

**Grades K - 2**

**Level 1**



**Teaching**

# **Research Papers**

**and**

# **Expository Essays**

ILLUSTRATIONS, INSTRUCTIONS, AND SCRIPTS FOR TEACHERS



AN EXTENSION OF  
*THE THINKING AND WRITING PROCESS*  
AND  
*THINK, ORGANIZE, WRITE!*

**Thea M. Holtan**

© 2006 - Revised 2008

**THEA•THOT PRESS**

[www.theathot.com](http://www.theathot.com) or [www.theaholtan.com](http://www.theaholtan.com)



## TESTIMONIALS

I had used this process for upper grades, but doubted it could be used in Kindergarten. This was an eye opener! The kids did wonderfully well!! *(Kindergarten)*

I have been just amazed at how well my students did with their reports. They enjoyed each step of the process and are now begging to do another! *(Grade 1)*

Initially, I really didn't believe my second and third graders could handle this. However, I was wrong!! It was so exciting! *(Grades 2 and 3)*

In bite-sized chunks your how-to videos did not overwhelm learners, and the forms kept students moving without excess verbiage and confusion. ...All the elements promoted enthusiasm for writing. ...The momentum of anticipation built to, "When can we put it all together?" which was music to my ears. *(Grade 4)*

Parent response is another perk to this process. *(Grade 4)*

I cannot get over how truly wonderful this process is. I will use it for many years to come! *(Grades 5 and 6)*

I have two sons with learning disabilities. This has been the essential tool in their education. *(Grades 4 and 8)*

I love this process!! It works!! This is a fantastic sequential process for all to use! Wow! Even my special education students did well! *(High School)*

My daughter learned this process many years ago. Even through college she has continued to get A's on her reports. *(College)*

As a third grader I used this process several times. Today I teach third grade, and you can be sure I teach this process, and I use my old reports as examples. *(Teacher)*

## Prepare for Using This Level 1 Guide

This Level 1 Guide presents lessons for teachers of Grades K, 1, and 2. Often these lessons cannot be the same because of the vast differences from Kindergarten to Grades 1 and 2.

The Script Cards give you fluency as you teach. However, you should prepare by clearly marking each Script Card that you will use.

---

### 1. On pages 1-21 find a heading above each script.

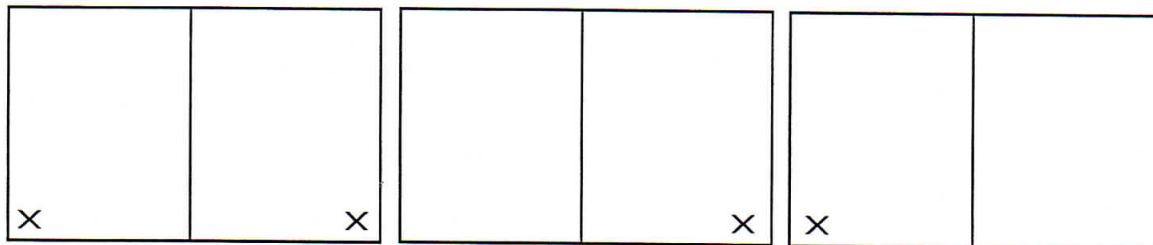
*Examples:*

- (on page 1) SCRIPT CARD 1: [Grades K•1•2]
- (on page 3) SCRIPT CARD 3: [Grades K•1•2] [OPTIONAL]
- (on page 6) SCRIPT CARD 5: [Grade K] [OPTIONAL]
- (on page 7) SCRIPT CARD 6: [Grade 1]
- (on page 8) SCRIPT CARD 6: [Grade 2]

---

### 2. Find the Script Cards for your grade level [Grade K or 1 or 2] and **lightly pencil an "X" in the lower outside corner of each page that you will use.** This will help you to turn pages fluently as you teach from one Script Card to the next.

*Illustration:*



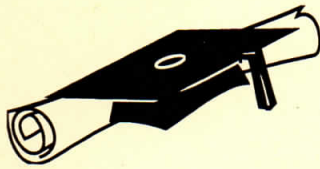
---

### 3. On some Script Cards, after [Grade K, 1, or 2], **find the word [OPTIONAL].**

*(See "1." above)* [OPTIONAL] indicates a strategy that can be temporarily omitted without impairing essential student growth. You know best if students are ready for an [OPTIONAL] strategy. You can omit it at this time and add it as students develop.

**If, at this time, you believe your students are not ready for an [OPTIONAL] strategy, erase your lightly penciled "X" on that page.**

Later, when students are ready for an [OPTIONAL] strategy, **mark an "X" and follow its Script Card.**



---

**Teaching**  
**Research Papers**  
**and**  
**Expository Essays**

Accompanies *The Thinking and Writing Process*  
from *Think, Organize, Write!* © '01

**Level 1**

**Grades K - 2**

Illustrations, Instructions, and Scripts for Teachers

**THEA M. HOLTAN**

**© 2006 - Revised 2008**

**THEA • THOT PRESS**

7511 5th Street North • St. Paul, MN 55128

[www.theathot.com](http://www.theathot.com)

---





# CONTENTS

## • LEVEL 1 •

PAGE	GRADES	SCRIPT CARD	STEP	FOCUS
1	[K•1•2]	SCRIPT CARD 1	STEP 1	Subject
1	[K•1•2]	SCRIPT CARD 1	STEP 2	Sources
1	[K•1•2]	SCRIPT CARD 1	STEP 3	Notes
2	[K•1•2]	SCRIPT CARD 2	STEP 3a	Reasons
3	[K•1•2]	SCRIPT CARD 3 [OPTIONAL]	STEP 3b	Likenesses/Differences
4	[K•1•2]	SCRIPT CARD 4 [OPTIONAL]	STEP 3c.1	Subject Synonyms
5	[ 1•2]	SCRIPT CARD 5 [OPTIONAL]	STEP 3c.2	Subject Synonyms
6	[K ]	SCRIPT CARD 5 [OPTIONAL]	STEP 4	Sort Notes
7	[ 1 ]	SCRIPT CARD 6	STEP 4	Sort Notes
8	[ 2]	SCRIPT CARD 6	STEP 4.1	Sort Notes (WEB)
9	[ 2]	SCRIPT CARD 7	STEP 4.2	Sort Notes
10	[ 1 ]	SCRIPT CARD 7	STEP 5	Outline Notes
11	[ 2]	SCRIPT CARD 8	STEP 5.1	Outline Notes
12	[ 2]	SCRIPT CARD 9	STEP 5.2	Outline Notes
13	[ 2]	SCRIPT CARD 10 [OPTIONAL]	STEP 6	Number Notes
14	[K ]	SCRIPT CARD 6	STEP 7	Write Your Document
15	[ 1 ]	SCRIPT CARD 8	STEP 7.1	Write Your Document
15	[ 2]	SCRIPT CARD 11	STEP 7.1	Write Your Document
16	[ 1 ]	SCRIPT CARD 9	STEP 7.2	Write Your Document
16	[ 2]	SCRIPT CARD 12	STEP 7.2	Write Your Document
17	[ 1 ]	SCRIPT CARD 10	STEP 8	Put Parts Together
17	[ 2]	SCRIPT CARD 13	STEP 8	Put Parts Together
18	[ 1 ]	SCRIPT CARD 11 [OPTIONAL]	STEP 9	Finalize Your Document
19	[ 2]	SCRIPT CARD 14	STEP 9.1	Finalize Your Document
20	[ 2]	SCRIPT CARD 15 [OPTIONAL]	STEP 9.2	Finalize Your Document
21	[ 2]	SCRIPT CARD 16 [OPTIONAL]	STEP 9.3	Finalize Your Document
22	[ 2]	WEB OF TOPICS		
23-25	[K•1•2]	NOTE CARDS: LEVEL 1.K, LEVEL 1.1, and LEVEL 1		
26-27	[K•1•2]	SUBJECT SYNONYM FORMS: LEVEL 1.K and LEVEL 1		
28-29	[ 1•2]	TOPIC OUTLINE FORMS: LEVEL 1 and SCRIPT CARD 1		
30-31	[ 2]	SELF-QUESTIONING FORM and CHECKLIST FORM for LEVELS 1 and 2		
32-33	[ 1•2]	TITLE PAGE TEMPLATES: Grade 1 and Grade 2		
34	[ 1•2]	ASSESSMENT FORM for REPORT: LEVEL 1.1 (Six-Trait Writing Assessment)		
35	[ 2]	ASSESSMENT FORM for REPORT: LEVEL 1.2 (Six-Trait Writing Assessment)		
36	[K-Adult]	ORDER FORM FOR STUDENT AND TEACHER MATERIALS		

## **SCRIPTS: How They'll Help You**

Teachers LEARN the strategies of this process easily. However, when they TEACH it, they grope for words that clearly tell students what to do. They struggle with too many explanations, inaccurate terms, inefficient phrasing, and casual cover-ups. Teachers need help so they can teach this process accurately from the start.

The scripts in this guide will empower you. When teachers adhere to them, I'm continually amazed by their immediate successes. With these scripts you free yourself to focus on student performance rather than on your own semantics. The first times you teach this process, read each script and follow the guide. Because *practice makes permanent*, the strategies will soon be yours. Teach them accurately from the start. After giving students three or four process experiences, have them read and follow a *Writer's Guide, Level 2*. While this fosters their self reliance, it also frees you to observe their progress and to help students needing assistance.

These efficient, open, and focused scripts are based on the teachings of Dr. Hilda Taba (Berkeley, 1950's-60's). Her intense observations revealed that *the wordings of our questions give us what we ask for*. Dr. Taba taught how to form questions with words that clarify the question's target (focus) and invite student responses (open). Her whole questioning series elevates thinking through the levels of Dr. Bloom's Taxonomy.

### **GUIDE**

- ILLUSTRATIONS: Examples of how each step should LOOK.
- CAPTIONS: Key procedures of what students should DO.
- SCRIPTS: Exact wording and instructions for HOW you should present each strategy.

### **YOUR ROLE**

- GOAL: Learn the word patterns in the scripts.
- APPROACH: Practice a script with someone. Begin with the NOTE-TAKING and REASONS strategies [PAGES 1 and 2]. Then practice other strategies.
- USES: Teach the strategies: Sometimes have students write an essay, sometimes not. To strengthen strategies on PAGES 1-7, and 11-14, use them to lead discussions of curricular content.

## **WRITING-READING CONNECTIONS**

- EXPOSITORY STRUCTURE: The EXPOSITORY STYLE presents *ideas organized logically* from an outline. This style has an introductory paragraph, topic sentences, and a concluding paragraph. Its paragraphs break with changes from one topic (or subtopic) to the next. Expository writing strengthens readers' expository reading.
- NARRATIVE STRUCTURE: The NARRATIVE STYLE presents *events organized sequentially*. This style has a beginning, a middle, and an end. Its paragraphs break with changes in character, dialogue, setting, or focus. *Narrative* and *expository* are the two basic styles of prose. Often DESCRIPTIVE and PERSUASIVE writing are treated as styles of prose. However, they are actually purposes used in both expository and narrative prose.

[For narrative strategies, see *Think, Organize, Write!* at [www.theathot.com](http://www.theathot.com).]

- INTERPRETIVE READING GROWTH: Huge reading improvements occur when students read sources and write expository reports. Keep annual scores and watch them climb.

## WHAT MAKES THIS PROCESS UNIQUE?

- This *\*Thinking and Writing Process* emphasizes:
  - **prewriting** from the *Five Step Writing Process*,
  - **ideas and content** and **organization** from the *Six Traits of Writing*,
  - **brain compatibility** with left and right brain strategies,
  - **student thinking** with self-questioning strategies,
  - **focused open questions** for individual and group thinking.
- This process gives students strategies that:
  - guide students with how-to steps,
  - build upon one another,
  - guide them through writing in the expository style,
  - begin with the large picture and work to the specifics,
  - engage them in manipulative movements of their notes,
  - empower them to think with information,
  - empower them to organize information,
  - foster self-reliance,
  - strengthen self confidence,
  - evolve from year to year, K-12,
  - elevate students' performances in writing and reading,
  - remain in students' long-term memories,
  - can be applied endlessly in countless ways.
- This process empowers students:
  - to think and organize with confidence,
  - to manage information with self reliance,
  - to write in the expository style on paper, on computer, or both.



*\*Thinking and Writing Process from Think, Organize, Write! ©'01 - www.theathot.com*

## - - - GETTING STARTED with Level 1 - - -

### [A] LEAD DISCUSSIONS WITH SOME OF THE STRATEGIES.

Some of the strategies will work to help you lead group discussions of curricular content. While strengthening students' understandings of the content, you are introducing (or reinforcing) the strategy itself. Plus, you are validating the strategy as a way of thinking for more than paper writing. If you choose, you are also modeling how students can lead these discussions.

Choose a subject from a unit that students are studying. Prepare by making 25-35 transparency note cards and store them in a large envelope.

(NOTE CARD FORM - Gr. K, PAGE 23)

(NOTE CARD FORM - Gr. 1, PAGE 24)

(NOTE CARD FORM - Gr. 2, PAGE 25)

[1] NOTE TAKING [Gr. K-2]: [SCRIPT CARDS 1; PAGES 1] [NOTE CARD FORM, PAGE 23, 24, or 25] Teach your unit content with sources like pictures, videos, and readings about your subject. Each day close the activities 5-6 minutes early. With students' eyes to the front, use SCRIPT CARD 1 and write each response on a transparent note card.

For example, start with: THINK OF WHAT WE LEARNED TODAY ABOUT **[TREES]**. Then ask: THINKING BACK ON WHAT WE LEARNED, WHAT DO YOU REMEMBER ABOUT **[TREES]**? Follow SCRIPT CARD 1; write notes on transparent cards. When the bell rings, put the transparent notes back into the envelope, ready for tomorrow. [about 5 min.]

## GETTING STARTED - Level 1, *Continued*



Repeat this procedure each day until you have taken all the notes of students' recalled information about **[TREES]**.

- [2] REASONS [Gr. K-2]: [SCRIPT CARD 2; PAGE 2] [NOTE CARD FORM, PAGE 23, 24, or 25] Now use SCRIPT CARD 2 [PAGE 2] with each note. Project one note at a time, read it, and have students ask "**FOR WHAT REASON?**" When students give a reason, simply circle the 3 on the card. [Circling the 3 demonstrates how they will someday circle their own 3's. Avoid writing their reasons and keep their thoughts flowing.]

After questioning all notes and circling some 3's, either proceed to [2] (below) or wash the trans-parency notes cards to prepare for next time.

Students have just discussed reasons. This caused them to infer cause-effect connections among the notes. They have exercised enough frontal lobe activity to retain some of that knowledge as their own. [about 15 min.]

- [3] LIKENESS/DIFFERENCE [Gr. K-2]: [SCRIPT CARD 3; PAGE 3] [NOTE CARD FORM, PAGE 23, 24, or 25] Perhaps you want students to think some more about **[TREES]**. If so, you could save the above notes and have students ask "**LIKE OR UNLIKE WHAT?**" with SCRIPT CARD 3. This time you circle their answered 4's.

NOTE: In a discussion this LIKENESS/DIFFERENCE strategy can be either preceded by the REASONS strategy or used alone.

CAUTION: This LIKENESS/DIFFERENCE strategy requires that students have prior knowledge relating to the subject. If they have little prior knowledge, you should choose not to use this OPTIONAL strategy. [about 10 min.]

- [4] SUBJECT SYNONYMS [Gr. K-2]: [SCRIPT CARDS 4 or 5; PAGES 4 or 5] [SUBJECT SYNONYMS FORM, PAGE 26 or 27] The **SUBJECT SYNONYMS** step gives you a quick and fun strategy for exercising students' knowledge of a subject. Thinking of synonyms causes students to process knowledge and express it in parts of speech. Use SCRIPT CARDS 4 and 5 and the SUBJECT SYNONYMS form and enjoy! [about 10 min.]

- [5] WEB TOPICS [Gr. 2]: [SCRIPT CARD 6; PAGE 8] [WEB FORM, PAGE 22] Your content curriculum many subjects outlining. When you lead groups through predicting categories about a subject, the categories become TOPICS, and these TOPICS form the structure of an outline. SCRIPT CARD 6 provides the first lesson of outlining. By leading with this **WEB** strategy, you help students to practice with envisioning and naming categories of knowledge (TOPICS) about subjects.

To do this, either project a trans-parency or draw a **SIX-BOX WEB** around a subject. Write the subject in the center. Use SCRIPT CARD 6, PAGE 8, and in the boxes, write students' predicted categories (TOPICS). [about 10 min.]

This strategy leads to two wonderful outcomes: (1) students quite easily transfer it to other subjects, and (2) once they grasp this strategy, they retain it.

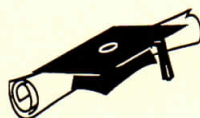
- [6] TOPIC OUTLINE [Gr. 2]: [SCRIPT CARD 9; PAGE 12] [TOPIC OUTLINE FORM, PAGE 28 or 29] Now have students organize their categories on a TOPIC OUTLINE. This LEVEL 1, LEVEL 2, and LEVEL 3 strategy leads learners into the beginning structure of an outline. [about 5 min.]

*(Continued on page iv)*



## GETTING STARTED

### Level 1, *Continued*



#### [B] EASE STUDENTS INTO STRATEGIES OF THE PROCESS.

[GRADE K]: When you teach the basics of this outlining strategy, you give students prior knowledge for their future as 1st and 2nd Graders. Your role in this development is imperative.

Give your students group-thinking experience with these options:

- [1] In class discussions frequently use the Gr. K strategies with various subjects [SCRIPT CARDS 1, 2, 3, 4 on PAGES 1, 2, 3, 4]
- [2] Teach the Gr. K strategies, but begin by omitting those marked [OPTIONAL].  
[Omit Gr. K SCRIPT CARDS 3, 4, 5 on PAGES 3, 4, 6.]

[GRADE 1]: When you teach this process, you begin students' strengths in expository writing and in comprehensive reading. These strengths will show themselves in two years with GRADE 2 reading and writing. Your role is critical.

If your students have had no Gr. K experience with this process, here are some options:

- [1] In class discussions frequently use the Gr. 1 strategies with various subjects. [Gr. 1 SCRIPT CARDS 1, 2, 3, 4, and 5 on PAGES 1-5]
- [2] Throughout the first trimester teach with the K strategies two or three times, first using 5, then 10 note cards. Though this involves only the teacher writing on a transparency or chart paper, students orally respond and get an idea of the strategy. (TWO 45-min. sessions)
- [3] Teach the Gr. 1 strategies, but omit those marked [OPTIONAL].  
[Omit Gr. 1 SCRIPT CARDS 3, 4, 5, and 11 on PAGES 3, 4, 5, and 18.]

[GRADE 2]: When you teach these strategies, you begin to elevate to students' strengths in expository writing and in reading with inferences. These strengths will show themselves next year. You teach the beginnings of what will be expected of them in high school. You should often tell them how well they will do when they get to high school. Because of you their future research reports will be easy.

If your students have had no Gr. K-1 experience with these strategies, here are some options:

- [1] (ONE 45-min. session) Teach once with the K strategies, using 5 large note cards [PAGE 23]. Though this only involves teacher writing, students orally respond and quickly get the idea of the strategy.
- [2] (TWO 45-min. sessions) Teach once with the Gr. 1 strategies, using only 10 note cards. Because students are involved in writing their own notes as you model with your transparent notes, they are learning the basics of what the Gr. 2 strategies will ask of them.
- [3] (FOUR 45-min. sessions) Teach the Gr. 2 strategies, but omit those marked [OPTIONAL]. [Omit Gr. 2 SCRIPT CARDS 3, 4, 5, 10, 14- 16 on PAGES 3, 4, 5, 10, 19-21.]
- [4] Lead unit discussions throughout the year with the strategies presented in the [A] LEAD DISCUSSIONS section on page ii and page iii.

Book's Initials <b>WOR</b> Student's Initials <b>WA</b> 1. SUBJECT <b>NOTE-TAKING CARD</b> 2. NOTE <i>rodent family</i> 3. FOR WHAT REASON? 4. LIKE OR UNLIKE WHAT? TOPIC (LEVEL 1)	Book's Initials <b>SSAMS</b> Student's Initials <b>WA</b> 1. SUBJECT <b>NOTE-TAKING CARD</b> 2. NOTE <i>nest in hollow trees</i> 3. FOR WHAT REASON? 4. LIKE OR UNLIKE WHAT?
---	---

- Students print initials on the student line, and they print the book's initials on the source line.
- Students should write key ideas on note cards. When a sentence is needed, they use a dash to separate parts.
- They should leave the subject out of the notes [TREE SQUIRRELS and THEY].
- They should write only one note on each card.

Teachers ask questions to pull notes from memories. [Gr. K]: Teachers write notes on 8-10 full-page transparency note cards. [Gr. 1, SEMESTER 1]: Teachers ask the questions and write responses on transparent 1st Grade note cards; [Gr. 1, SEMESTER 2]: Teachers ask and model on transparent cards as students follow, writing 10 notes. [Gr. 2, SEMESTER 1]: Teachers ask and model as students follow writing 15 notes; [Gr. 2, SEMESTER 2]: Students take 15-25 notes from printed pages.

## SCRIPT CARD 1: [Grades K•1•2]

**REQUIRES: NOTE CARDS, Page 23, 24, or 25; one-half of 9 X 12 manila ENVELOPES**

[Gr. 1-2]: Give each student note cards, topic outline, and half of a 9X12 manila envelope. Demonstrate how to fold the outline (hamburger style), insert the cards, and, holding the fold, slide them into the envelope. Have students practice 3 or 4 times before commencing. NOTE: [Gr. K] teachers write 5-10 notes; [Gr. 1] write 10 notes with teacher modeling; [Gr. 2] write 15-25 notes with modeling.

**Step 1: Subject** Begin with familiar concrete subjects. Life, earth, and physical sciences have several. A mammal or a bird make a good beginning subject.

**Step 2: Sources** Choose a source to give information to the class. Some good sources include a video, a story, pictures, and a field trip.

## Step 3: Notes **REQUIRES: NOTE CARDS on pages 22-24**

Clarify: Notes should be written in key words, not in sentences. When sentences are necessary, they should be fragmented with half-inch dashes. (Sentence notes will encumber writers when they later use them for compositions.)

Students recall ideas from memory of source(s) or experience(s). They [Gr. K-early 1]: can orally follow teachers who write notes on transparency cards. [Gr. Midyear 1]: can follow teachers' modeled note-taking to write their own recalled notes. [Gr. 2]: can take notes from recall; [November Gr. 2]: can also read sources and take notes from printed pages.

[Gr. 2]: When students directly take notes from a source, the following recall question does not apply; but when they take notes from recalled memory, teachers ask these questions.

[Gr. K-2]: Load their recall memories. Say:

Think of all you remember about     [SUBJECT]    .

Ask (focus) and consistently refocus:

What do you know about     [SUBJECT]    ?

What else do you know about...

What more do you know about...

What other things do you know about...

Model how to take notes. As you position your pencil next to the margin, stress where they should begin the first letter of each line. Demonstrate: (1) writing key words only, (2) using the index finger to space between words, (3) beginning the first line next to the margin on the note card, and (4) beginning the second line next to the margin.

[MANDATORY: Go on to Step 3a.]

Book's Initials <u>SSAMS</u>	Student's Initials <u>WA</u>	
1. SUBJECT	<b>NOTE-TAKING CARD</b>	
2. NOTE	<u>nest in hollow trees</u>	
3. FOR WHAT REASON?		
4. LIKE OR UNLIKE WHAT?		
TOPIC	Accompanies <i>The Thinking and Writing Process</i>	
[LEVEL 1]	7511 5th Street North • St. Paul, MN 55128	
	by THEA M. HOLTAN ©2005	

- Students read one note and add the question, FOR WHAT REASON?
- If they think of a reason, they circle the 3 in front of FOR WHAT REASON.
- Then they read the next note and again ask, FOR WHAT REASON?
- Students question each of their notes and circle 3's when they can. When they cannot think of a reason, they simply go on to the next note.
- [Gr. 2]: After reading all notes, they read the notes with a circled 3 and choose 2-6 reasons.
- [Gr. 2]: On their chosen notes, they write their reasons with key words (not in a sentence). They write reasons under the FOR WHAT REASON question.

## SCRIPT CARD 2: [Grades K•1•2]

**REQUIRES:** completed NOTES from SCRIPT CARD 1

### Step 3a: Reasons

This strategy is mandatory. It leads students through inferring cause-effect connections among details about a subject. It empowers students with understanding, insight, and memory. Best of all, it gives students ownership of the knowledge.

Prepare students for reasons. Say:

We'll think of reasons for as many notes as possible. We'll read one note at a time and ask, "FOR WHAT REASON?" If you give an answer, we'll circle the "3" on the card. Be careful... no guessing.

Lay the first note on the projector. Say:

First we'll read two notes together. Then we'll take turns reading notes and asking, "FOR WHAT REASON?"

Let's begin. Read this note and add, "FOR WHAT REASON?"

Tell students: (1) Read each of their notes with the FOR WHAT REASON question. (2) If they think of an answer, circle the 3 in front of the FOR WHAT REASON question. If they have no answer, they read the next note.

[Gr. 2]: After they've questioned all notes and circled some 3's, tell them to choose 2-6 reasons and write them under FOR WHAT REASON on the cards.

[Gr. K-1] teachers now move on without writing reasons. Too much writing can confuse nonreaders. Some 1st graders will remember reasons and write them in their papers.

[OPTIONAL: Move on to Step 3b.]