

Firet Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:
	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	
Second Coping Strategy:	Quote From Brozo (Example or	Commentary/ Reasoning fo
second coping strategy.	Definition):	Example #1:
	Example #1 from NOW:	-
		Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	Example 22.
Third Coping Strategy:	Quote From Brozo (Example or	Commentary/ Reasoning fo
Time coping strategy.	Definition):	Example #1:
	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
		_

	Super Outline Graphic Organize	er .
Theala:		
First Coping Strat	gy: Quote From Brozo (Example or Definition):	Commentary/ Researing for Example #1:
	Example #1 from NOW:	
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	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	
Third Coping Stra	egy: Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:
	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	

Thesis:			

Thesis: Your thesis goes here, and you will introduce it with your introductory paragraph.

Thesis:	Something like "The three most popular (or common) coping strategies at NOW
	Academy are , , and

Thesis: The three most popular (or common) coping strategies at NOW Academy are,, and			
First Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:	
	Example #1 from NOW:		
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Thesis: The three most popular (or common) coping strategies at NOW Academy are,, and			
First Coping Strategy:  The first most	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:	
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Thesis: The three most popular (or common) coping strategies at NOW Academy are,, and			
First Coping Strategy:  The first most	Quote From Brozo (Example or Definition):  "Quote"	Commentary/ Reasoning for Example #1:	
	Example #1 from NOW: For example, in Mr. Waid's period 2 English class Student X (no names) always	Commentary/ Reasoning for Example #2:	
	Example #2 from NOW:	_ #Z.	

First Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Exampl
The first most	"Quote"	In Mr. Waid's class, is very effective because Student X hides
	Example #1 from NOW:  For example, in Mr. Waid's	behind and never gets called.
	period 2 English class	Commentary/ Reasoning for Exampl
	Example #2 from NOW:	

Thesis: The three most popular (or common) coping strategies at NOW Academy are, and			
First Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:	
The first most	"Quote"	Every class, it seems, Student X until Mr.	
	Example #1 from NOW:	Waid	
	For example, in Mr. Waid's period 2 English class	Commentary/ Reasoning for Example #2:	
	Example #2 from NOW:	#2:	

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	Ms. Valle's period 5 algebra class when Student Y	well, but Student Y keeps trying because	

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	Example #1 from NOW:	never gets called.
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	Example #2 from NOW: Another example of happens every Thursday in Ms. Valle's period 5 algebra class when Student Y	In Ms. Valle's class, doesn't work as well, but keeps trying because

	nost popular (or commo , are,	
First Coping Strategy: The first most	Quote From Brozo (Example or Definition): "Quote"	Commentary/ Reasoning for Example #1:  In Mr. Waid's class, is very effective because Student X hides behind and
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"Quote"

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"Quote" For example, in Mr. Waid's period 2 English class...

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First Coping Strategy: The first most	Quote From Brozo (Example or Definition): "Quote"	Commentary/ Reasoning for Example #1:  In Mr. Waid's class, is very effective because Student X hides behind and
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'Quote"	For example, in Mr. Waid's period 2 English class		
In Mr. Wa	aid's class,	is very effective because	
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Thesis: The three most popular (or common) coping strategies at NOW Academy are, and		
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	Example #1 from NOW:	behind and never gets called.
	For example, in Mr. Waid's period 2 English class	Commentary/ Reasoning for Example #2:
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'Quote"	For example, in M	r. Waid's period 2 English class
In Mr. W	aid's class,	is very effective because
<b>Student</b>	X hides behind	and never gets called.
Another	example of	happens every Thursday in
Ms. Valle	e's period 5 algebra	class when Student Y
In Ms. V	alle's class,	doesn't work as well,
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'Quote"	For example, in Mr	. Waid's period 2 English class	
In Mr. W	/aid's class,	is very effective because	
Student	X hides behind	and never gets called.	
Another example of		happens every Thursday in	
Ms. Vall	e's period 5 algebra	class when Student Y	
In Ms. V	alle's class,	doesn't work as well,	
but	keeps tryir	ng because .	

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First Coping Strategy: The first most	Quote From Brozo (Example or Definition): "Quote"	Commentary/ Reasoning for Example #1:  In Mr. Waid's class, is very effective because
	Example #1 from NOW:	Student X hides behind and never gets called.
	For example, in Mr. Waid's period 2 English class	Commentary/ Reasoning for Example #2:
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'Quote" For	example, in M	r. Waid's period 2 English class
In Mr. Waid's	class,	is very effective because
Student X hid	les behind	and never gets called.
<b>Another exan</b>	nple of	happens every Thursday in
Ms. Valle's pe	riod 5 algebra	class when Student Y
In Ms. Valle's	class,	doesn't work as well,
but	keeps tryi	ng because

That's right; you need a conclusion

	ost popular (or commo	
First Coping	Quote From Brozo	Commentary/
Strategy:	(Example or Definition):	Reasoning for Example #1:
The first most	Deminion).	LXample #1.
	"Quote"	In Mr. Waid's class, is very effective because Student X hides behind and
	Example #1 from NOW:	never gets called.
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In Mr. Wa	aid's class,	is very effective because
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Ms. Valle	e's period 5 algebra	class when Student Y
In Ms. Va	alle's class,	doesn't work as well,
but	keeps trvi	ng because .



Put it here.

ost popular (or commo	
Quote From Brozo	Commentary/
	Reasoning for
Definition):	Example #1:
"Quote"	In Mr. Waid's class, is very effective because Student X hides behind and
Example #1 from NOW:	never gets called.
For example, in Mr. Waid's period 2 English class	Commentary/ Reasoning for Example #2:
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"Quote"	For example, in Mr	r. Waid's period 2 English class
	aid's class, X hides behind	
		happens every Thursday in class when Student Y
In Ms. Va	alle's class,	doesn't work as well,
but	keeps tryii	ng because
•	this is what makes coping strategies at	one of the most



Put it here.

	ost popular (or commo are,	
First Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:
The first most	"Quote"	In Mr. Waid's class, is very effective because Student X hides behind and
	Example #1 from NOW:	never gets called.
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	Example #2 from NOW: Another example ofhappens every Thursday in Ms. Valle's period 5 algebra class when Student Y	In Ms. Valle's class,  doesn't work as well, but keeps trying because

'Quote"	For example, in Mr	'. Waid's period 2 English class
	•	is very effective because and never gets called.
Ms. Valle	e's period 5 algebra	_ happens every Thursday in class when Student Y
In Ms. V	alle's class,	doesn't work as well,
but	keeps tryir	ng because
•		one of the most
popular	coping strategies at	: NOW Academy.

And that's how you put together your body paragraphs!

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First Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:
	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	
Second Coping Strategy:	Quote From Brozo (Example or	Commentary/ Reasoning fo
second coping strategy.	Definition):	Example #1:
	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	•
Third Coping Strategy:	Quote From Brozo (Example or	Commentary/ Reasoning fo
	Definition):	Example #1:
	Example #1 from NOW:	_
		Commentary/ Reasoning fo Example #2:
	Example #2 from NOW:	-

	Super Outline Graphic Organizer	
Theele:		
First Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:
	Example #1 from NOW:	
	5	Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	
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	Example #1 from NOW:	
	Example #2 from NOW:	Commentary/ Reasoning for Example #2:
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	Example #1 from NOW:	
		Commentary/ Researing for Example #2:
	Example #2 from NOW:	

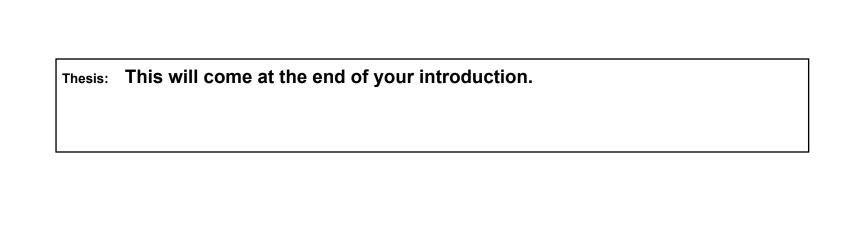




How about an introductory paragraph?

Firet Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning for Example #1:
	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	
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second coping strategy.	Definition):	Example #1:
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	Example #2 from NOW:	Example 22.
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	Example #1 from NOW:	
		Commentary/ Reasoning for Example #2:
		_

Thesis:			



Introduction 5-7 sentences	
Begin with a Grabber that gets the attention of your readers.	
Work GRADUALLY toward a more specific statement of your topic.	
Finish with your Thesis.	

# Conclusion 5-7 sentences Work from the SPECIFIC to the GENERAL. Don't Say the SAME OLD THING. No clichés. Don't introduce new ideas, but leave your readers with a NEW UNDERSTANDING.

Introduction 5-7 sentences	
Begin with a Grabber that gets the attention of your readers.	
Work GRADUALLY toward a more specific statement of your topic.	
Finish with your Thesis.	

Introduction
5-7 sentences

"Four corners and four walls -- no place to hide." Mr. Waid says this almost every day, but is it true?

Work GRADUALLY toward a more specific statement of your topic.

#### Begin with a Grabber that gets the attention of your readers.

"Four corners and four walls -- no place to hide." Mr. Waid says this almost every day, but is it true? I look around and I see students hiding everywhere, pretending to work, pretending to look things up on their phones, pretending to read.

Work GRADUALLY toward a more specific statement of your topic.

#### Begin with a Grabber that gets the attention of your readers.

"Four corners and four walls -- no place to hide." Mr. Waid says this almost every day, but is it true? I look around and I see students hiding everywhere, pretending to work, pretending to look things up on their phones, pretending to read. William Brozo studied students like these and found that many of them are pretending because they have no other choice. They are struggling readers, and they are just trying to cope with being in a classroom while they are straining to make sense out of the texts they face in school. They are smart; they are strategic. They are hiding out.

Work GRADUALLY toward a more specific statement of your topic.

#### Begin with a Grabber that gets the attention of your readers.

"Four corners and four walls -- no place to hide." Mr. Waid says this almost every day, but is it true? I look around and I see students hiding everywhere, pretending to work, pretending to look things up on their phones, pretending to read. William Brozo studied students like these and found that many of them are pretending because they have no other choice. They are struggling readers, and they are just trying to cope with being in a classroom while they are straining to make sense out of the texts they face in school. They are smart; they are strategic. They are hiding out.

#### Work GRADUALLY toward a more specific statement of your topic.

At Now Academy, a ten-year-old k-12 span school on the RFK campus in Los Angeles, there are many students who struggle to keep up with reading at their grade level, and some of those struggling readers are using specific strategies to cope with their reading issues.

#### Begin with a Grabber that gets the attention of your readers.

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From my observations, the three most popular coping strategies at NOW Academy are,	_, and _	

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	Example #1 from NOW:	
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	Example #2 from NOW:	
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	5	Commentary/ Reasoning for Example #2:
	Example #2 from NOW:	
Third Coping Strategy:	Quote From Brozo (Example or	Commentary/ Reasoning fo
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	Example #1 from NOW:	_
		Commentary/ Reasoning fo Example #2:
	Example #2 from NOW:	_

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Firet Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning fo Example #1:
	Example #1 from NOW:	
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	Definition):	Example #1:
	Example #1 from NOW:	Commentary/ Reasoning fo
	Example #2 from NOW:	Example #2:
Third Coping Strategy:	Quote From Brozo (Example or Definition):	Commentary/ Reasoning fo Example #1:
	Example #1 from NOW:	-
	100 8 4 (100 ° 100 200	Commentary/ Reasoning fo Example #2:
	Example #2 from NOW:	-

Conclusion: This will become your concluding paragraph!					

# Conclusion 5-7 sentences Work from the SPECIFIC to the GENERAL. Don't Say the SAME OLD THING. No clichés. Don't introduce new ideas, but leave your readers with a NEW UNDERSTANDING.