



**High School for Medical Professions**

# **Literacy Toolkit**



**Reading, Writing,  
Speaking/ Listening**

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# Solve Word Problems with UPSC

## ★U-Understand

- *Read* the word problem
- Put a box around the question you are being asked to solve
- *Rewrite* the question in your own words

## ★P-Plan

- *Identify*: What do I need to know?
- Underline relevant information
- *List and categorize* your *given* information
  - Draw a diagram, create a table, make a chart, etc.

## ★S-Solve

- *Determine* which *formula(s)* you need to use
- *Set up* the problem (equation, expression, etc.)
- *Solve the problem*
- *Show all work and explain each step in writing*

## ★C-Check

- *Check your work*
  - Did you label the units?
  - Is your answer reasonable, and does it make sense?
  - Did you plug your answer into the original formula?

# Annotation Key for Close Reading

1. Underline what you believe is interesting or important.
2. Put a \* next to a passage that seems **extra** important.
3. Put a ? next to a passage that is **confusing or hard to understand**.
4. **Circle** new vocabulary.
5. Put a + next to an idea that supports a **claim**.
6. Put a — next to an idea that supports a **counterclaim**.

## Symbols and Abbreviations for Outlining

Outline Symbols	Outline Abbreviations
= means that	T.S. . . . . . topic sentence
/ comma or period	C.S. . . . . . concluding sentence
→ led to, results in	Gen. St. . . . general statement
↑ increase or more, ↓ decrease or less	Sp. St. . . . . specific statement
+ and	Th. St. . . . . thesis statement
T. S. Topic Sentence	



Four Reads

**Reading# 1: Reading for Origins and Context (Article Headline/Source)**

Only read the top of the document and bottom of the document.

Do not read the main body.

**Top: Identify the title, author, place, date.**

**Bottom: additional information, bibliographic notes.**

- Who/what
- (did) what
- when
- where
- why
- how

**Reading #2: Reading for Meaning (T.S. - Summary of Document)**

Whats the main idea. Underline the sentence that best captures the author's message.

**Reading #3: Reading for Argument (Details)**

Underline support for the argument. Write in the margins next to the underlined support, and note whether you consider the support to be strong.

- Rhetoric
- Bias
- Perspective
- Context
- Audience
- Gaps

**Reading #4: Reading Like a Historian (C.S -Why is the document important)**

Look back at the sourcing information (reading #1). Read through the main body of the primary document one last time.

Read to answer key questions:

1. What bias or perspective might be expressed?
2. How does that shape our understanding of the argument?
3. Given the date, what is the document responding to?
4. How is the argument shaped to be effective?

# Article Summary

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Article Headline: \_\_\_\_\_

Source and Date: \_\_\_\_\_

Who/what:

.....

(did/will do) what:

.....

When:

.....

Where:

.....

Why:

.....

How:

.....

T.S. (summary of article): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Details:

1.

.....

.....

2.

.....

.....

3.

.....

.....

4. ....  
.....

**C.S. (why article is important):**

---

---

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**Quick Outline**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**(T.S.)** \_\_\_\_\_

---

---

**Details**

1. ....  
.....  
.....

.....

2. ....  
.....  
.....

.....

3. ....  
.....  
.....  
.....

4. ....  
.....  
.....

**(C.S.)** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Complex Sentence Expansion

### appositive

An appositive is a second noun, or a phrase equivalent to a noun, that is placed beside the first noun to explain it more fully.

*George Washington, a great general, was the first president of the United States.*

### conjunction

Conjunctions join words, phrases, and clauses to one another. They help make writing clear and linguistically rich.

There are four kinds of conjunctions:

## The 3 Types of Conjunctions

### 1. Coordinating Conjunctions

A coordinating conjunction joins two or more independent clauses.

and	or	nor	so
but	yet	for	
<i>Terrell ate quickly, yet he was late.</i>			

### 2. Correlative Conjunctions

A correlative conjunction is a pair of words that joins independent clauses.

both . . . and	neither . . . nor	not only . . . but also
either . . . or	just as . . . so	whether . . . or
<i>Either we go to the game, or we go out for ice cream.</i>		

### 3. Subordinating Conjunctions

A subordinating conjunction introduces an adverbial clause and signals the relationship between that clause and the main idea of the sentence.

after	as if	if	since	that
although	because	in order that	so that	though
as	before	once	than	unless
while	until	when	where	regardless
<i>Although the book sold well, it was not very good.</i>				

# Transition Words and Phrases for Writing Essays

## TO COMPARE

- After all
- Along the same lines
- Analogous to
- Comparatively
- Consistent with
- Equally important
- In a similar fashion
- In comparison
- Synonymous with
- To the same extent
- Likewise

## TO CONTRAST

- A distinct difference
- Although this may be true
- An opposing view
- Despite the fact that
- However
- In contrast
- Nevertheless
- Contrary to
- Conversely
- On the other hand
- To differentiate
- In spite of

## TO INDICATE CAUSE & EFFECT

- As a consequence
- As a result of
- Because of this
- Consequently
- Henceforth
- In effect
- It follows that
- The ramifications of
- Accordingly
- On account of
- Subsequently

## TO INDICATE ADDITION

- Also
- Equally important
- What's more
- So too
- Furthermore
- In fact
- Indeed
- Besides
- Following this
- In addition
- Moreover

## TO PROVIDE AN EXAMPLE

- A case in point
- As an example
- As an illustration
- For instance
- In order to clarify
- Namely
- To bring to light
- To clarify
- To exemplify
- Take the case of
- To be exact
- To illuminate
- To take a case in point
- To demonstrate

## TO ELABORATE

- Actually
- By extension
- To put it succinctly
- Ultimately

## TO SUMMARIZE OR CONCLUDE

- Accordingly
- As a result
- In brief
- In conclusion
- On the whole
- Summing up
- Therefore
- The upshot of all this is

## In Text Citations

- A **citation** is the way you tell your readers that certain material in your work came from another source.
- It gives your readers the information necessary to find that source again.
- Giving credit to the original author by citing sources is the only way to use other people's work **without plagiarizing**.
- In Modern Language Association (**MLA**) style, referring to the works of others in your text is done by using what is known as **parenthetical citation**: provide source information in (**parentheses**) after a quote or a paraphrase.
- Examples:
  - Author named in signal phrase and parenthetical citation gives page number of book which quoted words found: **Wordsworth** stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (**263**).
  - Author named in parentheses if signal phrase does **NOT** name the author: Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (**Wordsworth 263**).
  - Author Unknown use the title in a signal phrase or in parentheses. Titles of **books** are ***italicized***; titles of **articles** are put in "**quotation marks**".
  - **Paraphrase**: Wordsworth extensively explored the role of emotion in the creative process (263).

## Social Studies Essay Reference and Outlining

*Abbreviations:* (G.S.)General Statement (Sp.St. )Specific Statement  
(Th.St.)Thesis Statement (T.S.)Topic Sentence

### THEMATIC ESSAY QUESTION

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

**Theme: Change—The Supreme Court**

(G.S.) - Throughout United States history, the Supreme Court has dealt with many controversial issues. The Court's decisions in these cases have had a significant impact on the United States and/or on American society. (Sp.St. ) -Time, Place, ect.

**Task:**

(Th.St.) - Select **two** United States Supreme Court decisions that have had a significant impact on American society and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Court's decision in the case
- Discuss the impact of the decision on the United States and/or on American society

**Selections/Bullets**

-Categories

-(T.S.)

-details

### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

**Historical Context:**

(G.S.) - During the 1960s, writers frequently reflected social conditions that influenced United States history. These writers increased public awareness of critical issues facing the nation and had an important impact on the United States and on American society. Three such writers were **Dr. Martin Luther King Jr.** ("**Letter from Birmingham Jail**"), **Rachel Carson** (*Silent Spring*), and **Betty Friedan** (*The Feminine Mystique*). (Sp.St)

**Task:** Using the information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

(Th. St.) - Choose **two** writers from the 1960s mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding an issue addressed by the writer
- Discuss how the writer influenced the United States and/or American society

**Selections/Bullets**

-Categories

-(T.S.)

-details

## Multiple Paragraph Outline

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Thesis Statement (Th. St.): \_\_\_\_\_

Main Idea	Details
<b>¶ 1</b> Introduction	(G.S.)
	(Sp.St.)
	(Th.St.)
<b>¶ 2</b> Body Paragraph Category → (T.S.)	(T.S.)
	details
<b>¶ 3</b> Body Paragraph Category → (T.S.)	(T.S.)
	details
<b>¶ 4</b> Conclusion	Rephrase the (Th.St.)
	Rephrase the (Sp.St.)
	Rephrase the (G.S.)

**Order of Operations:** 1. Fill in topic. 2. Write the (Th. St.) 3. Body Paragraph (T.S.)'s 4. Details 5. Intro 6. Conclusion

# Accountable Language Stems

## Agreement

- “I agree with \_\_\_\_\_ because \_\_\_\_\_.”
- “I like what \_\_\_\_\_ said because \_\_\_\_\_.”
- “I agree with \_\_\_\_\_; but on the other hand, \_\_\_\_\_.”

## Disagreement

- “I disagree with \_\_\_\_\_ because \_\_\_\_\_.”
- “I’m not sure I agree with what \_\_\_\_\_ said because \_\_\_\_\_.”
- “I can see that \_\_\_\_\_; however, I disagree with (or can’t see) \_\_\_\_\_.”

## Confusion

- “I don’t understand \_\_\_\_\_.”
- “I am confused about \_\_\_\_\_.”

## Extension

- “I was thinking about what \_\_\_\_\_ said, and I was wondering what if \_\_\_\_\_”.
- “This makes me think \_\_\_\_\_.”
- “I want to know more about \_\_\_\_\_.”
- “Now I am wondering \_\_\_\_\_.”
- “Can you tell me more about \_\_\_\_\_?”

## Review

- “I want to go back to what \_\_\_\_\_ said.”

## Clarifications

- “Could you please repeat for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said \_\_\_\_\_. Could you say more about that?”
- “What’s your evidence?”
- “How does that support our work/mission at \_\_\_\_\_?”

## Confirmation

- “I think \_\_\_\_\_.”
- “I believe \_\_\_\_\_.”

# Rubric for Student Discussion

	<b>Exemplary 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Off-Task 0</b>
<b>Accountable Talk</b>	Talks directly to other students rather than to teacher, building on and responding respectfully to others' student's remarks, all are appropriate, and reflect content knowledge.	Talks directly to other students – rather than to teacher, volunteers comments, most are appropriate, and reflect some thoughtfulness.	Talks directly to other students and at times to teacher, lacks depth, expresses views some of time, restates questions or points previously made.	Talks directly to teacher rather than to other students. Does not clearly express views.	Disrespectful of others. Does not participate and/or unwilling or unprepared to refer to text for evidence or to support idea.
<b>Active Response</b>	Actively incorporates others into the discussion by	Incorporates some students into the discussion by summarizing, clarifying,	Incorporates a few students into the discussion by	Does not incorporate others into the discussion or qualifies/justif	Disrespectful of others. Behavior indicates total and



	<p>summarizing, clarifying, verifying or challenging ideas or conclusions. Qualifies or justifies own views and understanding and makes new connections from the evidence and reasoning presented.</p>	<p>verifying or challenging ideas or conclusions and making new connections from the evidence and reasoning presented.</p>	<p>summarizing, clarifying, verifying or challenging ideas or conclusions.</p>	<p>views and understanding.</p>	<p>absolute non-involvement with group or discussion.</p>
<p><b>Resources/ Document Reference</b></p>	<p>Uses multiple sources of information / evidence (texts, discussions, research, etc.) in order to make informed decisions, solve problems</p>	<p>Uses a few sources of information / evidence (texts, discussions, research, etc.) in order to make informed decisions, solve problems and stimulate a thoughtful, well-reasoned</p>	<p>Uses one source of information / evidence (texts, discussions, research, etc.) in order to make decisions and solve problems.</p>	<p>Does not use any sources of information / evidence to make decisions, solve problems, or state ideas. Does not make new connections from the evidence and</p>	<p>No productive ideas. No use of resources.</p>

	and stimulate a thoughtful, well-reasoned exchange of ideas.	exchange of ideas.		reasoning presented.	
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