

*STUDY ISLAND

6.3 ELA Pathway

*Precise
Language and
Sensory Details

*Text
Structure



Whiteboard Tools

***Teacher Key:**



Know It Notes



Chat Box



Polling Tools



Free for all MIC

* Objectives

- * recognize modes of organization in a text.
- * use modes of organization in writing.
- * use sensory language to convey experiences and events.
- * make careful word selections to express precise meanings

Text Organization

When you understand how the writer has organized information, you will understand and remember the text better. Writers organize text in several different ways.

Transitions

Transitions are words or phrases that improve the flow of writing. Writers use transitions to connect sentences and paragraphs. By paying attention to transitions, readers can better understand how a piece of text is organized.

example:

There are many kinds of snacks to eat that are healthy for you. For example, an orange would be a healthy snack because it has vitamins and fiber.

Cause/Effect

A text organized by cause and effect shows that one event causes another thing to happen. Look for words like "because," "then," "since," and "as a result."

example:

It rained for the first few days of the camping trip. As a result, most of the campers were restless and wanted to go home.

Chronological Order or Sequence-Time Order

A text organized in chronological or sequence order places events in the order in which they happen. Look for words like "first," "then," "next," "finally," "a few minutes later," "before," "afterward," "meanwhile," and "last year."

example:

First, Rhett was late getting to school. Then, he lost his homework. A few minutes later, the teacher asked him to clean out his desk. Now, Rhett thinks it will be a bad day.

Comparison/Contrast

A text organized by comparison and contrast shows how ideas or things are alike or different. Look for words like "best," "more," "better," "less," "worse," "easier," and "than."

example:

The best time to visit the Rocky Mountains is early fall. The weather is cooler in the fall than in the summer. You will see fewer people and more animals. The fall colors are more beautiful.

Logical Order

The text organized by logic reaches a logical conclusion from known details. Logical order also can be ordering paragraphs into a larger whole with similar details grouped together.

example:

The door was cracked open and the kitchen was speckled with muddy paw prints, so we knew that Patches, the neighbors' Dalmatian, had been in our house.

Inductive Reasoning

A text organized by inductive reasoning moves from the specific to the general. It is based on experiences and observations. Using induction, the prediction is based on what is known or observable. In this sense, it is a conclusion based on probability.

example:

Yesterday, we had to turn in an English assignment. Today, we also had to turn in another assignment. Tomorrow, I assume we'll have another assignment.

Deductive Reasoning

A text organized by deductive reasoning begins with the general and ends with the specific. It is based on laws, rules, or other accepted principles. Using deductive reasoning, the old or accepted information is applied to a new context to form a conclusion. If the accepted information, the premises, is correct, the conclusion is also correct. In this sense, the conclusion leaves no room for probability.

example:

At the beginning of year, Ms. Hall gave us a list of our assignments. The list says that I have an assignment due on April 30th. Therefore, I will have to turn in my assignment on April 30th.

Classification

A text organized by classification groups things that are similar. This structure can be very helpful when writing research reports.

example:

You are writing a paper about the food pyramid. One paragraph is devoted to the benefits of fruits and vegetables. One paragraph is devoted to the benefits of breads and carbohydrates, etc.

Spatial Order

A text organized by spatial order presents items according to their location. Look for words like "over," "under," "beside," "next to," "behind," "left," "right," "above," "top," "bottom" etc.

example:

With my head and body resting on the wall, I stood in the garage surveying all the junk. I knew Mom wanted me to move things so that her car would park easily in there. Next to me stood a row of shelves that housed motor oil, garden tools, car wax, tools, and various odds and ends. To my left, two bicycles rested gently against the wall. In the middle of the garage were two rows of boxes stacked six feet high. To my right, the lawn mower, weed eater, leaf blower, and a golf bag took up the spot where Mom wanted to park her car. I knew finding a space for everything was going to be a challenge.

Order of Importance

A text organized by the order of importance progresses from the least to most important idea or from the most to least important idea. Look for words like "first of all," "most important," "least important," etc.

example:

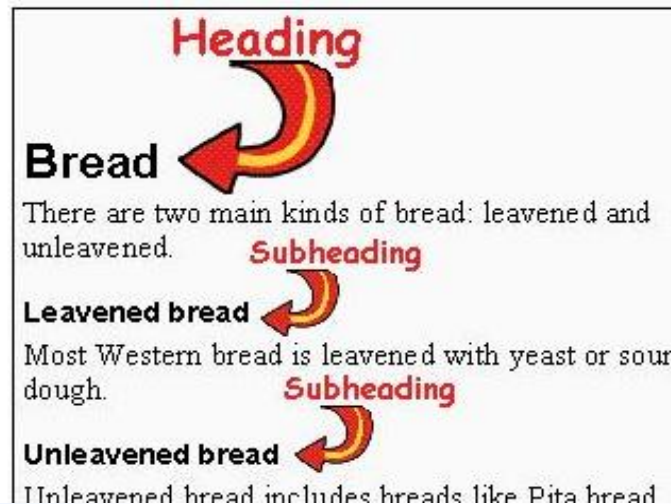
According to Abraham Maslow, the most important things that a person needs are food, sleep, and good health. Without food, sleep, or good health, a person will find it difficult to focus on anything else. The next most important needs are shelter and safety. A sense of belonging and then self-esteem come next in importance. The least important need is achieving maximum individual potential.

Headings

When you turn in your homework, you are often asked to put a **heading** on your paper. The heading tells your name and the date when you finished your work. It may also tell which subject you are studying and the type of homework it is. In other words, the heading gives your teacher the information he or she needs to grade the assignment. Writers use headings in a very similar way.

Helpful hints about headings:

- Headings give the reader clues about what he or she will find in the text below it.
- If the reader is trying to locate a specific fact, he or she can look at the headings to figure out where to find the information. That way, he or she does not have to read the entire article to find the information he or she needs!
- If a writer is covering a lot of information, headings can be helpful in organizing that information.
- Think of headings as "titles" and subheadings as "mini-titles."



Text Structure



1. Directions: Select the correct text in the passage.

Which section develops the author's idea that spending time on the basketball court can be helpful?

How to Make the School Basketball Team

Get a physical. At your annual checkup, make sure you let your doctor know that you plan to play basketball. Ask him or her for advice about healthy eating and exercise.

Get to know your coach. At your school's open house, find the basketball coach and let him or her know you want to be on the team. Find out about workouts, practices, and tryouts that might take place before the season starts. Meeting the coach also gives your parent a chance to ask questions. Your parent can then give you advice so that you can make a good decision.

Get in shape. Use the advice from your coach, doctor, and parent to create a workout schedule that is fun and helpful. Ask a friend or sibling to join in for support. Many local gyms and recreation centers offer student memberships at low costs. Workers there can teach you how to safely use the equipment. Exercising at home and jogging in your neighborhood are also good options.

Get experience. While you are waiting for tryouts, join a local basketball team. Contact your local YMCA or recreation center for registration information. Also, many local gyms and parks may have open games daily that anyone can join. All you have to do is show up ready to play. Gaining experience on the basketball court can prepare you for your school's basketball team. You can develop skills that can make you stand out from other players. If you don't make the basketball team this year, don't stop trying and don't stop playing.

Grounded

(1) Mom didn't notice the little scratches on the wall. (2) She didn't seem to mind the rip along the back of the sofa. (3) I think she ignored the broken dinner plate and glass. (4) No, she went crazy about the hole that my brother knocked in the wall! (5) I know she frowned at the stains on the carpet. (6) None of those things were serious enough to get us grounded. (7) That's the last time I'll let him talk me into playing soccer in the house.



3. Which sentence is out of order?

- A** sentence 3
- B** sentence 5
- C** sentence 4
- D** sentence 7



Scuba diving would not be the same without the Aqua Lung. The Aqua Lung is underwater breathing equipment. It consists of a diving cylinder and regulator, which gives a diver breathing gas. The gas comes from the cylinder. Then, it goes to the diver and is released out into the water. The Aqua Lung was created by Emile Gagnon and Jacques-Yves Cousteau. It allows divers to explore deeper parts of the ocean safely.

Which of the following best describes how the passage is organized?

- A** The passage compares the Aqua Lung to other diving gear.
- B** The passage defines the term Aqua Lung and shows its uses.
- C** The passage reveals the different classifications of diving.
- D** The passage shows the effects of gas being released.

Precise Language

Have you ever met someone who talks too much? He or she may use too many unimportant words to say something simple or to explain something that only needs a few words to describe. Some people "talk too much" when they write, too.

Filling your work with rich and colorful details is important, but be precise when you do. "Being precise" is another way of saying, "Don't talk too much when you write." For example, instead of saying that elephants are "really, really, really big," you could say that elephants are "giant." Being precise means using the right words to say what you want to say. Below are more ways to keep your writing precise.



Let's try!

Which sentence best uses precise language to appeal to the reader's senses?



- A. As Jason shut his cell phone and returned it to his vest pocket, he couldn't help but wonder why his mom had sounded so mad when he hadn't done anything wrong.
- B. Slathering the goopy mustard across the dense rye bread, Sandra layered on the sea-green avocado slices next, placing them delicately like a master sculptor at work.
- C. The river waters had slowly gone down, as it hadn't rained in a good two days, and the townspeople were able to finally start cleaning up from the weekend's flood.
- D. Most days after school, Jennie walked home past the community center, where she often stopped to shoot baskets if she saw any of her friends playing.

Sensory Language

Descriptive words or adjectives are words that make your writing more exciting and more lively. Descriptive words help the reader to picture exactly what is going on in a story. Descriptive words are also known as **sensory language** because they describe how things look, sound, taste, smell, and feel.

Let's try!

Read the following sentence:

As Evelyn browsed in the library's stacks that day, she had the eerie feeling that someone was standing in the next aisle, watching her.

Which is the most descriptive choice to replace the underlined word in the sentence above?



- A. sitting
- B. thinking
- C. waiting
- D. lurking



LOG INTO STUDY ISLAND

6.3 ELA Pathway Assignment

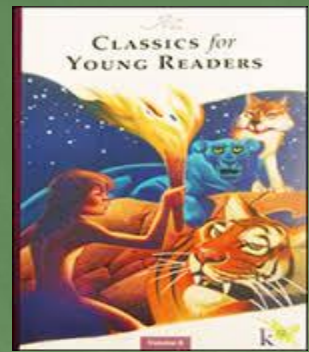
Start Studying

<input type="checkbox"/>	Topic	Your Results Items:Score	Passing Goal Items:Score	Grade
<input checked="" type="checkbox"/>	1. Central Ideas - Lesson	0:-	10: 70%	-
<input type="checkbox"/>	2. Text Structure - Lesson 	0:-	10: 70%	-
<input type="checkbox"/>	3. Precise Language and Sensory Details - Lesson	0:-	10: 70%	-
<input type="checkbox"/>	4. Task, Purpose, and Audience - Lesson 	0:-	10: 70%	-

Do only ONE topic at a time.

Note: The statistics above are based on your start date which is 08/01/14

Homework



- WHAT DO I DO NOW?
- FINISH ALL 6.3 PATHWAYS BY SATURDAY JANUARY 31ST.
- Please read “ A JUST JUDGE” on pgs. 196-200 in your Classics for Young Readers book for TOMORROW.

