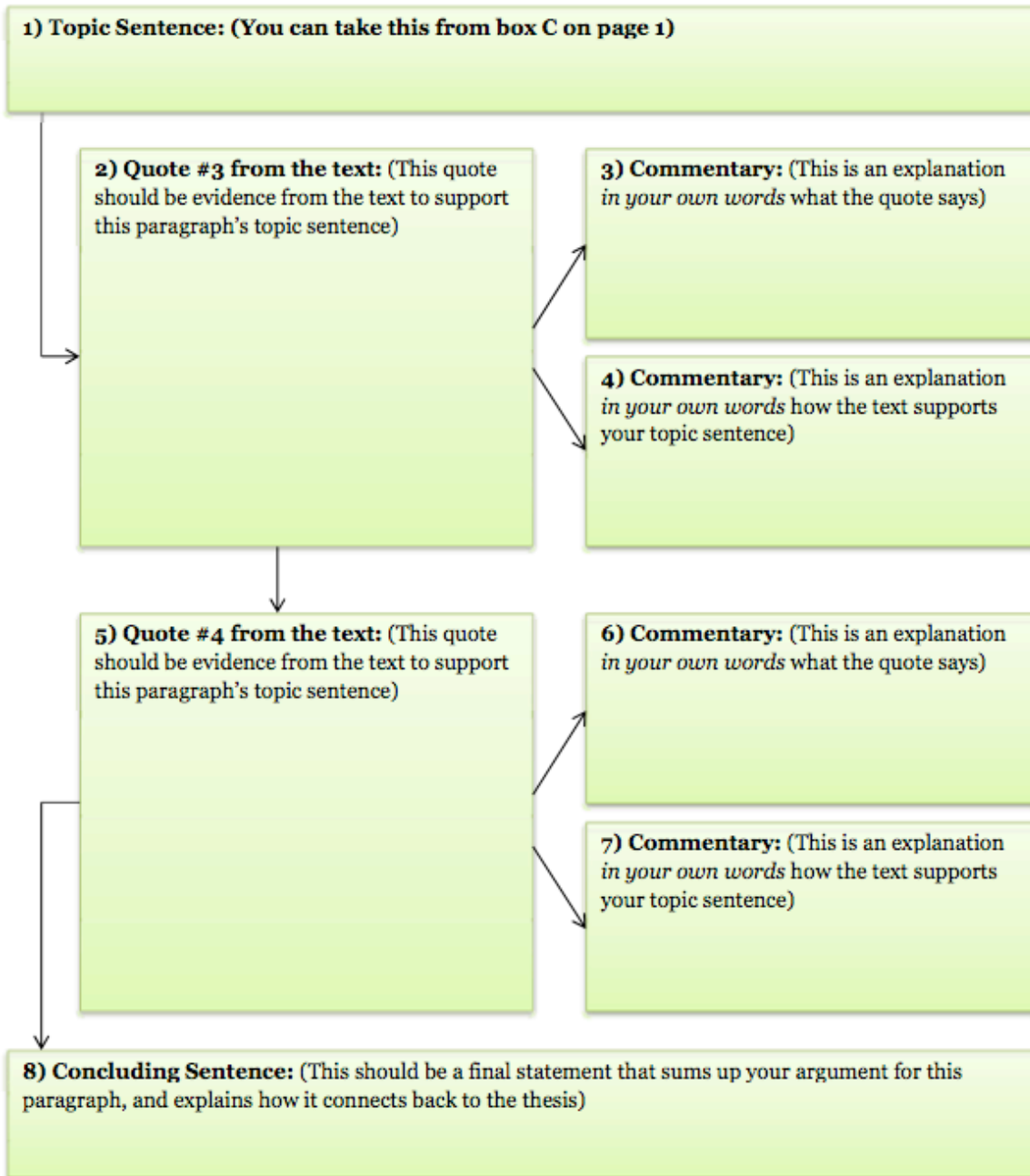
**3) Context (1-2 Sentences):** (this is how the prompt relates to the piece of literature you are reading. The title and author of the piece needs to be included here as well)

**4) Claim: (You can take this from box A on page 1)**

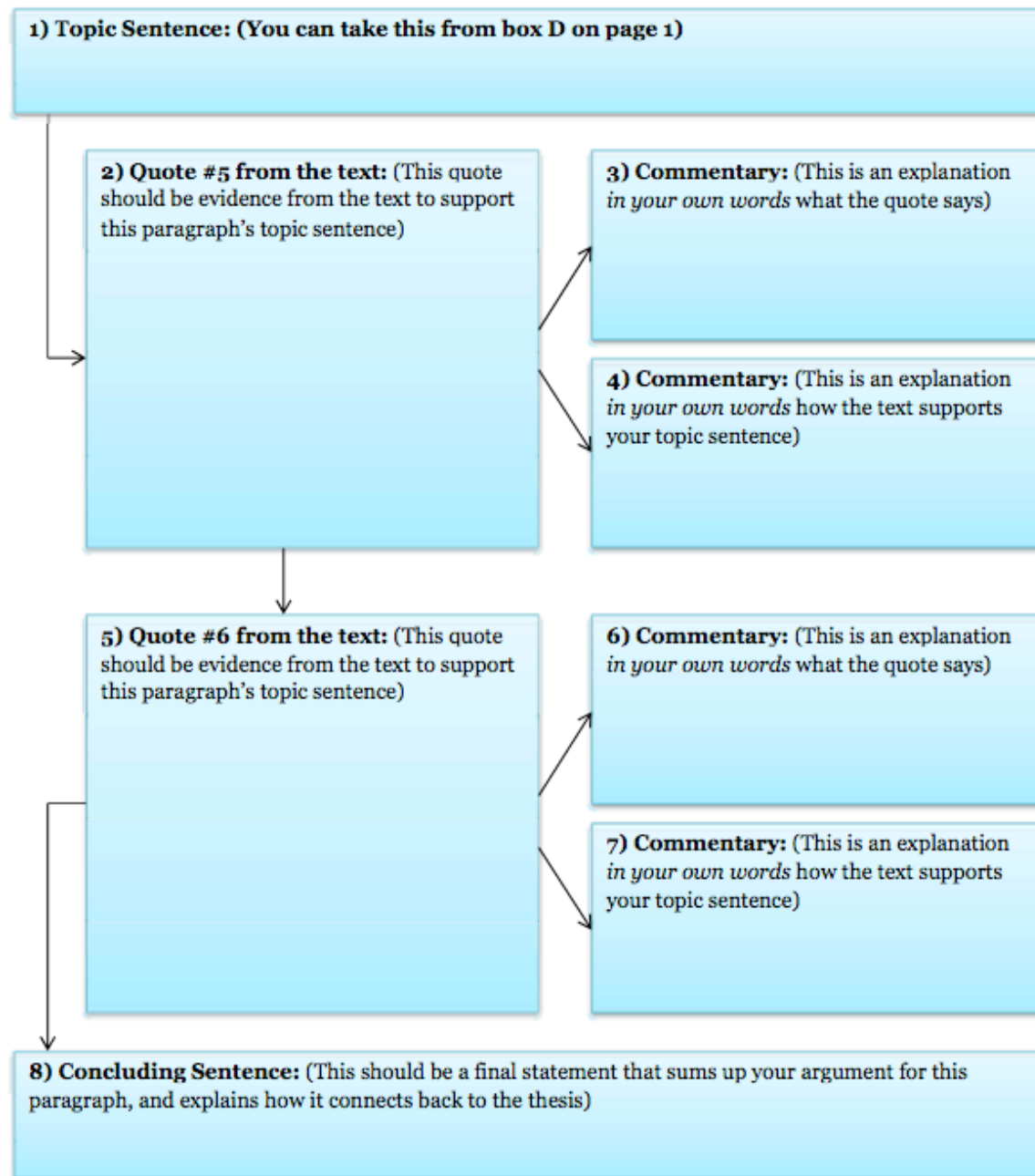
# Body Paragraph: #1



# Body Paragraph #2



# Body Paragraph #3



# Conclusion Paragraph:

**1) Restate the three main points of your essay:** (These are the three topic sentences from your body paragraphs, and should be said different to remind the reader what they are)



**2) Restate your claim in a different way:** (You can take this from box E on page 1)



**3) Final statement about why your claim is important:** (This is the “so what” or “what now” explanation of the claim as it relates to the prompt)

## Some of the Writing Basics

### Indenting

What is an indent?

-A \_\_\_\_\_ a writer places at the \_\_\_\_\_ of every new paragraph.



The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

How do I add an indent into my paragraphs?

- a. Handwriting- as wide as your \_\_\_\_\_
- b. Computer- Hit \_\_\_\_\_ once

### Capitalization

What do I capitalize?

### Transitions

What is a transition word or phrase?

A transition is a \_\_\_\_\_ or \_\_\_\_\_ that \_\_\_\_\_ two ideas for the reader. This allows the reader to easily \_\_\_\_\_ through the text.

Transitions can be used to show:

- Similarity
- Exception/Contrast
- Sequence/Order
- Time
- Example
- Emphasis
- Place/position
- Cause and Effect
- Additional Support or Evidence
- Conclusion/Summary

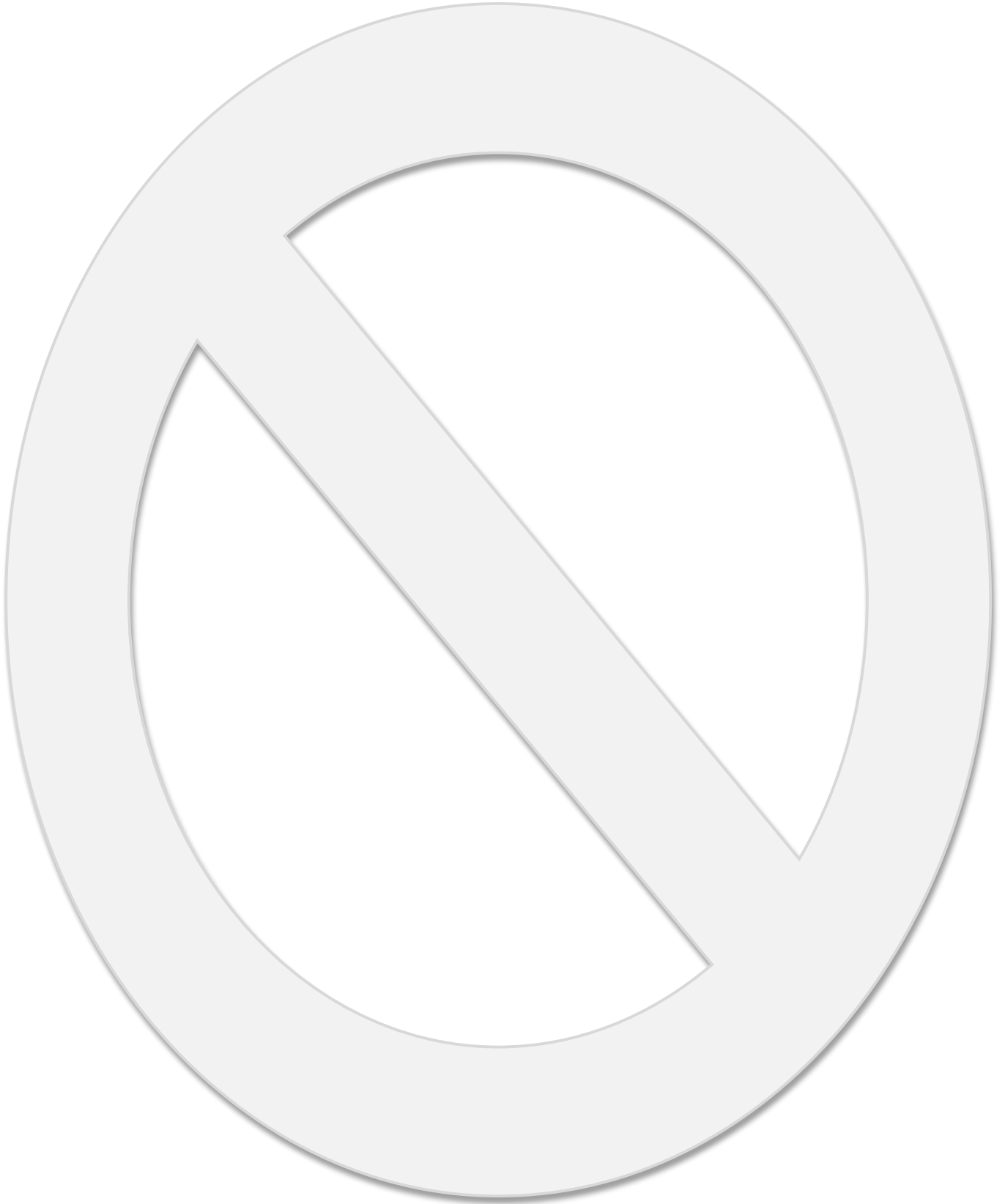
Examples of transitions:



## Punctuation

| Punctuation | Use | Example |
|-------------|-----|---------|
| •           |     |         |
| ?           |     |         |
| !           |     |         |
| ,           |     |         |
| “”          |     |         |
| ‘           |     |         |
| :           |     |         |
| ;           |     |         |
| ()          |     |         |

## **What not to use in Formal Writing**



## Annotating a Text

Marking and highlighting a text is like having a \_\_\_\_\_ with a book– it allows you to ask questions, comment on meaning, and mark events and passages you want to revisit. Annotating is a permanent record of your intellectual conversation with the text.

As you work with your text, think about all the ways that you can \_\_\_\_\_ with what you are reading. What follows are some suggestions that will help with annotating.

~**Plan on reading most passages, if not everything, \_\_\_\_\_.** The **first time**, read for overall \_\_\_\_\_ and impressions. The **second time**, read more \_\_\_\_\_. Mark ideas, new vocabulary, etc.

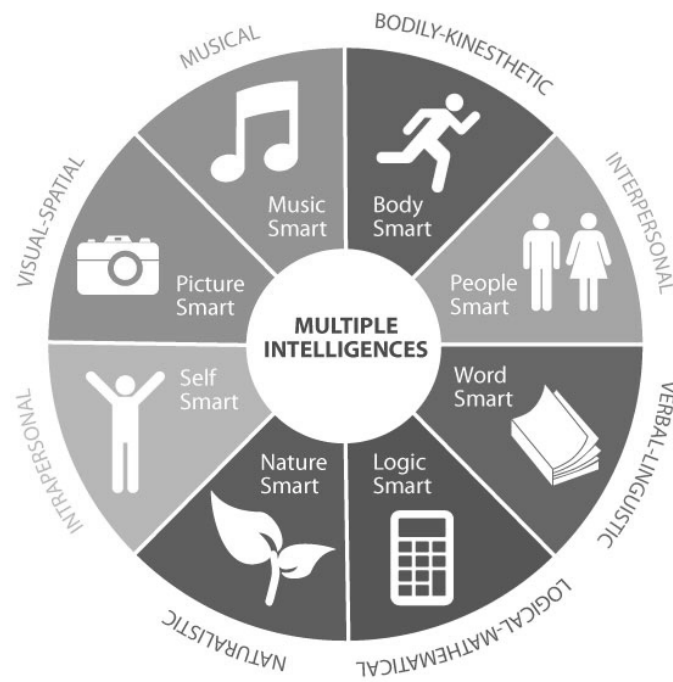
~**Begin to annotate.** Use a pen, pencil, post-it notes, or a highlighter (although use it sparingly!).

- \* \_\_\_\_\_ important ideas in your own words.
- \*Add \_\_\_\_\_ from real life, other books, TV, movies, and so forth.
- \* \_\_\_\_\_ words that are new to you.
- \*Mark passages that you find \_\_\_\_\_ with a ???
- \*Write \_\_\_\_\_ that you might have for later discussion in class.
- \*Comment on the actions or development of characters.
- \*Comment on things that intrigue, impress, surprise, disturb, etc.
- \*Note how the author uses language. (\_\_\_\_\_)
- \*Feel free to draw \_\_\_\_\_ when a visual connection is appropriate
- \*Explain the historical \_\_\_\_\_ or traditions/social \_\_\_\_\_ used in the passage.

### ~Suggested methods for marking a text:

- \*If you are a person who does not like to write in a book, you may want to invest in a supply of \_\_\_\_\_.
- \*If you feel really creative, or are just super organized, you can even \_\_\_\_\_ your annotations by using different color post-its, highlighters, or pens.
- \* \_\_\_\_\_ [ ]: If several lines seem important, just draw a line down the margin and underline/highlight only the key phrases.
- \* \_\_\_\_\_ \*: Place an asterisk next to an important passage; use two if it is really important.
- \* \_\_\_\_\_: Use the space in the margins to make comments, define words, ask questions, etc.
- \* \_\_\_\_\_: Caution! Do not underline or highlight too much! You want to concentrate on the important elements, not entire pages (use brackets for that).
- \*Use circles, boxes, triangles, squiggly lines, stars, etc.

# Multiple Intelligences



## Take the quiz!



1. Go to [DestinyEnglish.weebly.com](http://DestinyEnglish.weebly.com)
2. Click on “Skills Review”
3. Click on the button labeled “Multiple Intelligences Quiz”

## My Results

