6-12 Writing Strategies

retrieved from each grade level at www.illinoisliteracyinaction.org

Document Uses: This document was created with the specialist, teacher leader, teacher with multiple grade levels to address or the curriculum director in mind. Each strategy is listed under specific grade levels on www.illinoisliteracyinaction.org but also combined here for the ease of looking at them as a whole.
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*Also available on www.ilwritingmatters.org: Routine Writing Toolbox and Summarizing and Note Taking Toolbox*
9-12 Strategies:

**Standard 1:**
- Modeling an Argument: Toulmin Method
- Arguments: Analyzing Speeches

**Standard 2:**
- SDQR Chart
- Split Screen Notes

**Standard 3:**
- Story Maps
- Write Alouds

**Standard 4:**
- Text Structure: An Organization Tool
- RAFT
- Sue Beers’ Tools for Learning Text Structure

**Standard 5:**
- Question Flood
- STAR

**Standard 6:**
- Citelighter
- Collaborize Classroom
- Online Publishing

**Standard 7:**
- Inquiry Chart
- Synthesis of Sources

**Standard 8:**
- Avoiding Plagiarism
- CARS

**Standard 9:**
- Fishbowl
- Index Card Evidence

**Standard 10:**
- Nursery Rhyme Analysis
- Quick Writes

*Also available on www.ilwritingmatters.org: Routine Writing Toolbox and Summarizing and Note Taking Toolbox*
### Argument Sentence Frames: Introduction and Conclusion

<table>
<thead>
<tr>
<th>Targeted Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>W.8.1 – Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure:</th>
</tr>
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<tbody>
<tr>
<td>Sentence frames provide students with a mental model for constructing sentences using vocabulary for writing arguments. Teachers in every classroom can use sentence frames to scaffold instruction, jump start student writing and formatively assess learning. Sentence frames are especially helpful in building the vocabulary and language skills of ELL’s language. As students begin to write arguments, providing sentence frames can be helpful for students to introduce (W.6-8.1.a) and conclude (W.6-8.1.e) their argument. The following are samples that can be used with students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
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<tbody>
<tr>
<td>There are many opinions on ____________________. Opponents believe ________________, but proponents argue __________________________________________. In my opinion, ________________________________. I think this because ___________________ , ___________________ , and ___________________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
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<tbody>
<tr>
<td>Some people might claim that ____________________ is not ______________. They might argue that __________________________________________. Still, I believe ________________________________ because ___________________ , ___________________ , and ___________________. I will always ______________________________________________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attachments/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional introduction information: <a href="http://writingcenter.unc.edu/handouts/introductions/">http://writingcenter.unc.edu/handouts/introductions/</a></td>
</tr>
<tr>
<td>Additional conclusion information: <a href="http://writingcenter.unc.edu/handouts/conclusions/">http://writingcenter.unc.edu/handouts/conclusions/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference/Research:</th>
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</table>
## Designing an Evidence-based Argument

<table>
<thead>
<tr>
<th>Targeted Standards:</th>
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</thead>
<tbody>
<tr>
<td>W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>W.8.1 – Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
</tbody>
</table>

Students need an understanding of the components of argument and the process through which careful examination of textual evidence becomes the beginnings of a claim about text. Students should be familiar with the following terms:

- The claim (typically answers the question: “What do I think?”)
- The reasons (typically answers the question: “Why do I think this?”)
- The evidence (typically answers the question: “How do I know this is the case?”).

### Procedure:

1. The teacher provides students with an argumentative text.
2. The teacher decides on an area of focus.
3. Have students write down details or phrases related to that focus. (see links below for examples)
4. After reading and some time for discussion, have students look at the evidence and list any patterns noticed.
5. Have students re-read the text.
6. This time look for more instances of the pattern that may have been missed. Add these to the list.
7. Use the evidence and patterns to formulate a claim. Point out to students that most texts can support multiple (sometimes even competing) claims.
8. Once students have a claim, they can use the patterns they detected to start formulating reasons and textual references for evidence to begin writing.

### Attachments/Resources:

- Strategy Guide from www.ReadWriteThink.org

- Designing an Evidence-based Argument Template

### Reference/Research:

### SPAR

**Targeted Standards:**
- **W.6.1** – Write arguments to support claims with clear reasons and relevant evidence.
- **W.7.1** – Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1** – Write arguments to support claims with clear reasons and relevant evidence.

SPAR (Spontaneous Argumentation) is a strategy that helps students practice using evidence and examples to defend a position. Because students are not given much preparation time, SPAR is most effective when students already have background information about a topic.

**Procedure:**

1. Place students in groups of 6-8. Assign half of the group to support one position and the other half to support the other position. Have students move their desks so they are sitting opposite an opponent.

2. Give students one to two minutes to write down their opinion with evidence for their position.

3. Provide each side an opportunity to talk together to add to their evidence. This will help weaker students be prepared to comment.

4. The students will be “SPARing” with the person sitting across from them. Each student presents a one-minute opening statement making his/her case while the other listens quietly and takes notes.

5. Give students 30 seconds to prepare ideas for what they want to say to their opponent. Invite each side to engage in a three-minute discussion during which they may question their opponent’s reasoning or examples or put forth new ones of their own.

6. Give students 30 seconds or one minute to prepare a closing statement. Each student presents, a one-minute closing statement while the other listens quietly, and then the roles reverse.

**Note:**
SPAR can be modified to include time for students to gather more evidence to support their positions. Research can be as informal as giving students time to look through their notes (possibly as a homework assignment the night before) or can be as extensive as a formal research project.

**Attachments/Resources:**
N/A

**Reference/Research:**
Adapted and retrieved from [https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/spar-spontaneous-argumentatio](https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/spar-spontaneous-argumentatio)
**SDQR Chart**

**Targeted Standards:**

- **W.6.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

This strategy can be used to capture thinking from a lecture or from reading a nonfiction passage. Students are asked to complete the chart below.

**Procedure:**

1. Model how to use this strategy before having students use it.
2. Allow small groups to complete the organizer before students use it independently.
3. Once students are comfortable with completing the organizer, students can use it as a springboard to more formal writing.

<table>
<thead>
<tr>
<th>Name: John Smith</th>
<th>Chunk: Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Says</strong></td>
<td><strong>Doesn’t Say</strong></td>
</tr>
<tr>
<td>Students record:</td>
<td></td>
</tr>
<tr>
<td>• Fact learned</td>
<td>• What is not</td>
</tr>
<tr>
<td>• Facts confirmed</td>
<td>said/omitted</td>
</tr>
<tr>
<td></td>
<td>• Inferential</td>
</tr>
<tr>
<td></td>
<td>thinking</td>
</tr>
</tbody>
</table>

What is the author’s purpose? Or
Construct a summary of the text read.

**Attachment/Resources:**

N/A

**Reference/Research:**

Split Screen Notes Organizer

Targeted Standards:
W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

This strategy gives students an organizer to record what they have learned visually as well as with words. Listening to or reading text twice will show students that rereading is important in order to comprehend the text fully.

Procedure:
1. The teacher will read aloud or assign students to read informational text silently.
2. Students will record notes and draw visual representations of the text.
3. The teacher will read aloud or assign students to read the informational text again.
4. Students will continue to add drawings or notes to their organizer.
5. Have the students meet in groups to discuss their drawings and notes.
6. Students can use the organizer to write a summary or report about the topic.

<table>
<thead>
<tr>
<th>Notes</th>
<th>Drawings</th>
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</tbody>
</table>

The Hunger Games (Chapter 1)

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<thead>
<tr>
<th>Notes</th>
<th>Drawings</th>
</tr>
</thead>
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</tbody>
</table>

Variation:
The split screen organizer can be set up for texts with multiple subtopics.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Notes</th>
<th>Drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Baker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heather</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Wednesday Wars (Chapter 3)

<table>
<thead>
<tr>
<th>Characters</th>
<th>Notes</th>
<th>Drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Baker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heather</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attachment/Resources:
N/A

Reference/Research:
### Write-Alouds

**Targeted Standards:**

- **W.6.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.7.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Write-aloud is taught to small groups or a whole class in briskly paced, 10- to 15-minute lessons. Model your own writing of a short text, generally choosing one particular aspect of a genre to write-aloud (such as an opening or closing paragraph of a longer essay or a dialogue between characters).

**Procedure:**

1. Plan write-aloud lessons for types of writing that present particular challenges to your students. Prepare for the lesson by writing your own short texts and developing awareness of your own decision-making while you write. (See example below.)
2. Tell students that you will be verbalizing your own thinking for them as you write. Ask students to pay attention to the decisions you make as you write, and remind them that they will be producing this same type of text themselves.
3. Explain to students what kind of text you will be writing and what you want to accomplish as you write this text. For example, if you are writing for narrative dialogue, point out that characters’ talk should explain the main problem of the story.
4. As you write (using chart paper or a document viewer), make verbal statements that describe your own decision-making processes:
   - “Now I need to summarize my main points. I think I should look back at my outline of points that I made in the rest of the essay.”
   - “Hmm, what can I have this character say now in order to show how upset she is?”
   - “How can I spell this word? It will help if I say the word slowly to myself first.”
5. After you have completed the write-aloud for a short text, ask students to comment on what they noticed about your thinking during the activity. You may want to ask students to talk about what seemed to be most important to accomplish as you were writing. You might also ask students to describe what you were thinking about as you wrote a challenging part of the writing.
6. It may also be useful to ask students to talk about their own thinking and decision-making used while they are writing this same kind of text or to work with a partner to write their own example.

**Attachment/Resources:**

N/A

**Reference/Research:**

Adapted from [http://www.readwritethink.org/professional-development/strategy-guides/write-alouds-30687.html#research-basis](http://www.readwritethink.org/professional-development/strategy-guides/write-alouds-30687.html#research-basis)
# Mentor Texts

**Targeted Standards:**

- **W.6.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.7.3** – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Mentor texts or anchor texts are books that can be used as an example of good writing for students. Students can use the writing in these books to improve their own writing. Ralph Fletcher explains that mentor texts are, "...any texts that you can learn from, and every writer, no matter how skilled you are or how beginning you are, encounters and reads something that can lift and inform and infuse their own writing. (Fletcher, 1993)

**Procedure:**

1. Teachers purposefully select and intentionally read aloud from mentor texts to guide students as they work to apply similar writing techniques.
2. Sometimes only a small section of text is needed to model the strategy.
3. Standard #3 attacks a number of different topics that mentor texts may be used to address.
   - Engaging the reader by establishing a context and a point of view
   - Introducing a narrator and/or characters;
   - Organizing an event sequence that unfolds naturally and logically.
   - Using narrative techniques
   - Using transition words, phrases and clauses
   - Using precise words and phrases, relevant descriptive details, and sensory language
   - Providing a conclusion

**Attachment/Resources:**

[http://writingfix.com/index.htm](http://writingfix.com/index.htm)

The website above offers suggested mentor texts and lessons that teachers can select to model specific techniques.

**Reference/Research:**

## Text Structure: An Organization Tool for Writing

### Targeted Standards:
- **W.6.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- **W.7.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- **W.8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

Text structure refers to how information within a written text is organized. Not only will teaching students to recognize common text structures help with comprehension, but it can help students organize their own writing.

### Procedure:
1. Teach students common nonfiction text structures: *Cause & Effect, Sequential, Problem/Solution, Description, Compare/Contrast*
2. Each text structure should be taught individually as students need time to master one structure and it’s signal words and organization before learning another.
3. Students may be able to grasp easier text structures like sequence and comparison contrast so teachers may want to teach these structures first. Harder structures for students to grasp are description, cause and effect, and problem solution.
4. Teaching students the various text structures can give students ideas on how to organize their nonfiction writing.
5. After studying the key features and vocabulary of each text structure, students can practice integrating the structures into their own writing.
6. Use resources below to find graphic organizers and other tools to help students organize their writing.

### Attachment/Resources:
- **Non Fiction Text Structures:**
  - [http://msjordanreads.com/2012/04/19/non-fiction-text-structures/](http://msjordanreads.com/2012/04/19/non-fiction-text-structures/)
- **Research from Reading Rockets**
  - [http://www.readingrockets.org/article/52251](http://www.readingrockets.org/article/52251)
- **Analyzing Text Structures – 4 Day Lesson for 6th-8th Grade Teachers:**
  - [http://www.scholastic.com/teachers/top-teaching/2012/05/analyzing-text-structures](http://www.scholastic.com/teachers/top-teaching/2012/05/analyzing-text-structures)

### Reference/Research:
# Prewriting: Using Graphic Organizers

**Targeted Standards:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.6.4</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</td>
</tr>
<tr>
<td><strong>W.7.4</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</td>
</tr>
<tr>
<td><strong>W.8.4</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</td>
</tr>
</tbody>
</table>

Prewriting is the getting ready to write stage in the writing process. Graphic organizers can help students to organize their thoughts and get students writing as well as assist students in generating ideas and planning a course of action. Graphic organizers can provide students who do not have enough experience with organizing writing to do it with a tool that helps them be successful.

**Procedure:**

1. Devote time to introducing the features of a particular graphic organizer.
2. Model explicitly how to use the tool even if it seems obvious to students.
3. Provide opportunities for guided practice.
4. Provide opportunities for independent practice.

**Attachment/Resources:**

- Graphic Organizers: [https://www.teachervision.com/graphic-organizers/printable/6293.html](https://www.teachervision.com/graphic-organizers/printable/6293.html)
- Graphic Organizers for Content Instruction: [http://www.everythingsl.net/inservices/graphic_organizers.php](http://www.everythingsl.net/inservices/graphic_organizers.php)
- Graphic Organizers for Reading, Writing and Thinking: [http://www.greece.k12.ny.us/academics.cfm?subpage=478](http://www.greece.k12.ny.us/academics.cfm?subpage=478)

**Reference/Research:**

Chronological / Sequence Order

Sequence shows the order of things. It describes when something happened, the steps in a sequence, and the logical order of things.

<table>
<thead>
<tr>
<th>A, B, C</th>
<th>present</th>
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<tbody>
<tr>
<td>after</td>
<td>presently</td>
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<td>afterward</td>
<td>previously</td>
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<td>afterwards</td>
<td>prior</td>
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<td>already</td>
<td>prior</td>
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<td>always</td>
<td>recently</td>
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<tr>
<td>as soon as</td>
<td>second</td>
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<td>at last</td>
<td>sequence</td>
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<td>at length</td>
<td>shortly</td>
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<td>at (time)</td>
<td>since</td>
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<td>at that time</td>
<td>soon</td>
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<td>at this point</td>
<td>subsequently</td>
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<td>at this time</td>
<td>then</td>
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<td>before</td>
<td>thereafter</td>
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<td>currently</td>
<td>third</td>
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<td>cycle</td>
<td>time</td>
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<td>to this day</td>
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<td>early</td>
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<td>when</td>
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<td>following</td>
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<td>here, there</td>
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<td>how to</td>
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<td>new</td>
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<td>meanwhile</td>
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<td>next</td>
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<td>not long after</td>
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<td>now</td>
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<td>o’clock</td>
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<td>old</td>
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<td>on time</td>
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<tr>
<td>past</td>
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<tr>
<td>preceding</td>
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</tbody>
</table>

Location Order / Description

Words and phrases that describe or show location of parts help to “paint a picture” for the reader.

<table>
<thead>
<tr>
<th>Spatial Words</th>
<th>Description Words</th>
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<tbody>
<tr>
<td>above</td>
<td>after all</td>
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<tr>
<td>across</td>
<td>an instance of this can</td>
</tr>
<tr>
<td>along</td>
<td>be seen</td>
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<tr>
<td>appears to be</td>
<td>as an illustration</td>
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<tr>
<td>as in</td>
<td>by observing</td>
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<tr>
<td>behind</td>
<td>can be recognized by</td>
</tr>
<tr>
<td>below</td>
<td>depicts</td>
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<tr>
<td>beside</td>
<td>describes</td>
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<tr>
<td>between</td>
<td>develop</td>
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<tr>
<td>down</td>
<td>e.g.</td>
</tr>
<tr>
<td>in back of</td>
<td>features include</td>
</tr>
<tr>
<td>in front of</td>
<td>for example</td>
</tr>
<tr>
<td>looks like</td>
<td>for instance</td>
</tr>
<tr>
<td>near</td>
<td>for one thing</td>
</tr>
<tr>
<td>on top of</td>
<td>i.e.</td>
</tr>
<tr>
<td>onto</td>
<td>illustrates</td>
</tr>
<tr>
<td>outside</td>
<td>in particular</td>
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<tr>
<td>over</td>
<td>like</td>
</tr>
<tr>
<td>such as</td>
<td>portray</td>
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<tr>
<td>to the right / left</td>
<td>reason... is that</td>
</tr>
<tr>
<td>under</td>
<td>some characteristics are</td>
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<tr>
<td></td>
<td>specifically</td>
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<tr>
<td></td>
<td>such as</td>
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<tr>
<td></td>
<td>that is</td>
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<td></td>
<td>to illustrate</td>
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</tbody>
</table>

Questions

- What specific person, place, thing or event is being described?
- What are its most important attributes or characteristics?
- For each thing being described, what are the details and examples that support the description?
- Would the description change if the order of the attributes were changed?
- Why is this description important?
- How does the description help you see a “picture” in your head?
**Cause / Effect Order**

The cause tells WHY something happened. The effect tells WHAT happened as a result. In texts that follow this structure, the reader is told the result of an event or occurrence and the reasons it happened.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>because&lt;br&gt;being that&lt;br&gt;begins with&lt;br&gt;cause&lt;br&gt;caused by&lt;br&gt;due to the fact that&lt;br&gt;for the simple reason that&lt;br&gt;for this reason&lt;br&gt;for as much as&lt;br&gt;gives rise to&lt;br&gt;if this happens&lt;br&gt;in as much as&lt;br&gt;in that&lt;br&gt;in view of the fact that&lt;br&gt;leads to&lt;br&gt;may be due to&lt;br&gt;now that&lt;br&gt;origin&lt;br&gt;owing to the fact that&lt;br&gt;reason</td>
<td>seeing that&lt;br&gt;source&lt;br&gt;when&lt;br&gt;is caused by&lt;br&gt;the cause is&lt;br&gt;may be due to&lt;br&gt;the reason this&lt;br&gt;happened is&lt;br&gt;on account of (cause),&lt;br&gt;this&lt;br&gt;since (cause) happened...&lt;br&gt;this (cause) led to&lt;br&gt;actions leading to&lt;br&gt;(effect) included...&lt;br&gt;because (cause)&lt;br&gt;happened&lt;br&gt;as a result of (cause)...&lt;br&gt;when ___ happened, ... for this reason</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>accordingly&lt;br&gt;all in all&lt;br&gt;as a result of&lt;br&gt;on account of&lt;br&gt;as a consequence&lt;br&gt;as a result of&lt;br&gt;as a result of&lt;br&gt;as might be expected&lt;br&gt;because&lt;br&gt;because of this&lt;br&gt;begins with&lt;br&gt;consequence&lt;br&gt;consequently&lt;br&gt;due to&lt;br&gt;effect&lt;br&gt;effects of&lt;br&gt;for this reason&lt;br&gt;finally&lt;br&gt;happened&lt;br&gt;hence&lt;br&gt;if... then&lt;br&gt;impact&lt;br&gt;in consequence&lt;br&gt;in order to&lt;br&gt;is caused by&lt;br&gt;it follows that&lt;br&gt;it follows then&lt;br&gt;impact is&lt;br&gt;impact will be&lt;br&gt;leads / led to&lt;br&gt;may be due to&lt;br&gt;namely&lt;br&gt;outcome&lt;br&gt;result&lt;br&gt;results in&lt;br&gt;since&lt;br&gt;so&lt;br&gt;so that&lt;br&gt;then&lt;br&gt;therefore&lt;br&gt;thereupon&lt;br&gt;thus&lt;br&gt;this (cause) led to&lt;br&gt;this happened because&lt;br&gt;because of&lt;br&gt;as a consequence,&lt;br&gt;(effect) happened&lt;br&gt;as a result, (effect)&lt;br&gt;happened&lt;br&gt;this led to (effect)&lt;br&gt;when&lt;br&gt;this results in</td>
<td></td>
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</tbody>
</table>

**Questions**

- What process or subject is being explained?
- What is the product or end result of the process; or what is the outcome of the events?
- What happened?
- Why did it happen?
- To whom or what did it happen?
- When did it happen?
- What brought about the action?
- What else happened because of that event?
- Is there more than one cause?
- If there is more than one cause, is one more powerful than the others?
- What was the cause?
- What are the details and examples that explain the causes?
Order of Importance or Generalization / Principle

Explains the parts of an idea or the main idea and details. This structure resembles an outline. Each section opens with its main idea, then elaborates on it, sometimes dividing the elaboration into subsections.

Questions

- What generalizations is the author making or what principle is being explained?
- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?
- Does the author present some details as more important than others?
- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization / principle?

Least Important to Most Important Order

Details, examples and ideas are organized from least important to most important (or vice versa).

Questions

- How does the author “lead up” to the main point?
- How do you know which details contribute to the main points?
- Are there enough details to lead to the main point in a logical fashion?
- Why does the author rank certain details as more important that others?
Comparison / Contrast Order

When two or more things are compared, the author shows how they are alike or similar. When two or more things are contrasted, the author shows how they are different. (Contrasting does not always mean good vs. bad. It can mean how one thing is simply different than another.)

<table>
<thead>
<tr>
<th>Comparison</th>
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</thead>
<tbody>
<tr>
<td>How two or more things are ALIKE</td>
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<tr>
<td>alike</td>
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<tr>
<td>along the same lines</td>
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<tr>
<td>also</td>
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<td>at the same time</td>
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<td>and</td>
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<td>as</td>
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<tr>
<td>as well as</td>
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<tr>
<td>both</td>
</tr>
<tr>
<td>by the same token</td>
</tr>
<tr>
<td>can be compared</td>
</tr>
<tr>
<td>comparable</td>
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<tr>
<td>comparatively</td>
</tr>
<tr>
<td>compare</td>
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<tr>
<td>correspondingly</td>
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<tr>
<td>each</td>
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<tr>
<td>equal, equally</td>
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<tr>
<td>even</td>
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<tr>
<td>in common</td>
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<tr>
<td>in comparison</td>
</tr>
<tr>
<td>in like manner</td>
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<tr>
<td>in the same manner</td>
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<tr>
<td>in the same way</td>
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<tr>
<td>in similar fashion</td>
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<tr>
<td>just as</td>
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<tr>
<td>just like</td>
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<tr>
<td>least</td>
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<td>less than</td>
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<td>like</td>
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<tr>
<td>likewise</td>
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<tr>
<td>more than</td>
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<tr>
<td>most important</td>
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<tr>
<td>neither</td>
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<tr>
<td>resemble</td>
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<td>same</td>
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<td>same as</td>
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<td>share</td>
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<td>similar</td>
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<td>similar to</td>
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<td>similarly</td>
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<td>the same</td>
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<td>the same as</td>
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<td>too</td>
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<td>twin</td>
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<table>
<thead>
<tr>
<th>Contrast</th>
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<tbody>
<tr>
<td>How two or more things are DIFFERENT</td>
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<tr>
<td>although</td>
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<tr>
<td>and yet</td>
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<td>as opposed to</td>
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<td>better</td>
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<td>but</td>
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<td>by contrast</td>
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<td>conversely</td>
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<td>despite</td>
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<td>difference</td>
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<td>different</td>
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<td>different than / from</td>
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<td>differently</td>
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<td>either / or</td>
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<td>even though</td>
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<td>however</td>
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<td>in contrast</td>
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<td>instead</td>
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<td>former / latter</td>
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<td>more / less than</td>
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<td>neither / nor</td>
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<tr>
<td>nevertheless</td>
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<tr>
<td>nonetheless</td>
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<td>on the contrary</td>
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<td>on the other hand</td>
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<td>opposite</td>
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<td>otherwise</td>
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<td>regardless</td>
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<td>still</td>
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<td>variations</td>
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<td>vary</td>
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<td>whereas</td>
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<td>while</td>
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<td>yet</td>
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</table>

Questions

- What two or more things are being compared?
- What feature or features of the things are being compared? What is it about them that is being compared?
- What characteristics do they have in common; how are these items alike?
- In what ways are these things alike?
- In what ways are ______ and ______ similar?
- What conclusions does the author reach about the degree of similarity between the items?
- What words provide clues to the similarity between/among the items?
- What qualities of each thing correspond to one another? In what way?
Classification Order

Classification involved grouping items together by commonalities. The author uses classification to help the reader understand the concept being explained.

Classification Signal Words

- another example is...
- example of
- group
- for instance
- in other words
- is characterized by
- member of
- put another way
- one example is...
- that is
- thus
- usually
- same as
- such as

Questions

- How are the items in the text grouped?
- What characteristics define the groupings?
- Why did the author group the items as they are organized?
- How does the grouping of the items help you understand the concept?
- What is important about the characteristics used to organize the items?

Problem / Solution Order

Text organized by problem / solution order help tell about a problem or issue, why there is a problem or issue, and then gives one or more possible solutions.

Problem / Solution Signal Words

- conundrum
- dilemma
- factor
- issue
- problem
- problematic
- puzzle
- quandary
- question
- reason
- situation
- this is a problem
- because

Questions

- What is the problem?
- Why is this a problem?
- How long has this been a problem?
- To whom or what is this a problem?
- What are the details related to the problem?
- How serious is the problem or issue?
- Who or what is involved in the problem?
- What are the causes of the problem?
- Can the problem be solved, resolved or just reduced?
- What is a solution for the problem?
- What resources are needed to solve the problem?
- What must happen in order for the problem to be solved?
- Is there a process for solving the problem?
- What is the evidence that the solution will likely be successful?
Question Flood

Targeted Standards:

**W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

To help students who have written underdeveloped first drafts, have students submit their drafts to a question flood.

**Procedure:**

1. Take an underwritten piece of writing (one that is lacking descriptive words or specific details), and place it on an overhead, document projector or SMART Board.
2. Read the paragraph out loud so that students get the gist of it.
3. Give students some “think time.”
4. Read the paragraph out loud a second time. This time, as you read it, have students call out any questions they have.
5. Mark those questions on the text.
6. Once that is done, do a “think aloud” with the students to show them which questions you intend to answer and how you intend to answer them.
7. Model revising the paragraph in front of them.
8. Once students understand the technique, have them get into small groups (2-5 students per group) to exchange their own papers.
9. Have the students perform the “question flood” technique and revise their papers.

**Attachment/Resources:**

Question Flood Example


**Reference/Research:**

Peer Revision Strategy: PQP: Praise Question Polish

Targeted Standards:

**W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

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The PQP (Praise, Question, Polish) revising strategy is appropriate for a second round of revision and editing during which students work with one another.

Procedure:

1. The peer editor asks the author what his/her goals were for the paper.
2. A peer editor reads the author’s paper (or the author reads it aloud to the editor) and marks parts of the paper that are interesting and confusing using the following codes.
   - A box is placed around interesting parts.
   - Underline at least one part that others will enjoy.
   - Place a ? next to any part that is confusing. Provide specific directions to the author as to what the student is to mark as confusing. (i.e., “Did the writer address who, what, when, where and how?”)
3. The peer editor praises the author for the positive aspects and questions the author about the confusing parts.
4. The peer editor returns the paper to the author clarifying their suggestions for ideas to add or changes to make.
5. The author addresses the confusing parts marked on the paper and, if desired, makes changes suggested by the peer editor. Whenever a student elects to not make a requested or suggested modification, the student should be expected to adequately justify that decision.

Attachment/Resources:


Lesson Plan with Narrative Writing: [http://www.readwritethink.org/classroom-resources/lesson-plans/peer-review-narrative-122.html](http://www.readwritethink.org/classroom-resources/lesson-plans/peer-review-narrative-122.html)

Reference/Research:

## Creating Character Blogs

### Targeted Standards:

**W.6.6** – Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.*

**W.7.6** – Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**W.8.6** – Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

The integration of new media literacies into traditional curricula is increasingly important. Teachers must adapt to these new requirements in order to help guide students successfully into their post-graduation lives.

### Procedure:

1. Tell students they will be creating a blog for a fictional character they have just read about.
2. As a class, peruse a sample blog.
3. Spend ample time teaching students about the features of a blog (see strategy guide below).
4. Provide the class with a list of blogs (see Blog Exemplar WebQuest below) to navigate with a list of questions to answer in order to make sure they visit specific features.
5. Assign students to choose a character and begin creating a blog.
6. Visit the following link to see a detailed Character Blog lesson plan.
   

### Attachment/Resources:


### Reference/Research:

## Weebly for Education

### Targeted Standards:

**W.6.6** – Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.*  
**W.7.6** – Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  
**W.8.6** – Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[www.education.weebly.com](http://www.education.weebly.com) is a free site which allows users to create websites and blogs using widgets. Weebly for Education enables teacher users to create free accounts for students to build their own websites. Weebly is set up for the non-techy student to be able to build something they can be proud of. The students just drag and drop the different elements into their web page and start typing. Student websites can be password protected.

### Procedure:

1. Teach students how to use weebly. Determine how to fit this into the classroom schedule and determine possible future mini-lessons for re-teaching of the multimedia and blog sidebar features.  
2. Students can post reports, biographies, bibliographies, create hyperlinks, customize templates and more.  
3. A valuable component of the weebly is that students can have discussions, make comments and ask questions through a blog. It is imperative that teachers model and insist on proper etiquette when using these tools. (See links below for guidelines).

### Attachments/Resources:

Weebly for Education  
[http://education.weebly.com/](http://education.weebly.com/)  
Weebly for Education Demo  
[http://www.youtube.com/watch?v=5AqR6vo0pno](http://www.youtube.com/watch?v=5AqR6vo0pno)  
Online Commenting Guidelines from ReadWriteThink  

### Reference/Research:

## Word Processing

### Targeted Standards:

- **W.6.6** – Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.*
- **W.7.6** – Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W.8.6** – Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Word-processing programs can make many aspects of the writing process easier for students, including assisting students with spelling and handwriting difficulties to write more fluently. Teaching typing can help students compose more easily on a computer, a skill that is increasingly necessary as computer-based technologies are used throughout daily life. Instruction in typing should be accompanied by instruction in how to use a word processor.

**Procedure:**

1. Guide students through the basic skills involved in using a word processor, such as launching the program; opening and saving files; and adding, moving, and deleting text.
2. Provide guidance about how word-processing programs are part of the writing process. Teachers can demonstrate editing features of word-processing programs. However, spelling and grammar checks, can be “turned off” during the brainstorming and drafting phase so that students are not distracted by basic writing skills; instead, they can focus on conveying their ideas.
3. Word processing also can increase the ease of editing which results in better revision and can also be particularly helpful to low-achieving writers by enabling them to produce text accurately and fluently.

*The New Illinois Learning Standards* require students in grades 4 and 5 to “demonstrate sufficient command of keyboarding skills to type a minimum of one (4th) and two (5th) pages in a single setting.” The keyboarding is meant to be done in a single sitting, whereas the other skills mentioned in standard 6 (use of technology, publishing interacting and collaborating) could occur over multiple days or weeks.

### Attachment/Resources:

N/A

### Reference/Research:

### Examining Electronic Sources

**Targeted Standards:**

**W. 6.7** – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W. 7.7** – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.8.7** – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Because the Internet contains a vast amount of information from reliable and unreliable sources, wading through all the material could prove to be overwhelming for students. Learning to view Internet sites with a critical eye will help students become more efficient and effective researchers. One of the most important steps in any inquiry project that uses web resources is determining whether the resources and information found, not only address the inquiry topic but also provide high-quality information.

**Procedure:**

1. Teachers provide students with examples of reliable websites as well as unreliable. (Make sure to show them a website that is a fake. One example is the Pacific Northwest Tree Octopus.  [http://zapatopi.net/treeoctopus/](http://zapatopi.net/treeoctopus/) This site was created to show students how something that looks real, could actually be fake.)

2. In small groups, students look at examples of a website that offers relevant resources, as well as a website with less useful resources.

3. Student groups share out their findings.

4. As a class, discuss the criteria used in selecting or discounting sources.

5. Create a checklist of criteria that will guide future searches.

6. As a class, students find another site they think might be beneficial and evaluate the site using the class-created checklist. See “Examining Electronic Sources” below as a resource for teachers in guiding students in creating a checklist.

### Attachment/Resources:

Examining Electronic Sources  

Read Write Think Website Evaluation Process  

Read Write Think Website Evaluation Form  

OWL Evaluating Sources Resource  
[https://owl.english.purdue.edu/owl/owlprint/553/](https://owl.english.purdue.edu/owl/owlprint/553/)

### Reference/Research:

Using Visual Information

Targeted Standards:
W. 6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W. 7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Many students ignore visuals that accompany their reading when finding information for research. These visuals include maps, charts, graphs, pictures, and political cartoons. This strategy will show students just how much information can be gleaned from visuals.

Procedure:
1. Use a graphic organizer like the one below and model how to fill it in.
2. After providing an example of how it can be used, let students work in a group to complete one.
3. Once students feel comfortable with the process, have them independently complete one.

<table>
<thead>
<tr>
<th>Visual/Page #</th>
<th>First Impression/First Response</th>
<th>Fact(s) from the visual....</th>
<th>The visual made me wonder....</th>
</tr>
</thead>
<tbody>
<tr>
<td>cover</td>
<td>I can’t tell what it is except I think it is an ocean</td>
<td>Oil Spills Kill</td>
<td>I’m glad I don’t live by the ocean, but does it affect me?</td>
</tr>
<tr>
<td>chart p.5</td>
<td>This looks like it is about water pollution</td>
<td>Oil spills cause water pollution which affects the price of oil, wildlife and tourism.</td>
<td>How does this directly affect me? Who cleans this up?</td>
</tr>
<tr>
<td>photo p.6</td>
<td>This is a seal covered in oil I think</td>
<td>This is what happens to sea creatures in an oil spill.</td>
<td>Who cleans them up or do they die?</td>
</tr>
<tr>
<td>photo p.7</td>
<td>This is a picture of a ship</td>
<td>This is the ship responsible for the worse oil spill in history.</td>
<td>Did everyone get fired who worked on the ship? Did they get in trouble?</td>
</tr>
<tr>
<td>table p. 9</td>
<td>This is about money</td>
<td>The oil spill referred to in this text cost over a billion dollars in taxpayer money.</td>
<td>This doesn’t affect my family does it?</td>
</tr>
</tbody>
</table>

Attachment/Resources:
Visual Literacy Skills
http://literacyandschoollibraries.wikispaces.com/Visual+Literacy+Skills

Teaching with Objects and Photographs
http://www.indiana.edu/~mathers/Tops.pdf

Reference/Research:
Writing a Good Research Question

Targeted Standards:

W. 6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W. 7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

All good research starts with a research question. One important strategy is to allow students, within the assigned topic framework, to ask their own research questions. Allowing students to choose their own questions gives them control over their own learning.

Procedure:

1. Introduce the characteristics of a good research question. Explain that students should take care not to formulate a research question so broad that it cannot be answered, or so narrow that it can be answered in a sentence or two.

2. Note that a good question always leads to more questions and they are open-ended.

3. Once the student or teacher has chosen the research question (RQ), evaluate the question by using the following list of guidelines:
   - Is my RQ something that I am curious about and others might care about? Does it present an issue on which I can take a stand?
   - Does my RQ put a new spin on an old issue, or does it try to solve a problem?
   - Is my RQ too broad, too narrow, or OK?
   - Is my RQ researchable…
     ...within the time frame of the assignment?
     ...given the resources available at my location?
   - Is my RQ measurable? What type of information do I need? Can I find actual data to support or contradict a position?
   - What sources will have the type of information that I need to answer my RQ (books, internet resources, interviews with people)?

Adapted from an online tutorial at Empire State College: http://www.esc.edu/htmlpages/writerold/menus.htm#develop

Attachment/Resources:

Narrowing a Topic and Developing a Research Question
http://libraries.iub.edu/sites/default/files/Develop_a_Research_Question.pdf

Reference/Research:
**CARS**

**Targeted Standards:**

**W.6.8** – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.7.8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.8.8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

The Internet is a rich source of information -- and a prolific dispenser of misinformation. This strategy provides guidance for students on how to evaluate sources on the authority of the author and the publisher by asking questions. As with any new strategy, students will learn best when this is modeled multiple times before students are able to evaluate sources independently.

**Procedure:**

1. Identify the research goal(s).
2. Consider with students the kinds of sources or sites that will best meet those goals.
3. Tell students that the goal is to find sites that include as many of the following as possible:
   - the author's name, title, and/or position.
   - the site's organizational affiliation, if any.
   - the date the page was created or updated.
   - contact information, such as an email or street address.
4. Next, implement CARS.
   - **C** - credibility: What about this source makes it believable?
   - **A** - accuracy: Is the information provided up-to-date, factual, detailed, exact, and comprehensive?
   - **R** - reasonableness: Is the information fair, objective, moderate, and consistent?
   - **S** - support: Can the information be corroborated?

**Attachment/Resources:**

Valid Internet Sources for Student Research
http://www.educationworld.com/a_lesson/valid_internet_sources_for_student_research.shtml

The Good, Bad and Ugly – Examples, Evaluation Criteria and Activity Suggestions
http://www.educationworld.com/a_curr/curr194.shtml#sthash.WUYssN6O.dpuf

**Reference/Research:**

McGraw Hill Higher Education link:
http://www.mhhe.com/socscience/english/allwrite3/seylers/site/seylers/se03/cars.mhtml
## RAP Strategy

### Targeted Standards:

**W.6.8** – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.7.8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.8.8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

### When students take notes from someone else’s writing when researching, it is necessary to paraphrase important ideas. The RAP Paraphrasing Strategy helps students recall the main ideas and specific facts of materials they read by putting it in their own words.

### Procedure:

(Model this procedure)

1. **R** - Read aloud the passage you wish to paraphrase.
2. **A** – Ask yourself, “What was the main idea and supporting details in this paragraph?”
3. **P** – Put the main idea and details into your own words.
   - Check what you have written against the original passage.
   - Identify any borrowed terms or particular phrases you have taken from the original passage. Enclose these terms and phrases in quotation marks to indicate to your readers that these words were taken directly from the original text. Include a citation for any quoted text.

### Attachment/Resources:

Quoting, Paraphrasing and Summarizing

[https://owl.english.purdue.edu/owl/resource/563/01/](https://owl.english.purdue.edu/owl/resource/563/01/)

### Reference/Research:

### ACE

**Targeted Standards:**

- **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grade 6 Reading standards to literature and informational texts)
- **W.7.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grade 7 Reading standards to literature and informational texts)
- **W.8.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grade 8 Reading standards to literature and informational texts)

This strategy is designed to help students substantiate answers to advanced or open-ended questions. ACE helps students by providing a mnemonic and a framework for responding to questions. They should support their answer with information from the text and extend their answer by:

- Backing up information from the text with their personal experience, or
- Prior knowledge they have about the topic, and/or
- Explaining why this information is important or significant: “This means... In other words.... I know this because....”

**Procedure:**

**A - Answer:** Teacher (or student) designs a set of questions that require the student to make a claim and justify it. The students will need to cite specific details from the text that “hint” to the answer of the questions.

**C - Cite Evidence:** The student will cite at least two pieces of evidence from the text in order to substantiate the answer given.

**E - Expand:** The student will expand upon his/her answer, explaining how they connected the evidence with the claim made.

**Writing to Expand:** This strategy should be integrated into the writing process and can act as a precursor to an extensive writing assignment. (See second link below for an example.)

**Attachment/Resources:**

- **ACE Strategy**  
  https://ds0vt0n1s74d2.cloudfront.net/resources/uploaded_document/resource/194/ACE%20Strategy%20info.pdf
- **ACES Writing Strategy**  
  http://aceswritingstrategy.com/

**Reference/Research:**

Good Question = Evidence

Targeted Standards:
W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grade 6 Reading standards to literature and informational texts)
W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grade 7 Reading standards to literature and informational texts)
W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grade 8 Reading standards to literature and informational texts)

Standard 9 requires students to draw evidence from texts. Teachers can structure questions in several ways so that students must return to the text to find evidence for their responses.

Procedure:
1. Select text that students will read.
2. Pre-read the text to determine the types of questions that students will need to draw evidence from.
3. Structure the questions from explicit to implicit using the following six categories:
   - General Understandings
   - Key Details
   - Vocabulary and Text Structure
   - Author’s Purpose
   - Inferences
   - Opinions, Arguments, Intertextual Connections

See resources below for more information.

Attachment/Resources:
Achieve the Core Text Dependent Questions Resources
http://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions-detail-pg
Delaware – Grade 6 Sample Text-Dependent Questions Aligned to Each Standard
Delaware – Grade 7 Sample Text-Dependent Questions Aligned to Each Standard
Delaware – Grade 2-10 Sample Text-Dependent Questions Aligned to Each Standard

Reference/Research:
## Two-Column Notes

**Targeted Standards:**

**W. 6.10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**W. 7.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**W.8.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

A two-column note taking strategy can be used with a variety of sources; lecture, text, video. A note taking strategy appears to be writing in a shorter time frame, but note taking is necessary for writing in extended time frames such as research. This strategy helps students organize their thinking about specific content. The two-column note-taking method requires active reading. In order to actively read, processing must occur for the notes to be taken. See resources below for examples of different templates of two column notes.

**Procedure:**

1. Model the 2-column procedure with students.
2. Assign a short selection to be read.
3. Using a projector, construct your own notes on the selection and share them with your students.
4. Discuss the decisions you made, thinking aloud about certain things you noted such as:
   - Why you wrote that you were confused on a certain section,
   - Why you made an illustration instead of a note in another part, and
   - How another section made you ask a question.

**Variation:** Make two column notes in a group setting, again using a projector. This allows the students to see the order of the text and a possible outline take shape as they participate in its construction. Activities such as this can be repeated numerous times with the double benefit of teaching about note taking and providing a springboard for discussion of the content.

**Attachment/Resources:**

**Video and Article:** How to Take Two-Column Notes


**Blank Template:**


**Samples of Two-Column Notes**

- [http://www.asdk12.org/MiddleLink/HighFive/TwoColumn/TwoColumn_examples.pdf](http://www.asdk12.org/MiddleLink/HighFive/TwoColumn/TwoColumn_examples.pdf)
- [http://www.norwellschools.org/Page/4477](http://www.norwellschools.org/Page/4477)

**Reference/Research:**

Targeted Standards:

**W. 6.10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**W. 7.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**W. 8.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

EXPLORE writing is a tool students can use to respond to different types of text in writing. This graphic organizer helps students take notes and organize ideas.

1. Choose something you have read recently.
2. Show a sample of the template shown below so the class can see.
3. Think aloud as you fill in each part of the EXPLORE organizer.

<table>
<thead>
<tr>
<th>EX</th>
<th>P</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples</strong>&lt;br&gt;This is an example of what genre/author/style?</td>
<td><strong>Purpose</strong>&lt;br&gt;What was the author’s purpose for writing? Why am I reading the text?</td>
<td><strong>Language</strong>&lt;br&gt;What are the key words/names/places/lines worth remembering?</td>
</tr>
<tr>
<td><strong>Organizational Features</strong>&lt;br&gt;What organizational features or supports helped me read this text?</td>
<td><strong>Relate</strong>&lt;br&gt;How can I relate to what I just read?</td>
<td><strong>Evaluate</strong>&lt;br&gt;What are my ah-has? What questions do I have?</td>
</tr>
</tbody>
</table>

4. After filling in each section ask students if they have questions.
5. Explain to students that this organizer is what will be used to write a response to the text.
6. Begin writing your response by taking the components of the notes and placing them in the response in an organized manner. Students may not all organize their responses in the same way. Discuss different ways of organizing before giving students an opportunity to write. While doing this, explain to the students how the organizer acts as a note taking tool and organizer for a published piece of writing.

Attachment/Resources:

N/A

Reference/Research:

### Modeling an Argument: The Toulmin Method

**Targeted Standards:**

**W.9.10.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.1** -- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The Toulmin Method of argumentation was developed by Stephen Toulmin. His method is designed to assist in analyzing or constructing the logic of an argument, whether it is spoken or written. The strategy below is a way to introduce the basic structure of an argument. The teacher can use the graphic organizer (attached) to model for students how an argument is constructed. It is important that the teacher makes sure students know and understand the vocabulary used in an argument. The following words are integral to understanding the components of an argument.

- **claim**
- **evidence**
- **counterclaim**
- **warrant**
- **reasons**

**Procedure:**

1. The teacher should model how to structure an argument by enlarging the attached graphic organizer. Each student can also have a copy in order to take notes. The graphic organizer (attachment) becomes a note-taking device for students as they think through the argumentation process.

2. Read aloud an argument. (See samples below.) Fill out the graphic organizer after reading. This will show students how the writer did or did not do the following:
   - Take a stand.
   - Develop a position or claim.
   - Convince the reader. What convinced the reader to agree with the claim? Were reasons why, data, evidence, and facts given?

3. After reading the argument, discuss the strengths and limitations of the claims and counterclaims. What might have made a better argument?

**Attachments/Resources:**

Argument Sample from Toulmin:

Article of the Week: (2 Articles in 1)

Graphic Organizer:

**Reference/Research:**

**Arguments: Analyzing Speeches**

**Targeted Standards:**

**W.9.10.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A speech can present students with opportunities to analyze the components of an argument. Analyzing speeches will help students see strengths as well as weaknesses in argumentative writing.

**Procedure:**

1. Teachers may choose an appropriate speech from the resources below to read aloud. Make sure that each selection presents sufficient information for students to discover a claim, reasons, facts, etc... The teacher should provide copies of the speech for the student. The teacher could also assign the speech to be read individually or in small groups.

2. Following the reading, students can separate into small groups to discover the following information:
   - What is the speaker’s claim? What does s/he want you to believe?
   - What reasons does s/he give for his claim?
   - What facts, quotations, evidence, or specific details does s/he give to support those reasons?
   - Is there a counterclaim? What is it?

3. Following the group-work, the entire class can reconvene. The teacher’s focus should be to get students from each group to use specific evidence from the text to support their points for the rest of the class.
   
   “*What do you think Patrick Henry is arguing? Can you point out the part of the speech that made you come to the conclusion you did? Can you read it for us, please?*”

4. Draw students’ attention to the fact that we use argument throughout our lives. Learning to assemble arguments fairly, deal with opposing ideas, and supporting those ideas with facts is crucial. The more students practice analyzing other arguments, the easier it will be to construct their own arguments.

**Attachments/Resources:**

**Possible Speeches:**

Patrick Henry “Speech to the Second Virginia Convention”

Presidential Speech Archive
[http://millercenter.org/president/speeches](http://millercenter.org/president/speeches)

Theodore Roosevelt “The Proper Place for Sports”
[http://examplesofrhetoric.wikispaces.com/campianickanaphora2-16-10](http://examplesofrhetoric.wikispaces.com/campianickanaphora2-16-10)

**Reference/Research:**

### SDQR Chart

**Targeted Standards:**

- **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **W.11-12.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

This strategy can be used to capture thinking from a lecture or from reading a nonfiction passage. Students are asked to complete the chart below.

**Procedure:**

1. Model how to use this strategy before having students use it.
2. Allow small groups to complete the organizer before students use it independently.
3. Once students are comfortable with completing the organizer, students can use it as a springboard to more formal writing.

<table>
<thead>
<tr>
<th>Name: John Smith</th>
<th>Chunk: Chapter 3 – Sections 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Says</strong></td>
<td><strong>Doesn’t Say</strong></td>
</tr>
<tr>
<td>Students record:</td>
<td>Students record:</td>
</tr>
<tr>
<td>- Fact learned</td>
<td>- What is not said/omitted</td>
</tr>
<tr>
<td>- Facts confirmed</td>
<td>- Inferential thinking</td>
</tr>
</tbody>
</table>

What is the author’s purpose? **Or**

Construct a summary of the text read.

**Attachment/Resources:**

NA

**Reference/Research:**

## Split Screen Notes Organizer

### Targeted Standards:
- **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

This strategy gives students an organizer to record what they have learned visually as well as with words. Listening to or reading text twice will show students that rereading is important in order to comprehend the text fully.

### Procedure:
1. The teacher will read aloud or assign students to read informational text silently.
2. Students will record notes and draw visual representations of the text.
3. The teacher will read aloud or assign students to read the informational text again.
4. Students will continue to add drawings or notes to their organizer.
5. Have the students meet in groups to discuss their drawings and notes.
6. Students can use the organizer to write a summary or report about the topic.

<table>
<thead>
<tr>
<th>Notes</th>
<th>Drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The Holocaust – Chapter 2, Section 1

Variation:
The split screen organizer can be set up for texts with multiple subtopics.

<table>
<thead>
<tr>
<th>Natural Events: Impacting Watersheds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
</tr>
<tr>
<td>Notes</td>
</tr>
<tr>
<td>Drawings</td>
</tr>
<tr>
<td>Drought</td>
</tr>
<tr>
<td>Floods</td>
</tr>
<tr>
<td>Irrigation</td>
</tr>
</tbody>
</table>

### Attachment/Resources:
N/A

### Reference/Research:
### Story Maps

**Targeted Standards:**

**W.9-10.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.11-12.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. The organizers are intended to focus on the key elements of character, setting, conflict, and resolution development. Students can develop multiple characters, for example, in preparation for writing their own fiction, or they may reflect on and further develop characters from stories they have read. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits.

**Procedure:**

1. With any new organizer, the teacher should explicitly model how to complete one by using a mentor text or a prompt to fill out a story map.
2. Students may also benefit from completing a story map in a small group before completing one independently.
3. Story maps can be simple or complex depending on the map. The attached resources show an example of simple and complex story maps.

**Attachment/Resources:**


**Reference/Research:**

# Write-Alouds

<table>
<thead>
<tr>
<th>Targeted Standards:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.9-10.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td><strong>W.11-12.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
</tbody>
</table>

Write-aloud is taught to small groups or a whole class in briskly paced, 10- to 15-minute lessons. Model your own writing of a short text, generally choosing one particular aspect of a genre to write-aloud (such as an opening or closing paragraph of a longer essay or a dialogue between characters).

**Procedure:**

1. Plan write-aloud lessons for types of writing that present particular challenges to your students. Prepare for the lesson by writing your own short texts and developing awareness of your own decision-making while you write.
2. Tell students that you will be verbalizing your own thinking for them as you write. Ask students to pay attention to the decisions you make as you write, and remind them that they will be producing this same type of text themselves.
3. Explain to students what kind of text you will be writing and what you want to accomplish as you write this text. If you are writing for narrative dialogue, point out that characters' talk should explain the main problem of the story.
4. As you write (using chart paper or document viewer), make verbal statements that describe your own decision-making processes:
   - “Now I need to summarize my main points. I think I should look back at my outline of points that I made in the rest of the essay.”
   - “Hmm, what can I have this character say now in order to show how upset she is?”
   - “How can I spell this word? It will help if I say the word slowly to myself first.”
5. After you have completed the write-aloud for a short text, ask students to comment on what they noticed about your thinking during the activity. You may want to ask students to talk about what seemed to be most important to accomplish as you were writing. You might also ask students to describe what you were thinking about as you wrote a challenging part of the writing.
6. It may also be useful to ask students to talk about their own thinking and decision-making used while they are writing this same kind of text or to work with a partner to write their own example.

**Attachment/Resources:**
N/A

**Reference/Research:**
Adapted from [http://www.readwritethink.org/professional-development/strategy-guides/write-alouds-30687.html#research-basis](http://www.readwritethink.org/professional-development/strategy-guides/write-alouds-30687.html#research-basis)
# Text Structure: An Organization Tool for Writing

## Targeted Standards:

**W.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

**W.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

Text structure refers to how information within a written text is organized. Not only will teaching students to recognize common text structures help with comprehension, but it can help students organize their own writing.

## Procedure:

1. Teach students common nonfiction text structures: *Cause & Effect, Sequential, Problem/Solution, Description, Compare/Contrast*
2. Each text structure should be taught individually as students need time to master one structure before learning another.
3. Structures are often intertwined. It may be necessary to chunk text so students can recognize the different structures that may appear in one text.
4. Teaching students the various text structures can give students ideas on how to organize their nonfiction writing.
5. After studying the key features and vocabulary of each text structure, students can practice integrating the structures into their own writing.

Use resources below to find graphic organizers and other tools to help students organize their writing.

## Attachment/Resources:

A variety of text structure resources:

- [http://www.literacyleader.com/textstructure.html](http://www.literacyleader.com/textstructure.html)

Text Structure tools created by NEA:


Adolescent Literacy


Identify and Analyze Text Structure


## Reference/Research:

<table>
<thead>
<tr>
<th>RAFT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Standards:</strong></td>
</tr>
<tr>
<td><strong>W.9-10.4</strong> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</td>
</tr>
<tr>
<td><strong>W.11-12.4</strong> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</td>
</tr>
</tbody>
</table>

RAFT is a writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences. Students learn to respond to a writing prompt that requires them to think about various perspectives (Santa & Havens, 1995):

- **Role of the Writer:** Who are you as the writer? A pilgrim? A soldier? The President?
- **Audience:** To whom are you writing? A political rally? A potential employer?
- **Format:** In what format are you writing? A letter? An advertisement? A speech?
- **Topic:** What are you writing about?

**Procedure:**

1. Explain to students the various perspectives writers must consider when completing any writing assignment.
2. Display a RAFT writing prompt to the class and model on an overhead or document viewer how a draft would be written in response to the prompt.
3. Have students react to another writing prompt individually, or in small groups. It works best if all students react to the same prompt so the class can learn from varied responses.
4. As students become comfortable in reacting to RAFT prompts, more than one prompt can be created for students to respond to after a reading, lesson, or unit. Varied prompts allow students to compare and contrast multiple perspectives, deepening their understanding of the content.

**Attachment/Resources:**

- **RAFT Examples:** [http://www.greece.k12.ny.us/academics.cfm?subpage=949](http://www.greece.k12.ny.us/academics.cfm?subpage=949)
- **Social Studies Example:** [http://www.readingquest.org/strat/raft.html](http://www.readingquest.org/strat/raft.html)

**Reference/Research:**

# Question Flood

**Targeted Standards:**

**W.9-10.5** -- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

**W.11-12.5** -- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

To help students who have written underdeveloped first drafts, have students submit their drafts to a question flood.

**Procedure:**

1. Take an underwritten piece of writing, as in the sample below, and place it on an overhead, document projector or SMART Board.
2. Read the paragraph out loud so that students get the gist of it.
3. Give students some “think time.”
4. Read the paragraph out loud a second time. This time, as you read it, have students call out any questions they have.
5. Mark those questions on the text.
6. Once that is done, do a “think aloud” with the students to show them which questions you intend to answer and how you intend to answer them.
7. Model revising the paragraph in front of them.
8. Once students understand the technique, have them get into small groups (2-5 students per group) to exchange their own papers.
9. Have the students perform the “question flood” technique and revise their papers.

**Attachment/Resources:**

Question Flood Example:

**Reference/Research:**

## STAR

### Targeted Standards:

**W.9-10.5** -- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

**W.11-12.5** -- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

The STAR strategy can move a student who thinks, “I wrote it once. I am done.” to more polished writing.

### Procedure:

1. Teachers must use a piece of their writing to demonstrate the STAR process.
2. When introducing STAR, have your students brainstorm specific actions a writer might undertake for each letter of the acronym.
3. Model for students how to use the STAR strategy.
   - Place an “S” next to parts that need substitutes.
   - Place a “T” next to portions that should be taken out.
   - Place an “A” next to parts that need additional clarification or wording.
   - Place an “R” next to portions that should be rearranged.

<table>
<thead>
<tr>
<th>S</th>
<th>T</th>
<th>A</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substitute</strong></td>
<td><strong>Take Things Out</strong></td>
<td><strong>Add</strong></td>
<td><strong>Rearrange</strong></td>
</tr>
<tr>
<td>Replace:</td>
<td>Take out:</td>
<td>Add:</td>
<td>Rearrange:</td>
</tr>
<tr>
<td>• overused words</td>
<td>• unnecessary repetitions</td>
<td>• detail</td>
<td>• the sequence to produce a desired effect</td>
</tr>
<tr>
<td>• weak verbs with strong verbs</td>
<td>• unimportant or irrelevant information</td>
<td>• new information</td>
<td>• the order for a more logical flow</td>
</tr>
<tr>
<td>• weak adjectives with strong adjectives</td>
<td>• parts that might belong in another piece</td>
<td>• figurative language</td>
<td></td>
</tr>
<tr>
<td>• common nouns with proper nouns</td>
<td></td>
<td>• development</td>
<td></td>
</tr>
<tr>
<td>• “dead” words</td>
<td></td>
<td>• clarification of meanings</td>
<td></td>
</tr>
</tbody>
</table>

4. Pair students to STAR each other’s writings.

### Attachment/Resources:

N/A

### Reference/Research:

Citelighter

Targeted Standards:

W.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.11-12.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Citelighter is a virtual highlighter that automates the research and paper writing process. It allows you to highlight anything on the internet. All of the highlighted text can be placed in one document. The Citelighter toolbar allows you to log your findings as you go, pore through pages, strip out the important bits, and move on while maintaining your focus. Teachers must spend significant time teaching this tool and modeling aspects of Citelighter so students feel comfortable with all aspects of this digital tool.

Procedure:

1. Create a free account with Citelighter and then add its toolbar to your browser. With Citelighter’s toolbar, students can easily clip the important stuff and save it to the Citelighter account directly.
2. Once an account is set up, students hit the create button, enter a project name, set a due date and click save.
3. Students can now hit a new tab and search for the content on the web.
4. Once an article or other text is found, students can click on the text to read, select the lines to highlight and click the capture button to save it. In addition there are two more options: Edit citation or add a comment. Any changes students make, the same are saved to the Citelighter’s account and can be seen by clicking on the project created.
5. Citelighter’s notepad is always available when students need it, which helps them take notes and store them in one place.
6. Citelighter helps students create a bibliography automatically and it is shown at the bottom. All citations go in sequential order.
7. Once the project is complete, all citations are moved to one place and the bibliography is also ready. Citelighter also provides a share option to share knowledge and browse others’ facts through the search bar as well.

Attachments/Resources:

Citelighter Homepage:
http://www.citelighter.com/

Reference/Research:

Collaborize Classroom

**Targeted Standards:**

W.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.11-12.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Collaborize Classroom is a free online education platform that allows your students to engage in meaningful conversations related to your curriculum where they can ask and answer questions, collaborate on projects, vote on issues and ideas, and see tangible results of those conversations. Teachers can continue valuable online discussions by weaving them back into classroom discussions, facilitate online learning groups, encourage the sharing of resources, and provide students with a safe space to engage in collaborative learning.

**Procedure:**

1. Review “dos and don’ts” as well as the “online code of conduct guides” with your students (see links below), then post them on your site for students to reference.
2. Post an icebreaker to effectively:
   - Build an online community.
   - Give students the opportunity to practice a new skill set.
   - Provide the chance to correct missteps.
3. Standard #6 emphasizes that 11th and 12th grade students should “respond to ongoing feedback, including new arguments or information”. Take students through “8 Intriguing Strategies to Continue the Discussion” document (see link below).

**Attachment/Resources:**

School Tube video
https://www.schooltube.com/video/b16b5c3b35495b90a5aa/Collaborize%20Classroom,%20%20A%20Free%20Online%20Learning%20Platform%20For%20Teachers%20and%20Students

Education World Review of Collaborize Classroom

**Reference/Research:**

### Online Publishing

#### Targeted Standards:
- **W.9-10.6** – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- **W.11-12.6** – Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

This strategy enables students to share their work with an authentic audience outside of their classroom. Currently, over half of teenagers produce content for the Internet, and having students think critically about how, why and where they share content can help students be better overall producers and consumers of online content.

#### Procedure:
1. Discuss with students what they would like to share with a larger audience and why. For example, students could choose the work they are most proud of, or the class could vote on a few pieces. Some guiding questions might include:
   - Who did you think was the audience for your work on this writing project?
   - Does knowing you will have a particular audience (outside of your teacher) require you to change or adapt your writing? Why or why not?
   - Can you add additional resources (through links or images) that would enhance the online presence of your writing?
2. Once students decide on an audience they want to share their work with, students may need to explore what sites, forums, or tools could help them reach that audience. Students could work in small groups to search sites that match their intended audience. Have students search three to five sites and answer the following question about each site.
   - Who runs this site and what is the reputation of the organization or site?
3. A wide range of reputable publishing tools can be found at the sites below.

#### Attachments/Resources:
- National Writing Project: A Collection of Online Publishing Opportunities for Student Writing
- Education World: Encourage Student Writing – Publish on the Web!

#### Reference/Research:

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ISBE ELA Content Area Specialists: Writing Strategies (Fall, 2016)
# Inquiry Charts

**Targeted Standards:**

**W.9-10.7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

The Inquiry Chart (I-Chart) is a strategy that enables students to generate meaningful questions about a topic and organize their writing. An inquiry chart is a graphic organizer that frames critical questions and catalogues evidence to support conclusions.

**Procedure:**

1. Students are given a chart to complete with a number of sources (see samples below).
   a. There are questions in columns across the top.
   b. Each row corresponds with a particular source.
   c. The last row is a general summary of each question.
2. After reading the critical questions in the header row, they then assess what they already know about the question.
3. Then students explore the topic through the questions in the columns. For each source or text, they answer the questions based on the source or text.
4. At the bottom, students compile all they have discovered into a coherent summary statement to answer each question for the topic in general.

**Attachment/Resources:**

Additional Information

- [Blank Sample Inquiry Charts](http://www.adlit.org/pdfs/strategy-library/ichart.pdf)

**Reference/Research:**

**Synthesis of Sources**

**Targeted Standards:**

**W.9-10.7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Most writers are comfortable. It is an expectation with the New Illinois Learning Standards that students are able to conduct research with multiple sources. Synthesizing takes the process of summarizing one step further. Instead of just restating the important points from text, synthesizing involves combining ideas and allowing an evolving understanding of text. Synthesizing can create original insights, perspectives, and understandings by reflecting on texts and merging elements from different sources.

1. Show students the notes/thinking chart. Explain that the purpose of the chart is to help them organize what they are learning and thinking from multiple sources.

<table>
<thead>
<tr>
<th>Synthesis Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
</tr>
<tr>
<td>Thinking</td>
</tr>
<tr>
<td>Source</td>
</tr>
</tbody>
</table>

2. Tell the class that you will be keeping track of your background knowledge, questions, connections, and new information obtained as you demonstrate how to use the chart.

3. Introduce the reading material obtained from a source.

4. Tell students first what you, the teacher, notice from the photographs, illustrations, captions, etc., in the text and what information you may already know about the subject matter. Write your observations and reflections in the "Thinking" column of the T-chart on chart paper or on a projector for demonstration purposes.

5. Next, as you read aloud a short passage from the text, demonstrate how to paraphrase details/facts/gist/main idea and record them in the "Notes" column of the T-chart.

6. Reflect on your notes to see if all your questions have been answered and to discover any unresolved questions that might be answered as you continue to read.

7. As the final step, model writing a summary of information from the chart.

**Attachment/Resources:**

Synthesizing

[http://writingcommons.org/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings](http://writingcommons.org/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings)

**Reference/Research:**

## Avoiding Plagiarism

**Targeted Standards:**

**W.9-10.8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard form of citation.

**W.11-12.8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Understanding and avoiding plagiarism is necessary for students as they proceed through school and college and/or career. Standard 8 brings attention to plagiarism starting in 6th grade and continues through 12th grade.

**Procedure:**

1. Share with students a real world example of plagiarism. (See articles listed in the first link below).
2. After an example is shared, discuss the consequences of plagiarism.
3. Ask students’ ways they think plagiarism can be prevented. After the students list their ideas, add any additional ideas students need to know. Click here for prevention ideas.
4. The teacher constructs with students or shares the classroom and district policy on plagiarism.

**Attachment/Resources:**

- OWL: Plagiarism Lesson Plan with Articles
  [https://owl.english.purdue.edu/owl/resource/929/04/](https://owl.english.purdue.edu/owl/resource/929/04/)
- Lesson Plans and Resources on Plagiarism
  [https://owl.english.purdue.edu/owl/resource/929/01/](https://owl.english.purdue.edu/owl/resource/929/01/)
- Read Write Think Lesson Plan: Exploring Plagiarism, Copyright, and Paraphrasing
- Plagiarism Resources
- You Tube Video on Plagiarism
  [http://www.youtube.com/watch?v=VnTPv9PtOoo](http://www.youtube.com/watch?v=VnTPv9PtOoo)

**Reference/Research:**

CARS

Targeted Standards:
**W.9-10.8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard form of citation.

**W.11-12.8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

The Internet is a rich source of information as well as a library of falsities and opinions. This strategy provides guidance for students on how to evaluate sources on the authority of the author and the publisher by asking questions. As with any new strategy, students will learn best when this is modeled multiple times before students are able to evaluate sources on their own.

**Procedure:**

1. Identifying the research goal(s).
2. Consider with students the kinds of sources or sites that will best meet those goals.
3. Tell students that the goal is to find sites that include as many of the following as possible:
   - the author's name, title, and/or position.
   - the site's organizational affiliation, if any.
   - the date the page was created or updated.
   - contact information, such as an email or street address.
4. Next, implement CARS.
   - **C - credibility:** What about this source makes it believable?
   - **A - accuracy:** Is the information provided up-to-date, factual, detailed, exact, and comprehensive?
   - **R - reasonableness:** Is the information fair, objective, moderate, and consistent?
   - **S - support:** Can the information be corroborated?

**Attachment/Resources:**

Valid Internet Sources for Student Research

The Good, Bad and Ugly – Examples, Evaluation Criteria and Activity Suggestions

**Reference/Research:**

## Fishbowl

**Targeted Standards:**
- **W.9-10.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards to literature and informational texts)
- **W.11-12.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards to literature and informational texts)

Classroom chairs are arranged in a “fishbowl,” two circles, one inside the other.

**Procedure:**
1. As students enter the room, the teacher assigns students to one circle. The inner circle (fish) are then given about eight minutes to discuss a statement related to their reading – and to relate the statement both to the reading and to their own life. They would have already explored this idea in their journals.

2. Communicate rules for the fish (inner circle)
   - State your idea and support it with evidence from the reading.
   - Agree with the speaker and offer additional evidence to support idea.
   - Disagree with the speaker and offer evidence to support your point.

3. Communicate rules for the fish watchers (outer circle)
   - Listen carefully to your fish.
   - Take notes on your fish’s contribution to the discussion.

4. After eight minutes, direct students to exchange places, those in the inner circle become observers in the outer circle, and those in the outer circle become the inner circle “discussers” of the same or new focus statement.

**Attachment/Resources:**
- Fishbowl Strategy: [http://www.ion.uillinois.edu/resources/otai/Fishbowl.asp](http://www.ion.uillinois.edu/resources/otai/Fishbowl.asp)
- Fishbowl Video: [https://www.youtube.com/watch?v=RwxnBv-dNBI](https://www.youtube.com/watch?v=RwxnBv-dNBI)

**Reference/Research:**
<table>
<thead>
<tr>
<th>Targeted Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.9-10.9</strong> – Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards to literature and informational texts)</td>
</tr>
<tr>
<td><strong>W.11-12.9</strong> - Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards to literature and informational texts)</td>
</tr>
</tbody>
</table>

In order for students to draw evidence from the text as well as analyze and reflect on it, rereading the text is necessary.

**Procedure:**
1. Once a preliminary reading is conducted, assign students to come up with the central idea(s).
2. Discuss the ideas as a class.
3. Require students to look for at least three pieces of specific textual evidence that support the previously defined central ideas and write them down on an index card.
4. Each member of the class meets with a partner to share and discuss their evidence.
5. Each pair will rank all textual evidence from most supportive (strongest) to least supportive (weakest). The objective is for students to practice identifying the best pieces of textual evidence to support a central idea.

**Culminating Task:** After ranking the evidence, the pairs can share out with the whole group. The teacher could assign each individual student to write about their teams choice as the most supportive piece of evidence and why.

**Attachment/Resources:**
Supporting LearnZillion Webinar

**Reference/Research:**
Nursery Rhyme Analysis

<table>
<thead>
<tr>
<th>Targeted Standards:</th>
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</thead>
<tbody>
<tr>
<td><strong>W.9-10.10</strong> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td><strong>W.11-12.10</strong> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>

Standard 10 asks students to write routinely for reflection and for different tasks and purposes. Nursery Rhyme Analysis provides an opportunity for students to do this. In order to move students from knowing the “what” about the text we read, we need to move students to the “how” and “why”. Nursery Rhyme Analysis is a good beginning strategy for analyzing.

**Procedure:**

1. Present copies of nursery rhymes and ask students individually or in small groups to come up with a possible interpretation. 
   Examples:
   - Humpty Dumpty
   - Little Miss Muffet
   - London Bridge is Falling Down
   - Jack Be Nimble
   - Baa Baa Black Sheep
   - Ladybug, Ladybug

2. Once they written a possible interpretation, give them the actual interpretation from Origins and History Web site: [http://www.rhymes.org.uk/index.htm](http://www.rhymes.org.uk/index.htm)

3. Explain to students that just reading without thinking can cause readers to miss the true intent of a text.

This strategy has been adapted from Kelly Gallagher’s book, *Write Like This*. Chapter 6 of this book provides educators with a variety of strategies to move students into analysis and interpretation.

**Attachment/Resources:**

N/A

**Reference/Research:**

Quick Writes

**Targeted Standards:**

**W.9-10.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**W.11-12.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

A quick write is a powerful instructional strategy. It is a short, first draft piece of writing that helps students get words onto paper. Quick writes can take 3 minutes initially and increase to no more than 5-7 minutes, several times a week. This strategy can help students build stamina for longer, more complex writing.

**Procedure:**

1. Choose a topic that is based on a text that has been read and share the topic with the students. Using a projector, whiteboard, or smart board, model the quick write for students.
2. Explain to the students that once the timer is set, the writer can’t stop writing during the quick write.
3. Set a timer for 3 minutes.
4. Begin writing but do not tell students what you are writing. They will stay engaged if they read as you write.
5. At least once, write I can’t think of anything else to write, I can’t think of anything else... Then continue with your quick write. This will help students understand that writing is to continue even if they have difficulty thinking of something to write.
6. When the timer goes off, tell your students that you are allowed to finish the sentence you are writing. Finish the sentence.
7. Read aloud to students, crossing out and omitting I can’t think of anything else to write.
8. When it is time for the students to do this, give them 1 minute of think time before starting. Turn the timer away from the students so they are not watching the clock.
9. Ask volunteers to share their quick writes.

**Attachment/Resources:**

Websites on Quick Writes:
http://wvde.state.wv.us/strategybank/QuickWrites.html

Quick Write Tracker:

**Reference/Research:**