

Grades 3 - 4

Level 2

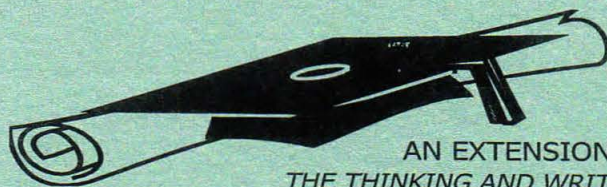


Teaching Research Papers

and

Expository Essays

ILLUSTRATIONS, INSTRUCTIONS, AND SCRIPTS FOR TEACHERS



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

Thea M. Holtan

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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)*

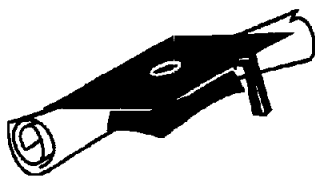
As a third grader I used this process several times. Today I teach third grade, and you can be sure I teach this process, and I use my old reports as examples. *(Teacher)*



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• LEVEL 2 •

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Teaching Research Papers and Expository Essays

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

Level 2

Grades 3 and 4

Illustrations, Instructions, and Scripts for Teachers

THEA M. HOLTAN

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Prepare for Using This Level 2 Guide

This Level 2 Teacher's Guide presents lessons for students of Grades 3 and 4. These lessons also work well with Grades 5 - 12 students who have never used this process. However, the Level 3 Teacher's Guide does provide for beginner students of Grades 5 - 12, as indicated on the Level 3 Insert. Teachers simply use the provided Level 2 Topic Outline form, omit strategies that accelerate students beyond Level 2, and omit the Level 3 strategies that are marked [OPTIONAL].

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

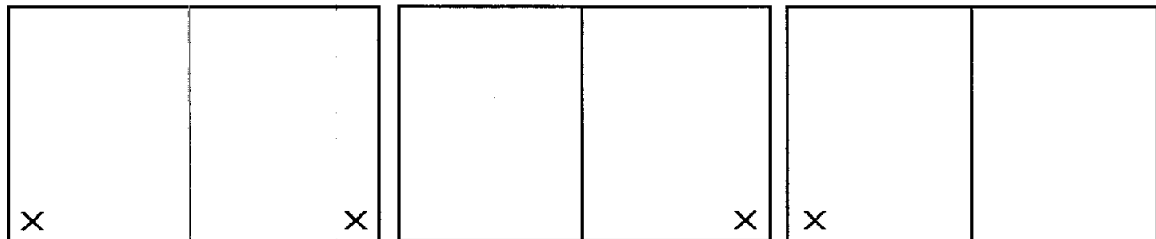
1. On pages 1-25 find a heading above each script.

Examples:

- (on page 1) SCRIPT CARD 1: [Grades 3•4]
- (on page 2) SCRIPT CARD 2: [Grades 3•4]
- (on page 3) SCRIPT CARD 3: [Grades 3•4] [OPTIONAL]
- (on page 4) SCRIPT CARD 4: [Grade 4] [OPTIONAL]

2. Find the Script Cards for your grade level [Grade 3 or 4] 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. Now, on some Script Cards [after Grade(s) 3 and/or 4] find the word [OPTIONAL]. (See above: 1.) [OPTIONAL] indicates a strategy that can be temporarily omitted without impairing essential student growth. You know best when 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] Script Card, erase your lightly penciled "X" on that page. You will use that Script Card later.

At a time when you believe your students *are* ready for an [OPTIONAL] strategy, pencil a light "X" on the page and follow its Script Card.

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.]
- 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 2 - - -

[A] LEAD DISCUSSIONS WITH SELECT 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.

[NOTE CARD FORM, PAGE 28] Choose a subject from a unit that students are studying. Prepare by making 8-10 transparencies of the LEVEL 2 note card form and cut them into fourths. Store the transparent note cards in a manila 8.5" X 5.5" envelope.

[1] [NOTE TAKING] [SCRIPT CARD 1; PAGE 1] [NOTE CARD FORM, PAGE 28] Teach your unit content as usual. Use pictures, videos, and readings for sources about your subject. Close each day's activities 5-6 minutes early. With students' eyes on the screen, use SCRIPT CARD 1 [PAGE 1]. After asking the question, write each student response on a transparent note card.

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

GETTING STARTED - Level 2, (Continued)



Repeat this procedure each day until students have received all your information about **[MAGNETS]**.

- [2] [REASONS] [SCRIPT CARD 2; PAGE 2] [NOTE CARD FORM, PAGE 36] Now apply this REASONS strategy with each note. One at a time, project each note. Read it, and have students ask "**FOR WHAT REASON?**" When a student answers with a reason, simply circle the 3 on the card. [Circling the 3 demonstrates how they will someday circle their own 3's. To keep their thoughts flowing, avoid writing reasons on the cards.]

After questioning all notes and circling some 3's, either proceed to [3] (below) or wash the transparency note cards to prepare them 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] LIKENESSES/DIFFERENCES [SCRIPT CARD 3; PAGE 3] [NOTE CARD FORM, PAGE 36] Perhaps you want students to think some more about **[MAGNETS]**. If so, you could save the above notes and ask "**LIKE OR UNLIKE WHAT?**" This time circle their answered 4's.

NOTE: In discussions this LIKENESS/DIFFERENCE strategy can either follow the REASONS strategy or be 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] [SCRIPT CARDS 5 and 6; PAGES 5 and 6] [SUBJECT SYNONYMS FORM, PAGE 29] 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 their knowledge and express it in parts of speech. Make a transparency of the SUBJECT SYNONYMS FORM and enjoy! [about 10 min.]

- [5] [WEB TOPICS] [SCRIPT CARD 7; PAGE 7] [WEB FORM, PAGE 27] Your content curriculum provides countless subjects for outlining. When you lead groups through predicting categories about a subject, their categories become TOPICS, and these TOPICS form the structure of an outline.

SCRIPT CARD 7 provides the first lesson of outlining. By leading with this **WEB** strategy, you help students to practice envisioning and naming categories of knowledge (TOPICS) about subjects.

To do this, either project a transparency or draw a **SIX-BOX WEB** around a subject. Write the subject in the center. Use SCRIPT CARD 7, PAGE 7, and in the boxes write students' anticipated categories (TOPICS). [about 10 min.]

This strategy with categories 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] [SCRIPT CARD 11; PAGE 11] [TOPIC OUTLINE FORM, PAGE 30] 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.]

(Continue on page iv)

GETTING STARTED

Level 2, (Continued)

[B] EASE STUDENTS INTO STRATEGIES.

When you teach this process, you reinforce students' expository writing and reading. This process is easy for high school students when they have grown with it through their years.

However, if your students have had no prior experience with this process, or if you want to reinforce their experiences, perhaps these options will help you:



- [1] Use some of the strategies to lead unit discussions throughout the year. See PAGES ii and iii.
- [2] (ONE 30 min. session) Lead students through only the essential steps of writing a short LEVEL 1 paper.
 - (a) Give them 10 LEVEL 2 NOTE CARDS [PAGE 28].
 - (b) [NOTES] Ask recall questions on SCRIPT CARD 1, PAGE 1 until students have 10 notes.
 - (c) [REASONS] Ask for REASONS on SCRIPT CARD 2, PAGE 2 and circle the 3's of cards with answers. Then tell them to choose a reason to write under two notes.
 - (d) [TOPICS] Give them three topics and tell them to write one topic on the TOPIC line of each note.
 - (e) [TOPIC OUTLINE, PAGE 30] Lead them through making a simple outline with SCRIPT CARDS 10 and 11, PAGES 10 and 11.
 - (f) [PAPER] Lead them through writing their notes into sentences that include reasons. These sentences should be in the order on their TOPIC OUTLINES.
- [3] (TWO 45 min. sessions) Lead students through only the essential steps of writing a short, basic LEVEL 2 paper.
 - (a) Give them each 15 note cards [PAGE 28] and a TOPIC OUTLINE form [PAGE 30]. Lead with the SCRIPT CARDS 1 and 2, and write notes on 15 transparency cards. Follow the essential STEPS 3 and 3a (but omit the OPTIONAL STEPS 3b, 3c, 3d).
 Use SCRIPT CARDS 7-13 to lead students through the basic organizing steps: (1) Draw a web on the board [PAGE 27]; write the subject and their generated topics in the boxes. (2) Lead them through sorting and outlining with STEPS 4.2, 8.3, 9.1, and 9.2 [PAGES 8-11].
 - (b) Use SCRIPT CARDS 12, 13 and 14 to lead them through writing TOPIC SENTENCES with STEPS 6.1, 6.2, and 6.3 [PAGES 12-14].
 - (c) Use SCRIPT CARDS 15-16 to lead them through numbering notes sensibly with STEPS 7.1 and 7.2 on [PAGES 15-16].
 - (d) Use SCRIPT CARDS 11-20 to lead them through writing their papers with STEPS 8.1, 8.2, 8.3, and 8.4 [PAGES 17-20].

Bibliography Information		Student <u>Dan D. Example</u>
Source # <u>1</u>	Subject <u>Deserts</u>	
Author <u>Andrews, Alfreda</u>	or Editor _____	
Title of Article <u>Among the Dunes</u>	"	
Title of Major Source <u>All about the Desert</u>	"	
City of Publication (front of title page, bottom) <u>Chicago</u>	"	
Publishing Company (front of title page, bottom) <u>Babbott Press</u>	"	
Copyright Year (back of title page, bottom; follows a ©) <u>1989</u>	[or Month, Date, Year of Periodical]	
Volume(s) _____	Pages Used <u>64-72, 130-32</u>	
[LEVELS 2 and 3]		

Source # <u>1</u>	Page # <u>130</u>	Student's Initials <u>DDE</u>
NOTE-TAKING CARD		
1. SUBJECT (Use later in your sentences.)		
2. NOTE <u>ten inches of rain each year</u>		
3. FOR WHAT REASON?		
4. LIKE OR UNLIKE WHAT?		
TOPIC _____		

Students complete one BIBLIOGRAPHY INFORMATION form for each source they use. The information is on the front and back sides of title pages. In Step 10a they will alphabetize these forms. To prepare, they now draw a circle around the letter by which they will alphabetize each form, then temporarily alphabetize the forms and number each form on the SOURCE # line.

Students write one note on each card. They avoid writing in sentences, so they write only a key idea. When sentences are necessary, they separate them with a dash. They also avoid writing the subject in any notes. They take 25-40 notes.

SCRIPT CARD 1: [Grades 3•4]

REQUIRES: NOTE CARDS, Page 28; one half of a 9 X 12 manila ENVELOPE

Give each student note cards, topic outline, and half of a 9x12 envelope. Demonstrate how to fold the outline (hamburger style), insert the cards, and, holding the fold, slide them into the envelope. Have students practice 2 or 3 times before commencing. NOTE: [Gr. 3] write 25-35 notes; [Gr. 4] write 30-40 notes.

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. OPTION: Use BIBLIOGRAPHY FORMS on page 26.

Step 3: Notes

REQUIRES: NOTE CARDS on page 28

Clarify: Notes are written in key words. Necessary sentences should be fragmented with half-inch dashes. (Sentence notes will encumber writers when they later compose papers.)

Students recall ideas either from common knowledge or from information implanted by your curricular studies. Students find notes in two places: (1) memory: basic knowledge, experiences, and implanted curricular content. (2) sources of information.

You will often choose memory rather than sources for their notes. When you do, this open FOCUSED question helps them to RECALL memories. Begin by loading their memories. Say:

Think about [SUBJECT].

Consistently FOCUS AND REFOCUS with an open question. Ask:

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. Stress: 1) notes in key words, 2) necessary sentences broken apart with half-inch dashes. Gr. 3: 25-35 notes; Gr. 4: 30-40 notes.

[MANDATORY: Do Step 3a]

Source # 2 Page # 43 Student's Initials DDE

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE

North and South Poles

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

Source # 2 Page # 43 Student's Initials DDE

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE

North and South Poles

3. FOR WHAT REASON?

frozen moisture

4. LIKE OR UNLIKE WHAT?

TOPIC _____

Students read one note at a time and try to think of a reason for it by asking, *[Read note here]... For what reason?* When they think of a reason, they circle the 3 in front of REASON. After reading all notes, they review notes with a circled 3 and choose the reasons they will use in their papers: at least eight, but no more than one-fourth, of all their notes. They then write each chosen reason under the FOR WHAT REASON question and again avoid sentences. Some reasons will help them to explain cause-effect relationships among ideas, but too many reasons might confuse their readers.

SCRIPT CARD 2: [Grades 3•4]

REQUIRES: completed NOTES from SCRIPT CARD 1

Step 3a: Reasons

This strategy is a must! It leads students into elaborating with CAUSE-EFFECT CONNECTIONS among details about a subject. It empowers students with understanding, insight, and memory. It gives them ownership of the knowledge.

Prepare students for the REASONS strategy.
Say:

Now we'll ask a question and think about reasons for our notes.

We'll read one note at a time and add, "FOR WHAT REASON?" If you give an answer, we'll circle the 3 on the card. Think carefully. No guessing.

Lay the first transparency note on the projector.
Say:

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

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

Orally read each note and ask FOR WHAT REASON? If they think of an answer circle the 3 in front of the FOR WHAT REASON question. Having questioned all notes and circled some 3's, students choose, then write reasons on at least 6 notes (but no more than 1/3 of their notes).

[OPTIONAL! Move on to Step 3b]

Source # 2 Page # 55 Student's Initials DDE

1. SUBJECT
(Use later in your sentences.)

2. NOTE

hot, dry air

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

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Source # 2 Page # 55 Student's Initials DDE

1. SUBJECT
(Use later in your sentences.)

2. NOTE

hot, dry air

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

like heat from an oven

TOPIC _____

Accompanies "The Thinking and Writing Process"
[LEVEL 2] ©1994 by THEA M. HOLTAN 206A Saratoga Lane, Minneapolis, MN 55441

Students should read one note at a time and try to think of a likeness or a difference for it by asking, *[Read note here]... like or unlike what?* When they think of a likeness or difference, they circle the 4 in front of LIKE or UNLIKE. After reading all notes, they review the notes with circled 4's and choose the likenesses or differences they will use in their papers, [at least six, but no more than one-fourth, of all their notes]. They write each chosen likeness or difference under the LIKE or UNLIKE WHAT question; they again avoid sentences. Likenesses and differences will help them clarify ideas, but too many might confuse their readers.

SCRIPT CARD 3: [Grades 3•4] [OPTIONAL]

REQUIRES: completed NOTES from SCRIPT CARD 1

Step 3b: Likenesses and/or Differences

This LIKE-UNLIKE strategy helps students connect notes with their own prior knowledge. Depending on their prior knowledge of the subject, you might choose to include or to omit this step or to omit the UNLIKE part of the question. This strategy elaborate with comparisons and contrasts.

Prepare them for the LIKENESS-DIFFERENCE strategy. Say:

Now we'll read one note at a time and ask, "**LIKE (OR UNLIKE) WHAT?**" If you give an answer, we'll circle the 4 on the card. Think carefully. Remember, no guessing.

Lay the first transparency note on the projector. Say:

We'll read the first two notes together. Then we'll take turns reading and asking, "**LIKE OR UNLIKE WHAT?**"

Let's start. Read this note and add, "**LIKE OR UNLIKE WHAT?**"

Tell students: (1) read each note with the LIKE OR UNLIKE question; (2) circle the 4 when you have an answer; (3) choose, then write 4-6 likenesses or differences. [Increase LIKENESSES/DIFFERENCES with each paper to a maximum of 1/4 of the notes.]

[OPTIONAL: Move on to Step 3c]

3-4-1-2

Source # 1 Page # 130 Student's Initials D D E

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE

not a wasteland

3. FOR WHAT REASON?

filled with rich soil

4. LIKE OR UNLIKE WHAT?

unlike tropical rain forest areas

TOPIC _____

[LEVEL 2]

3-1-2-4

EXAMPLE

*Because they have rich soil,
deserts are not wastelands,
unlike former tropical rain
forests*

4-1-2-3

EXAMPLE

*Unlike former tropical rain forest
areas, deserts are not wastelands
because of their rich soil.*

3- or 4-Part Sentences: Students now find one note with a reason and/or likeness/difference. They read it first in its 1-2-3-4 order, then in out-of-order patterns. They decide which pattern best says what they want to say, and they write the pattern along the upper-left edge of the card with hyphens between the numbers. Students plan out-of-order patterns for between 8 and 15 notes. Varied patterns make their writing interesting. However, too many varied patterns could confuse readers.

SCRIPT CARD 4: [Grade 4] [OPTIONAL]

REQUIRES: completed NOTES from SCRIPT CARD 1

Step 3c: Sentence Patterns

This strategy leads students through planning potential sentences that will give papers **VARIED SENTENCE STRUCTURES**. Prepare a transparency note card with a note, a reason, and a likeness or difference. Prepare students for the **SENTENCE PATTERNS** strategy. Say:

Some of your notes have reasons, or likenesses, or both. When you read them from top to bottom, you have a 1-2-3-4 pattern.

Place your **PREPARED NOTE CARD** on the projector. Say:

A 1-2-3-4 pattern makes this note sound like this,
[1-2-3-4 PATTERN]. Change this sentence to a 3-1-2-4 pattern.

Call on a volunteer to read the 3-1-2-4 pattern. Demonstrate writing 3-1-2-4 along the top edge of the card.

Now read it as a 4-1-2-3 pattern.

Write 4-1-2-3. Call on a volunteer to read it.

Find one of your notes with a **REASON**, a **LIKENESS**, or both. Plan a number pattern and write it along the top edge of your note card. Use large numbers joined by dashes.

Who will share your planned sentence?

Assign 5-10 patterns. Check for understanding by watching for a pattern on the top of some cards.

[At another time, after students have grasped this strategy, lead them into a two-part sentence: **SUBJECT** and **NOTE**. This will be a 2-1 pattern which is a bit more difficult.]

[OPTIONAL: Move on to Step 3d.1]

Students first complete lines 1-3.

Next, they complete lines 4-9 by asking, *What does my subject do?* They write verbs in the box under ACTION VERBS, then they change the verbs to nouns on the lines.

Now students complete lines 10-14. They ask, *What can my subject be called?* and write nouns on as many blanks as possible.

SUBJECT SYNONYMS		Student <u>Dan D. Example</u>
		Teacher <u>Mr. Eeee</u>
		Room <u>222</u> Date <u>April 1</u>
Write words that can take the place of your subject. You will use some of these words as you write your composition or give your speech. Write at least ten words. Then circle between five and seven that you plan to use. While you are writing, make a check mark on the number of each word as you use it.		
Number	1. singular of <u>plural</u> (circle one)	
Subject	2. <u>deserts</u>	
Pronoun	3. he she it <u>they</u> (circle one)	
"What does subject do?"		
Action Verbs	→ Changed to Nouns	
protect	4. <u>protectors</u>	
nourish	5. <u>nourishers</u>	
shelter	6. <u>shelters</u>	
destroy	7. <u>destroyers</u>	
make mirages	8. <u>mirage makers</u>	
dehydrate	9. <u>dehydrators</u>	
List action verbs in this area.		
Other Nouns	10. <u>places</u>	
"What can [subject] be called?"	11. <u>spaces</u>	
	12. <u>lands</u>	
	13. <u>areas</u>	
	14. <u>regions</u>	

SCRIPT CARD 5: [Grades 3-4] [OPTIONAL]

REQUIRES: SUBJECT SYNONYMS FORM, Page 29

Step 3d.1: Subject Synonyms

This strategy causes students to use information while thinking of SYNONYMS FOR THEIR SUBJECTS. It also applies grammar through nouns, verbs, and adjectives.

Orally lead students. Write on a transparent SUBJECT SYNONYMS form. Give students a SUBJECT SYNONYMS form to write what you write. Fill in the top lines and circle SINGULAR or PLURAL and IT or THEY.

Begin with ACTION VERBS. As students think of verbs, write them in the VERBS box on the SYNONYMS form. Ask:

What does/do [SUBJECT(S)] do?

What else does/do...

What more does/do...

What other things does/do...

Ask students to CHANGE VERBS TO NOUNS. Say:

Let's change each action verb to a noun. Since [SUBJECT + VERB], they/it can be called [SYNONYM].

Tell them to (1) think of action verbs for their subjects, and (2) turn action verbs into nouns.

As students think of NOUNS TO CALL THE SUBJECT, model writing them on the NOUN lines. Say:

Now let's think of nouns. What can [SUBJECT] be called?

Tell them: (1) think of nouns for your subjects and (2) write nouns on the noun lines. CAUTION: These synonyms must rename the subject, not just name a part of the subject.

[Continue on Step 3d.2]

SUBJECT SYNONYMS		Student <u>Dan D. Example</u>
		Teacher <u>Mr. Eeee</u>
		Room <u>222</u> Date <u>April 1</u>
<p>Write words that can take the place of your subject. You will use some of these words as you write your composition or give your speech. Write at least ten words. Then circle between five and seven that you plan to use. While you are writing, make a check mark on the number of each word as you use it.</p>		
Below, first list descriptors; then list noun synonyms. (descriptors ... and ... synonyms)		
Adjective-Noun Pairs	15. <u>dry</u> : <u>areas</u>	
	16. <u>huge</u> : <u>regions</u>	
"How can [subject] be described?"	17. <u>sandy</u> : <u>lands</u>	
	18. <u>hot</u> : <u>destroyers</u>	
	19. <u>baking</u> : <u>places</u>	
Adjective <u>baking</u>	→ Changed to a Noun	
Write an adjective in this area.	20. <u>bakeries</u>	
[LEVELS 2 and 3]		

Students cover the right side of lines 15-19. They write adjectives on the left side after saying, *My subject can be described as being [adjective]*. Then they uncover the right side and add a noun to each line.

On line 20 students try to write a describing adjective which can be changed to a noun that names the subject.

From their list they circle the numbers of between 6 and 10 synonyms that they plan to use in their papers. Too many synonyms could confuse their readers.

SCRIPT CARD 6: [Grades 3•4][OPTIONAL]

REQUIRES: partially completed **SUBJECT SYNONYMS FORM** from **SCRIPT CARD 5**

Step 3d.2: Subject Synonyms

On your **SUBJECT SYNONYMS** transparency show students how to complete the **ADJECTIVE-NOUN** lines. Lay paper along the right side of the dotted vertical line. Students do best with adjective-noun pairs when they focus first on adjectives, then on nouns.

Demonstrate **ADJECTIVES**. As students respond, write their adjectives to the left of the dotted line. Say:

Look at the adjective side of these lines.
To make it easier, I'll cover the noun side.

How can [SUBJECT] be described?
How else can...

As students think of adjectives, model writing them to the left of the dotted line.

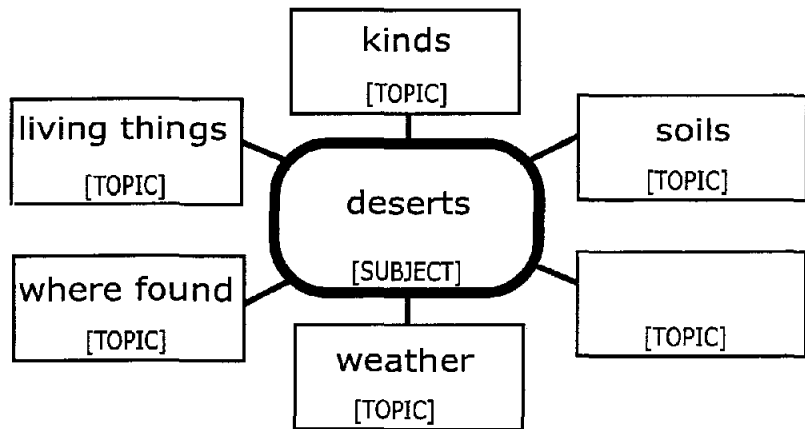
Remove the covering paper to write **NOUNS**. Say:

Now read one adjective at a time and think of a noun that fits it. We can choose a noun from above or we can think of a new noun.

Write **NOUNS** on the right side of the dotted line, next to their adjectives.

Prepare students for using these synonyms in the papers they will later write. Tell them: (1) choose 3-5 synonyms to use in your papers, and (2) circle the number in front of each choice.

- Students use this WEB with a group to practice predicting topics.
- Having practiced with 2 or 3 subjects, they predict topics for this subject. They should predict topics (1) just before they take notes in STEP 3, (2) on each day of research note taking, and (3) just before they sort notes in STEP 4.2.
- If more boxes are needed for predicted topics, they should draw them on the web. Later, in STEP 4.2, the final web will allow only 3-6 boxes.
- ALL the boxes need not be named with topics. Students must have between 3 and 6 topics.



SCRIPT CARD 7: [Grades 3•4]

REQUIRES: TOPICS WEB, Page 27

Step 4.1: Sort Notes [Also for Practice]

PRACTICE: This is the first step in learning HOW TO OUTLINE. Categories are difficult for many people. Practice can help learners strengthen their skills with naming categories.

Use the WEB GRAPHIC, this script, and two or three familiar subjects to lead some practice sessions. This helps to develop students' vocabularies of TOPICS (categories). Carefully listen to be sure that their TOPICS name note stacks. Often, students name stacks with subtopics or notes instead of TOPICS.

APPLY: Use this script before taking notes in Step 3, but discard their predicted TOPICS so they will envision them.

APPLY: Repeat 2 or 3 days during note-taking.

APPLY: Repeat now again, just before students sort their note cards. NOTE: Discard this WEB.

Either project or draw the WEB GRAPHIC for all to see.
Prepare students for topics. Say:

Think of these boxes as stacks of notes about [SUBJECT]. You may have 3, 4, 5, or 6 stacks of notes.

Point to one of the boxes. Say:

Predict a topic for this stack of notes about [SUBJECT].

Write their predicted TOPIC on the web for all to see.
Point to another box.

After they have finished, remove or erase the WEB.
Students should be free to name stacks from their thinking, rather than from the written topics.

[Continue on Step 4.2]

Source # 1 Page # 130 Student's Initials DDE

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE
plants spaced far apart

Source # 1 Page # 130 Student's Initials DDE

NOTE-TAKING CARD

3. FOR WHAT REASON?
get the little

4. LIKE OR UNLIKE WHAT?
Li

TOPIC Life
(LEVEL 2) h

1. SUBJECT
(Use later in your sentences.)

2. NOTE
plants _____ shed leaves

3. FOR WHAT REASON?
hold water in body of plant so it can't evaporate through leaves

4. LIKE OR UNLIKE WHAT?

TOPIC Life
(LEVEL 2) h

Source # 1 Page # 130 Student's Initials DDE

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE
many places

Source # 2 Page # 45 Student's Initials DDE

NOTE-TAKING CARD

3. FOR WHAT REASON?
where moisture

4. LIKE OR UNLIKE WHAT?
Lo

TOPIC Location
(LEVEL 2) h

1. SUBJECT
(Use later in your sentences.)

2. NOTE
coasts _____ at end of cold currents

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC Location
(LEVEL 2) h

Students begin by reading their first note and placing it on the table. They then hold the second note next to it, and ask, *Related or unrelated?*

If the notes are related, they place the second note on the first note and, on its TOPIC line, give it a name. They print the initial of the TOPIC on the other note's TOPIC line.

They continue connecting notes in pairs. As soon as two notes make a pair, students give the pair a name to start a new stack. At this time students must avoid naming a note until it begins a stack with another note.

As they go through their notes, students will add notes to named stacks. They must print the TOPIC's initial on its TOPIC line before they slip the note into the stack behind the top card.

Students may have between three and six stacks. If they need seven stacks, they must ask your permission.

SCRIPT CARD 8: [Grades 3-4]

REQUIRES: completed NOTES from SCRIPT CARD 1

Step 4.2: Sort Notes

Remove their (4.1) WEB of PREDICTED TOPICS. Say:

On the web you predicted topics for stacks of notes about [SUBJECT].

Now you'll plan your own topic stacks.

Lead students through GROUPING THEIR NOTES. Say:

Hold all your notes in one large stack.

Set the first note on your desk. Now

hold the second note next to the first.

Read them both, and ask, RELATED OR UNRELATED?

If your two notes are not related, lay them side by side; but if they are related, give them a name.

Write that name on the TOPIC line of one note. Write the TOPIC's initial on the TOPIC line of the other note. Keep the named note on top by sliding the initialed note under it.

Call on students to share TOPICS that they have given to their two related notes.

[Continue on Step 4.3]

Source # 1 Page # 131 Student's Initials DDE

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE
fertile soil

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

(LEVEL 2) $\frac{1}{2}$

Students read their third note. If it goes into the first stack, they slip it under the stack and initial its TOPIC line. If it is not related, they set it on the table until another note relates to it.

When some notes cause confusion, students put them off to the side in a stack by themselves until later.

After all other notes have been named with a TOPIC, they examine these confusing notes, one by one, and try to fit each into one of the named stacks.

If a note does not pair, it can make a stack by itself. It can also be thrown away. However, it should not be in a stack named *miscellaneous*.

Source # 1 Page # 130 Student's Initials DDE

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE
plants _____ shed leaves

3. FOR WHAT REASON?
hold water in body of plant so it can't evaporate through leaves

4. LIKE OR UNLIKE WHAT?

TOPIC Life

(LEVEL 2) $\frac{1}{2}$

Source # 2 Page # 45 Student's Initials DDE

NOTE-TAKING CARD

1. SUBJECT
(Use later in your sentences.)

2. NOTE
coasts _____ at end of cold currents

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC Location

(LEVEL 2) $\frac{1}{2}$

SCRIPT CARD 9: [Grades 3-4]

REQUIRES: completed NOTES from SCRIPT CARD 1

Step 4.3: Sort Notes

Continue their process of CATEGORIZING NOTES.
Say:

Now hold a third note next to the others.
Read them, and again ask, RELATED OR UNRELATED?"

If your third note is related to your first stack, initial the TOPIC line and slip the note under the stack. If the third note is unrelated, start a new stack with it.

Read more notes. As soon as two notes go together, give them a TOPIC name. Remember: in each stack only the top note has the TOPIC's full name; all others have the TOPIC's initial. Also, before you add any note to a stack, you MUST initial it on the TOPIC line.

Give students a little time to sort more notes.
Observe their understanding and performance.

Tell how to deal with CONFUSING NOTES. Say:

Sometimes you won't know where to stack a note. When this happens, set it aside in an I DON'T KNOW stack. After making your stacks, look at confusing notes to see if they fit under any TOPICS.

Script Card 10: Page 1: 100 Student's Subject: DDE

1. SUBJECT
(Choose your subject)

2. NOTE
fertile soil

3. FOR WHAT REASON?

4. LIST ON SUBJECT TOPICS

TOPIC: *Land*

Script Card 10: Page 2: 100 Student's Subject: DDE

1. SUBJECT
(Choose your subject)

2. NOTE
coasts at end of cold currents

3. FOR WHAT REASON?

4. LIST ON SUBJECT TOPICS

TOPIC: *Location*

Script Card 10: Page 3: 100 Student's Subject: DDE

1. SUBJECT
(Choose your subject)

2. NOTE
hot and cold, day and night

3. FOR WHAT REASON?

4. LIST ON SUBJECT TOPICS

TOPIC: *Weather*

Script Card 10: Page 4: 100 Student's Subject: DDE

1. SUBJECT
(Choose your subject)

2. NOTE
plants shed leaves

3. FOR WHAT REASON?
hold water in body of plant so it can't evaporate through leaves

4. LIST ON SUBJECT TOPICS

TOPIC: *Life*

Students now arrange their stacks in the order they will use in their papers.

They read their TOPICS and decide which will be first, second, third, etc.

They make a vertical column with their stacks, beginning with their first stack at the top. They arrange the stacks in an order that will make sense to readers.

This is the order that they will write on their TOPIC OUTLINES. It will be the order of their paragraphs when they write their papers.

SCRIPT CARD 10: [Grades 3-4]

REQUIRES: sorted NOTES from SCRIPT CARD 9

Step 5.1: Outline Notes

Prepare students for ORGANIZING TOPICS. Say:

Let's get our stacks organized so you can write about [SUBJECT]. Read the TOPICS on your stacks of notes. Pick up the stack that you think is a sensible first stack. Straighten your arm and set the stack at the top of your desk.

Place your own chosen first stack of notes on the table. It will be at the top of a VERTICAL COLUMN of all your note stacks. Choose your second stack and place it below the first stack. Direct them through organizing a COLUMN OF STACKS.

Say:

Choose a sensible SECOND TOPIC. Set it below the first stack.

Choose a sensible THIRD TOPIC. Set it below the second stack.

Choose a sensible FOURTH TOPIC. Set it below the third stack; 5th, 6th, etc.

Project their thoughts toward OUTLINES. Say:

Look at your vertical column. Your TOPICS are now in sensible order for your OUTLINES.

[Continue on Step 5.2]

Students begin the TOPIC OUTLINE form by writing information on lines at the top.

Then, on the subject line, they circle the SUBJECT.

Their note stacks have been arranged in an order that will make sense to their readers.

Following their planned vertical order, students copy the TOPICS from the stacks to the OUTLINE form.

Then they circle one key word on each TOPIC line, even if a line has only one word on it.

TOPIC OUTLINE		Student: <u>Dan D. Example</u>
Title: <u>Amazing Deserts</u>		Teacher: <u>Mr. Eeeee</u>
Subject: <u>Deserts</u>		Room: <u>222</u> Date: <u>4-1-05</u>
TOPIC I.	<u>Land</u>	I. Topic Sentence NOTE #1
TOPIC II.	<u>Location</u>	II. Topic Sentence NOTE #2
TOPIC III.	<u>Weather</u>	III. Topic Sentence NOTE #3
TOPIC IV.	<u>Life</u>	IV. Topic Sentence NOTE #4
TOPIC V.		V. Topic Sentence NOTE #5

SCRIPT CARD 11: [Grades 3-4]

REQUIRES: organized NOTE STACKS from SCRIPT CARD 10; TOPIC OUTLINE, Page 30

Step 5.2: Outline Notes

Have students pull the Level 2 TOPIC OUTLINE from their mailing envelopes. Tell them to fill in the lines at the top.

Focus on their VERTICAL COLUMNS of stacked notes.
Say:

You have arranged your note TOPICS in an order that makes sense to you.

Point to your first stack of notes about [SUBJECT].

Observe that they are pointing to their TOP STACK.
Say:

Read the TOPIC and write it on the TOPIC I line of your outline.

Write your TOPIC I on your own outline.

Now point to your second stack of notes.

Write your second TOPIC on the TOPIC II line.

Continue through all three or four TOPICS.

Say:

Write your third TOPIC on the TOPIC III line.

Lead them through OUTLINING all of their 3-6 topics.

TOPIC OUTLINE		Teacher's Example
Title	About Polar Bears	Mr. Eeeee
Subject	Polar Bears	Room 222 Date 4-1-05
TOPIC I.	Appearance	I. Topic Sentence NOTE #1: Polar bears have an unusual appearance
TOPIC II.	Homes	II. Topic Sentence NOTE #2: Polar bears live in their homes
TOPIC III.	Food	III. Topic Sentence NOTE #3:
TOPIC IV.	Behaviors	IV. Topic Sentence NOTE #4:
TOPIC V.		V. Topic Sentence NOTE #5:

Students might need an example to help them see how to write their topic sentences.

Lead them through writing two topic sentences on your example.

Each topic sentence must have in it the circled SUBJECT and the circled TOPIC word (or a word with the same meaning.)

Students should compose at least your first two topic sentences and tell which two key words to circle in each.

SCRIPT CARD 12: [Grades 3-4]

REQUIRES: a practice copy of TOPIC OUTLINE, Page 30

Step 6.1: Write Topic Sentences

If students need an example, Demonstrate on a transparent TOPIC OUTLINE. Say:

Here's an example of a TOPIC OUTLINE.

We draw a circle around my SUBJECT at the top and around one key word on each TOPIC line.

Demonstrate composing the first TOPIC SENTENCE. Say:

Help me write my first topic sentence.

We must include [SUBJECT] and [TOPIC I's KEY WORD]. We must not include any notes about TOPIC I.

Call on students to help with your TOPIC I SENTENCE. Write the student's sentence in the TOPIC I box on the OUTLINE.

Circle the two key words in the sentence.

Point to your subject and the TOPIC II key word. Say:

Now help me write the second topic sentence. We must include [SUBJECT] and [TOPIC II's KEY WORD]. We can't include any notes about TOPIC II.

Move on to STEP 6.2 where students will write their own TOPIC SENTENCES for TOPICS I and II.

[Continue on Step 6.2]

Students should now write their own first TOPIC SENTENCE. They include the SUBJECT and their TOPIC I key word.

Then they write the second TOPIC SENTENCE with the SUBJECT and the TOPIC II key word.

They check themselves by circling the SUBJECT and TOPIC in each sentence.

This time they should wait here until you give them directions for their third TOPIC SENTENCE.

TOPIC OUTLINE		Student: <u>Dan D. Example</u>
Title: <u>Amazing Deserts</u>		Teacher: <u>Mr. Eeeee</u>
Subject: <u>Deserts</u>		Room: <u>222</u> Date: <u>4-1-05</u>
TOPIC I. <u>Land</u>	1. Topic Sentence NOTE #1	<u>Deserts</u> are made of more than one kind of <u>land</u> .
TOPIC II. <u>Location</u>	2. Topic Sentence NOTE #2	<u>Deserts</u> are <u>located</u> in different kinds of places.
TOPIC III. <u>Weather</u>	3. Topic Sentence NOTE #3	
TOPIC IV. <u>Life</u>	4. Topic Sentence NOTE #4	
TOPIC V.	5. Topic Sentence NOTE #5	

SCRIPT CARD 13: [Grades 3•4]

REQUIRES: completed TOPIC OUTLINE from SCRIPT CARD 11

Step 6.2: Write Topic Sentences

Lead students into their own first TOPIC SENTENCE.
Say:

Look at your OUTLINE. Point to your circled SUBJECT and TOPIC I's circled KEY WORD. Make a sentence with these two words or words with their meanings.

Write your sentence in the TOPIC SENTENCE box next to TOPIC I. Now circle the two key words to prove that you've included them.

If their sentences are very simple, don't worry. Over time, with experience, student fluency and elaboration improve.

If students simply cannot grasp the strategy for writing topic sentences, refer to the bottom of Step 6.3 for a suggestion that might help them.

Have students write TOPIC SENTENCE II.
Say:

Point to your subject and your key word in TOPIC II. Write a sentence in the TOPIC II box. Remember, circle your two key words to prove that you've included them.

[Continue on Step 6.3]

TOPIC OUTLINE		Student <u>Dan D. Example</u>
Title <u>Amazing Deserts</u>		Teacher <u>Mr. Eeeee</u>
Subject <u>Deserts</u>		Room <u>222</u> Date <u>4-1-05</u>

TOPIC I. <u>Land</u>	I. Topic Sentence Deserts are made of more than one kind of <u>land</u> .
TOPIC II. <u>Location</u>	II. Topic Sentence Deserts are <u>located</u> in different kinds of places.
TOPIC III. <u>Weather</u>	III. Topic Sentence <u>Weather</u> in <u>deserts</u> is unique.
TOPIC IV. <u>Life</u>	IV. Topic Sentence Plants and animals <u>live</u> on open <u>spaces</u> .
TOPIC V. _____	V. Topic Sentence

Students now learn to vary their TOPIC SENTENCES.

They write their third TOPIC SENTENCE with the SUBJECT following the TOPIC.

They write their fourth TOPIC SENTENCE by using one of their *synonyms* for the SUBJECT.

In each TOPIC SENTENCE students should remember to check themselves by circling the SUBJECT and TOPIC (or its synonym).

SCRIPT CARD 14: [Grades 3-4]

REQUIRES: partially completed TOPIC OUTLINE from SCRIPT CARD 13

Step 6.3: Write Topic Sentences

Show students how to VARY their TOPIC SENTENCES.
Say:

In your TOPIC III sentence change the order of the two key words. Write a sentence with TOPIC III's key word in front of your SUBJECT.

Who will share your TOPIC SENTENCE?

Show students how to use SYNONYMS or inferences.
Say:

In your TOPIC IV sentence, instead of using your SUBJECT, use a synonym from your SUBJECT SYNONYMS form. In the sentence circle both the SYNONYM and TOPIC IV.

If students have not yet grasped the TOPIC SENTENCE strategy, try this approach.
Say:

Point to the two circled key words that must be in your sentence.

- (1) On scratch paper write a question with both key words. (2) Read your question. (3) Draw an x through each word that makes it a question. (4) Now, use the remaining words, plus a few more to answer the question.

The result will probably be a TOPIC SENTENCE.

Students are now ready to number their TOPIC I notes.

They spread their notes in a column, covering the *For What Reason* question so they can focus only on the notes.

They read the notes for a meaningful order; they pull them out, one at a time, and they place them in a new column with a bottom-to-top order that will make sense to their readers.

Then, from bottom to top, they number the TOPIC I notes in the circles, beginning with number 1 on the first (bottom) note.

Source # <u>1</u>	Page # <u>130</u>	Student's Initials <u>DDE</u>	(4)
NOTE-TAKING CARD			
1. SUBJECT (Use later in your sentences.)			
2. NOTE			
<u>frozen barren soil</u>			

Source # <u>1</u>	Page # <u>131</u>	Student's Initials <u>DDE</u>	(3)
NOTE-TAKING CARD			
1. SUBJECT (Use later in your sentences.)			
2. NOTE			
<u>fertile soil</u>			

Source # <u>1</u>	Page # <u>132</u>	Student's Initials <u>DDE</u>	(2)
NOTE-TAKING CARD			
1. SUBJECT (Use later in your sentences.)			
2. NOTE			
<u>sometimes rocky parts</u>			

Source # <u>1</u>	Page # <u>131</u>	Student's Initials <u>DDE</u>	(1)
NOTE-TAKING CARD			
1. SUBJECT (Use later in your sentences.)			
2. NOTE			
<u>sandy soil</u>			
3. FOR WHAT REASON?			
4. LIKE OR UNLIKE WHAT?			
TOPIC <u>Land</u>			
Accompanies "The Thinking and Writing Process"			
(LEVEL 2) ©1999 by THEA M. HOLLAN 206 Saratoga Lane N • Minneapolis, MN 55441			

SCRIPT CARD 15: [Grades 3•4]

REQUIRES: sorted NOTES and completed TOPIC OUTLINE from SCRIPT CARD 14

Step 7.1: Number Notes Sensibly

Demonstrate with your note cards as you teach students how to ORGANIZE then NUMBER NOTES.

Begin organizing your TOPIC I notes.

Say:

Find your TOPIC I notes. Spread them in a column.

Cover FOR WHAT REASON so you see only the note.

Decide the note you want to have first in your paper.

Pull it out. Now set it down to begin a new column.

Demonstrate choosing the note and setting it down.

Continue choosing your TOPIC I notes.

Say:

Decide your second note and slip it behind the first note, but above it so only the note shows.

Demonstrate slipping NOTE 2 behind NOTE 1.

Lead from organizing to numbering all TOPIC I notes.

Say:

Read all the TOPIC I notes and slip them behind and above one another. Then read your new column of notes from the bottom, up. Be sure they make sense. Now, start at the bottom with number 1, and number your notes in the circles.

Demonstrate numbering a column of TOPIC I notes.

[Continue on Step 7.2]

TOPIC OUTLINE		Student: <u>Dan D. Example</u>
Title: <u>Amazing Deserts</u>		Teacher: <u>Mr. Eeeee</u>
Subject: <u>Deserts</u>		Room: <u>222</u> Date: <u>4-1-05</u>

TOPIC I: Land → 1-4 NOTE #1: Deserts are made of more than one kind of land.

TOPIC II: Location → 5- NOTE #2: Deserts are located in different kinds of places.

Students now push together the column of TOPIC I notes, making a stack with note 1 on top. Then, on the TOPIC OUTLINE in the TOPIC I bubble (with a 1- in it) they write the last TOPIC I note number in their stack. In the TOPIC II bubble they write the next number in their numbering sequence.

They turn the Topic I notes face down. After they number each stack, they will crisscross TOPICS II, III, and IV. (Later, with crisscrossed stacks facing down, notes will be numbered and ready for writing when faced up.)

SCRIPT CARD 16: [Grades 3-4]

REQUIRES: organized NOTES from SCRIPT CARD 9 and TOPIC OUTLINE from SCRIPT CARD 11

Step 7.2: Number Notes Sensibly

Demonstrate making a STACK of the TOPIC I NOTES. Say:

Press your column of TOPIC I notes together to make a stack.

Show a transparency of the OUTLINE. Say:

On your OUTLINE find the TOPIC I bubble.
Number 1 is already in it. Across from the dash write the number of your last TOPIC I note.

Point to the TOPIC II bubble. Say:

Now on your OUTLINE find the TOPIC II bubble.
In it write the number that comes after your TOPIC I notes.

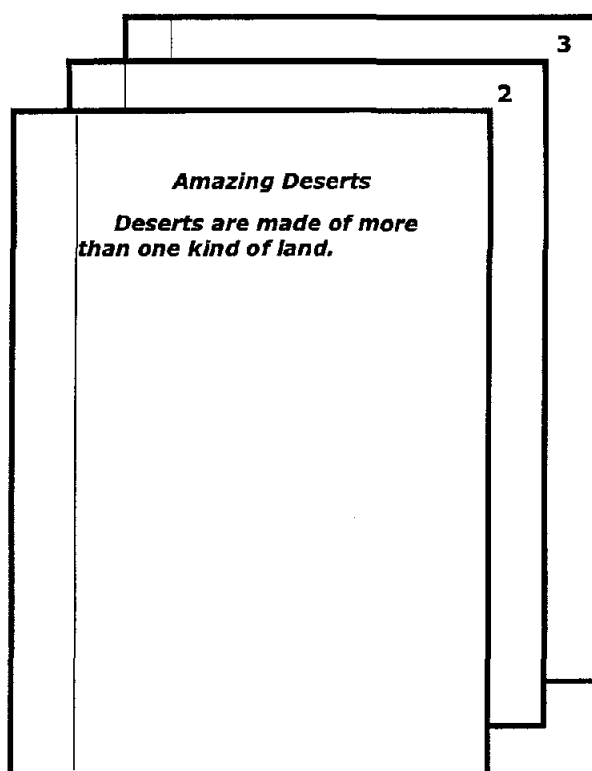
Turn your TOPIC I notes face down. Now number your TOPIC II notes. Then turn them faced down and crisscrossed on your TOPIC I stack.

Until they have no more TOPIC notes, repeat STEPS 7.1 and 7.2. Observe that students number from 1 to the end with only one number 1 among their notes and that they write note numbers in the bubbles on the outline. Also, observe that they crisscross TOPIC notes face down. (This strategy remedies the fact that these young learners usually cannot stack notes face-up from the bottom.)

Students use either writing paper or computer printout paper. They begin by centering the title on the first page. Because the centered title tells readers that this is the first page, page 1 should have no page number.

However, all the other pages do need a page number in a consistent location. Students write page numbers in the upper-right corner on page 2 and all other pages.

Beneath page 1's centered title, students skip a line and, indenting from the margin, copy their first TOPIC SENTENCE.



SCRIPT CARD 17: [Grades 3•4]

REQUIRES: numbered NOTES; planned TOPIC OUTLINE; COMPOSITION PAPER

Step 8.1: Write Your Document

Demonstrate writing the TITLE on PAGE 1. Say:

In the center of the top line write the title.
Capitalize the first and last words. Also capitalize all other words, except prepositions and "a, an, the, and, but, or" and "nor."

Observe centered, top-line, capitalized titles on PAGE 1.

Demonstrate NO PAGE NUMBER on PAGE 1. Say:

The title at the top shows readers that this is the first page. Therefore, PAGE 1 needs no page number.

Demonstrate an UPPER-RIGHT PAGE NUMBER on PAGE 2. Say:

However, all other pages do need a page number. On your second page, in the upper-right corner, write a 2.

Demonstrate copying TOPIC I's TOPIC SENTENCE. Say:

Place your TOPIC OUTLINE so you can use it while you are writing your paper.

On your first page, under the title, skip a line. Now make an indent mark with a tiny dot 1/2 INCH to the right of the margin. From your outline copy the TOPIC SENTENCE for TOPIC I.

[Continue on Step 8.2]

Amazing Deserts

Deserts are made of more than one kind of land. They are made of sand, gravel, boulders, mountains, and many kinds of soil. The land is too dry to grow plants, but it has lots of salt, uranium, and other minerals. Under many desert lands are oil and natural gas.

Students read their notes and compose sentences that flow with their subject, note, reasons, and likenesses or differences.

SCRIPT CARD 18: [Grades 3•4]

REQUIRES: crisscrossed NOTES; completed TOPIC OUTLINE; COMPOSITION PAPER

Step 8.2: Write Your Document

Demonstrate FORMING SENTENCES with notes. Say:

Place your numbered TOPIC I notes near you. From your first note card think of a sentence by connecting the (1) SUBJECT to the (2) NOTE with your own words. Remember to add your planned (3) REASON and (4) LIKENESS or DIFFERENCE.

Your writing will sound smooth when you use your own words to join the (1) SUBJECT, the (2) NOTE, the (3) REASON, and the (4) LIKENESS, or DIFFERENCE.

Demonstrate use of planned SUBJECT SYNONYMS. Say:

In some sentences use your SYNONYMS instead of the SUBJECT. When you use a SYNONYM, check off its number on the SUBJECT SYNONYMS FORM.

Demonstrate writing with planned SENTENCE PATTERNS. Say:

[4th Grade:] When your note card has one of your planned sentence patterns, remember to write the sentence in either the planned pattern or an improved pattern.

[Continue on Step 8.3]

Amazing Deserts

Deserts are made of more than one kind of land. They are made of sand, gravel, boulders, mountains, and many kinds of soil. The land is too dry to grow plants, but it has lots of salt, uranium, and other minerals. Under many desert lands are oil and natural gas.

This land form is located in different kinds of places. Some deserts are found away from the equator, along the outer edges of the tropics. Here, high air pressure causes very cool air to come down from high above the earth. When cool air warms, it absorbs the moisture. This means that no extra moisture is in the air, so the air cannot drop it on the tropical land as rain. Other deserts are found on the inland sides of mountain ranges. When rain clouds come from the oceans to the mountains, they cannot get past the high mountains. This causes mountains to have plants and trees on their ocean side, and to have deserts on their inland side. A third location of deserts is at the end of a cold ocean current. These cold currents cool the air above them so much that they cannot carry moisture. This means that the cool current and the dry air meet the coast, without moisture. This causes dry desert land. Finally, deserts are in the north and south poles where frozen moisture cannot make rain.

After writing TOPIC I notes, students indent on a new line, copy the TOPIC SENTENCE for TOPIC II, and write a paragraph for TOPIC II from their notes.

While writing sentences, they elaborate with reasons and likenesses or differences. They utilize their subject synonyms, and (Gr. 4): they write with their planned sentence patterns.

SCRIPT CARD 19: [Grades 3-4]

REQUIRES: NOTES and TOPIC OUTLINE; first paragraph of DOCUMENT FROM SCRIPT CARD 18

Step 8.3: Write Your Document

Demonstrate how to begin the NEXT PARAGRAPH.
Say:

[3rd and 4th Grades:] When you finish writing TOPIC I notes, let your reader know by indenting the next line. Copy TOPIC SENTENCE II from your OUTLINE.

Place your TOPIC II notes near you. Write sentences with these notes just like you wrote sentences for TOPIC I notes.

Remind them of their SYNONYMS and INFERENCES.
Say:

As you write, sometimes use your SUBJECT SYNONYMS instead of your subject. This will make your writing more interesting.

Use your own words to connect the (1) SUBJECT, the (2) NOTE, the (3) REASON, and the (4) LIKENESS OR DIFFERENCE.

[4th Grade:] Remember to use your planned SENTENCE PATTERNS.

Number pages 2, 3, and 4 in the upper-right corner.

[Continue on Step 8.4]

Amazing Deserts

Deserts are made of more than one kind of land. They are made of sand, gravel, boulders, mountains, and many kinds of soil. The land is too dry to grow plants, but it has lots of salt, uranium, and other minerals. Under many desert lands are oil and natural gas.

This land form is located in different kinds of places. Some deserts are found away from the equator, along the outer edges of the tropics. Here, high air pressure causes very cool air to come down from high above the earth. When cool air warms, it absorbs the moisture. This means that no extra moisture is in the air, so the air cannot drop it on the tropical land as rain. Other deserts are found on the inland sides of mountain ranges. When rain clouds come from the oceans to the mountains, they cannot get past the high mountains. This causes mountains to have plants and trees on their ocean side, and to have deserts on their inland side. A third location of deserts is at the end of a cold ocean current. These cold currents cool the air above them so much that they cannot carry moisture. This means that the cool current and the dry air meet the coast, without moisture. This causes dry desert land. Finally, deserts are in the north and south poles where frozen moisture cannot make rain.

Six Basic Rules Help Students To Compose

1. Writing is on only one side of the paper.
2. Title is on the top line of Page 1; page numbers on all other pages.
3. Each paragraph is indented 1/2 inch.
4. All but line one begins at the margin.
5. 1/2 inch margin is on right side.
6. Words that might be misspelled are circled.

SCRIPT CARD 20: [Grades 3•4]

REQUIRES: crisscrossed NOTES; completed TOPIC OUTLINE; COMPOSITION PAPER

Step 8.4: Write Your Document

Share six simple RULES for writing a paper.
Say:

Follow 6 basic RULES for writing a paper.

1. Write on only one side of your paper.
2. On page 1 skip a line under your title, and number all other pages.
3. Indent the first line of a new paragraph about 1/2 INCH from the margin.
4. Begin at the margin when you write all lines of each paragraph, except the indented first line.
5. Write all the way across each line, until you run out of words. On the right side leave a 1/2 INCH margin.
6. Lightly circle words that might be misspelled. Don't interrupt your writing with them. You can check spellings after you have finished writing.

Students use a **TEMPLATE** to center information on a handwritten title page.

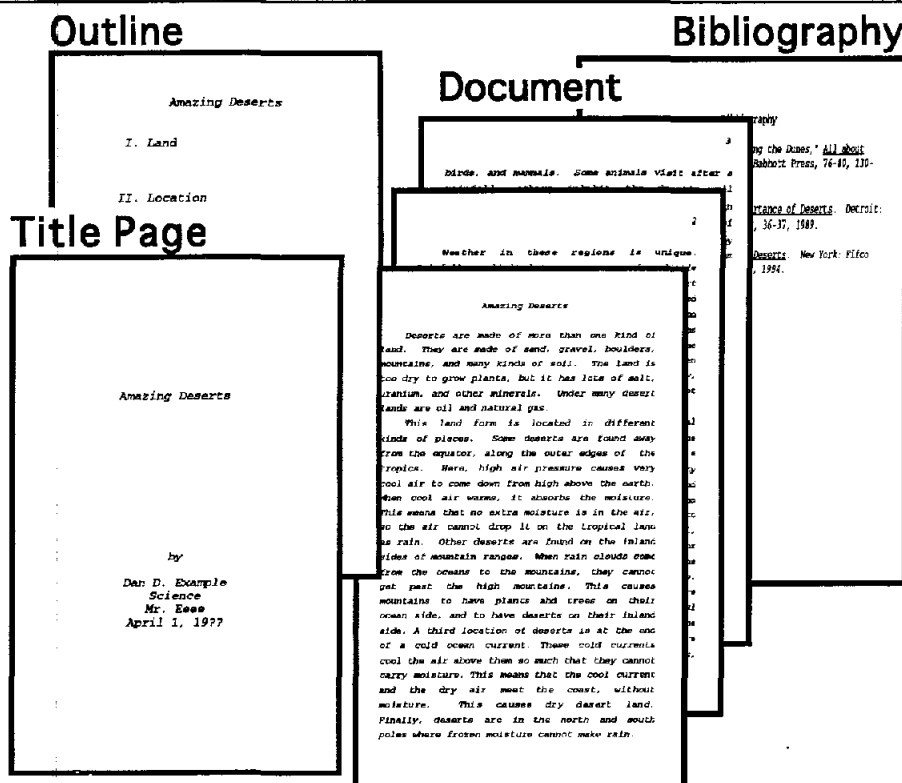
[OPTIONAL] Then they prepare an outline from the **OUTLINE** form's TOPICS.

[OPTIONAL] Gr. 4: When assigned, and given the teacher's format, they prepare a **Bibliography** from their **BIBLIOGRAPHY** INFORMATION forms.

To prepare their final presentation, students arrange all the parts of the formal document:

- title page
- outline [optional]
- first page
- numbered pages
- bibliography [optional]

They staple them together in the upper-left corner.



SCRIPT CARD 21: [Grades 3-4]

REQUIRES: WRITTEN DOCUMENT; OUTLINE, TITLE PAGE TEMPLATE, Page 34

Step 9: Put Parts of Your Document Together

Demonstrate making a **TITLE PAGE** with a template.
Say:

Your paper needs a **TITLE PAGE**. This **TEMPLATE** helps you write in the center of the lines.

Slide a **TEMPLATE** under the top sheet of your tablet of writing paper.

On the words showing through, write the **TITLE**, **BY**, **YOUR NAME**, your **TEACHER'S NAME**, and **TODAY'S DATE**.

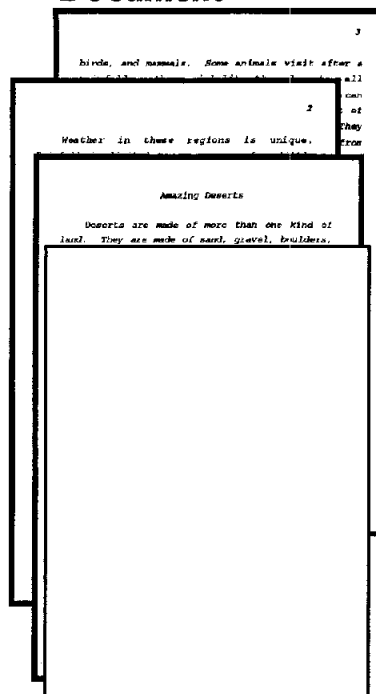
Demonstrate how to **ASSEMBLE PAGES**.
Say:

Now you're ready to organize all your pages in this order:

- title page
- outline (if assigned)
- first page of writing
- numbered pages of writing
- bibliography (if assigned)

Staple all your pages in the upper-left corner.

Document



Students now use the SELF-QUESTIONING STRATEGY. They begin by quietly reading and answering questions on SIDE 1. As they find small errors, they should correct them. However, at this time, when they find large errors, they should pencil-mark them lightly so they can later find them and make changes.

Then students turn the form to SIDE 2. Using a clean sheet of paper, they cover their writing and slide the paper down to reveal their first full sentence. They read the whole sentence, then ask themselves all six questions on SIDE 2.

When they discover simple errors in their writing or their spelling, they correct them. When they discover complicated errors and spelling uncertainties, they pencil-mark them *lightly* so they can later find and repair them.

1

My Document...

• Self-Questioning Strategy •

- First I ask question 1. If I must fix my title, I erase it and fix it now.
- I then read all the other questions. I erase and fix everything that I can fix.
- When I have finished asking all questions about "My Document," I ask the questions about "My Writing."

1. Is my **title centered** on the first line? (If not, erase the title and center it.)
2. Is a **blank space** above and below my title? (If not, erase the title and change it.)
3. Is the first line of each **paragraph indented**? (If it is not indented, erase first words and indent.)
4. If they are not indented, do all lines **start next to the margin**? (If not, extend first letter.)
5. Do words follow each other **all the way to the right margin**? (If not, extend last letter.)
6. Does a **title page cover** my whole document? (Make a title page.)

SCRIPT CARD 22: [Grades 3•4][OPTIONAL]

REQUIRES: written DOCUMENT; SELF-QUESTIONING FORM, Page 31

Step 10.1: Finalize Your Document

Demonstrate SIDE 1 of the SELF-QUESTIONING form. Say:

The last thing we do is read to find needed changes.

Look at SIDE 1 of the SELF-QUESTIONING form. These questions help you check your whole paper.

Ask SIDE 1 questions and model how to make changes.

Demonstrate SIDE 2 of the SELF-QUESTIONING form.

Say:

Turn the form to SIDE 2. Lay a clean sheet of paper over your writing and cover all but the first sentence. As you read your first sentence, move your lips and touch each word with your finger or a pencil eraser.

Now, from SIDE 2, ask all questions about the sentence you just read. If you find simple mistakes, change them. If you find big mistakes, mark them lightly and change them later. If spellings make you feel uneasy, circle them lightly; you can check them later.

Slide the clean paper down your page to show each full sentence. Continue, and after you read each sentence, ask and answer all the SIDE 2 questions.

[Continue on Step 10.2]

Students exchange papers with partners. They follow the same procedure as they used with their own papers. However, they must be careful not to make heavy marks on their partner's paper. When they see a possible error, they should lightly initial on the line in the margin.

They begin by asking the SIDE 1 questions on the SELF-QUESTIONING STRATEGY.

Then as they slide clean paper down each page, sentence by sentence, they ask SIDE 2 questions, and lightly initial possible errors in the margin.

After reading papers, partners take turns conferring and sharing their thoughts and observations a helpful and encouraging way.

Amazing Deserts

?

T Deserts are made of more than one kind of land. They are made of sand, gravel, boulders, mountains and many kinds of soil. The land is ?
T too dry to grow plants, but it has lots of salt, uranium, and other minerals. Under many desert

2

My Writing...

• Self-Questioning Strategy •

- First with a clean sheet of paper I cover all but the first sentence of my document. Then, touching each word, I read that sentence aloud and ask myself all six questions about it. When I'm not sure of spellings, I lightly circle words so I can look them up later.
- I slide the clean paper down and repeat the procedure on one sentence at a time.

1. What does my sentence mean? (If a sentence is not clear, put a question mark in the margin.)
2. Where should I put my commas so my reader will pause? (Print commas.)
3. Have I started this sentence with a capital letter? (Capitalize first words.)
4. Which end mark have I used? (Print an end mark.)
5. Which spellings make me feel uneasy? (Circle lightly so you can find it after reading all sentences.)
6. Which capital letters make me feel uneasy? (Print capital letters.)

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SCRIPT CARD 23: [Grades 3•4][OPTIONAL]

REQUIRES: PARTNER; written DOCUMENT; SELF-QUESTIONING FORM, Page 31

Step 10.2: Finalize Your Document

Assign PARTNERS to help each other. Say:

Exchange papers. Be careful with pencil marks on your partner's paper. When you think you see a needed change on a line, LIGHTLY print your first initial in the margin of that line. When you see a possible spelling mistake, LIGHTLY circle the word. Begin with the SIDE 1 questions of the SELF-QUESTIONING form.

First have PARTNERS ANSWER QUESTIONS on SIDE 1.

Then demonstrate and lead PARTNERS in ANSWERING QUESTIONS on SIDE 2. Say:

Now ask the SIDE 2 questions. Cover your partner's writing with a clean sheet of paper. Slide it down to show the first sentence. As you read it, remember to move your lips and touch each word with your finger or a pencil eraser. Answer all SIDE 2 questions about each sentence. When you find possible mistakes on a line, LIGHTLY print your initial in the margin of that line. Then slide the paper down to uncover and read the next sentence.

After readings have finished, lead PARTNERS into EXCHANGE CONFERENCES. Say:

Take turns telling what you found. After finishing, you will have time to check your own papers and spellings.

[Continue on Step 10.3]

CHECKLIST for WRITING		Student _____	Room _____
[After Self-Questions Levels 1 and 2]		Teacher _____	Date _____
INSTRUCTIONS: On the short lines, mark a dot on what you did do. Mark an X on what you did not do; mark a half X on what you did partly. When finished, count the X and half-X marks; write your total in the square at the top. Fix all that you can fix in your writing. Show your teacher and family how you found, corrected, and learned from your own mistakes.		X and / HOW MANY I FOUND	SCORE (10 points)
Words That Are Spelling Problems and Connections		1. _____	2. _____
ORGANIZATION (3 points)		SCORE _____	
<input type="checkbox"/> TITLE PAGE (1 point) <input type="checkbox"/> I wrote my first and last names on my title page. <input type="checkbox"/> I capitalized the first letters in my title and my name. <input type="checkbox"/> I wrote the date on the title page. I spelled the month in a whole word.			
<input type="checkbox"/> PAGES (1 point) <input type="checkbox"/> I put my title in the middle of a line near the top of the first page. <input type="checkbox"/> In my title I capitalized the first letters of the words. <input type="checkbox"/> Under my title, I skipped a line; but I wrote no title at all on pages 2, 3, or 4. <input type="checkbox"/> I wrote no page number on page 1; I put a page number in the top-right of 2, 3, and 4.			
<input type="checkbox"/> PARAGRAPHS (1 point) <input type="checkbox"/> I drew a margin on the left side of all pages. <input type="checkbox"/> I started my printing at the margin on all the lines except the first line of a paragraph. <input type="checkbox"/> I started each paragraph by indenting the first word from the margin. <input type="checkbox"/> I wrote my paragraphs in the order that I listed the topics on my topic outline.			
SENTENCES (2 points)		SCORE _____	
<input type="checkbox"/> STARTING AND ENDING (1 point) <input type="checkbox"/> I started each sentence with a capital letter. I ended with an end mark. (. ? !)			
<input type="checkbox"/> NEATNESS (1 point) <input type="checkbox"/> I printed neatly so people can read what I wrote.			
<input type="checkbox"/> SPACE BETWEEN WORDS (1 point) <input type="checkbox"/> I left space between words so people can read each word.			
<input type="checkbox"/> PRINTING FROM LEFT TO RIGHT (1 point) <input type="checkbox"/> I printed one sentence after another on lines, except when I started new paragraphs.			
<input type="checkbox"/> COMPLETE SENTENCES (1 point) <input type="checkbox"/> I wrote whole thoughts in my sentences with at least the 1 (subject) and the 2 (predicate).			
SPELLING (2 points)		SCORE _____	
<input type="checkbox"/> SUBJECT (1 point) <input type="checkbox"/> I spelled my subject the right way when I wrote it in my sentences.			
<input type="checkbox"/> FINDING SPELLING MISTAKES (1 point) <input type="checkbox"/> I circled words that make me uneasy about how to spell them. My teacher will help me to think of ways to remember how to spell two words that are problems for me.			

Students now go through their own papers by answering the CHECKLIST of self-examining questions.

They read one statement at a time and print a mark on the small line in front of it.

They print:

- a dot (.) when they see that they had fully met the criteria;
- a half X (/) when they see that they had only partly met the criteria;
- a whole (X) when they had not met the criteria at all.

They then change any mistake that they can possibly correct. This teaches self-editing.

Finally, they count the X and half-X marks, then print the total in the box under the TEACHER line. This rewards self-editing.

Now they choose two words that give them spelling problems. They write them in the upper-right corner, and they think of a spelling clue for each word and write it on the back of the form.

Teachers score each item in the margin boxes, then tally each section in the SCORE boxes (on the right) and in the total SCORE box (at the top).

Students turn this form faced down, set their papers on it, and staple in the upper-left corner.

SCRIPT CARD 24: [Grades 3-4][OPTIONAL]

REQUIRES: written DOCUMENT; CHECKLIST FORM, Page 32 or 33

Step 10.3: Finalize Your Document

Lead students into the CHECKLIST. Say:

On the CHECKLIST you will read each CHECK POINT and put a mark in front of it. A DOT means you DID IT CORRECTLY; a HALF X means you PARTLY DID IT; a WHOLE X means you DID NOT DO IT.

Mark everything on the list and fix any mistakes that you find. Then count your HALF and WHOLE X's and write your total in the box up near your name. This gives you credit for all the mistakes you found and fixed by yourself.

Help them STAPLE the completed CHECKLISTS to their documents. Say: You're now ready to staple the CHECKLIST to your paper. Turn the CHECKLIST face down on your desk. Set your document on it, face up. Staple the upper-left corner one more time. Now you can proudly show your TITLE PAGE and still be able to flip over quickly to the CHECKLIST on the back.

One final assessment presents the criteria and rubrics of the *Six Traits Writing Assessments*.

Students read one trait at a time and numerically score themselves with the 1-5 RUBRIC SCALE.

If teachers also wish to score them with the rubrics, students should draw a diagonal line in each criteria's box. They can score on the left of the line; teachers can score on the right.

The comments box can be used for student observations, teacher observations, or both.

The advantage of this form is that it specifies statements about more traits of writing than the traditional *convention* score. This enables most students to excel with some traits even while probably struggling with others.

Each trait specifies criteria in a way that helps students to improve their own weakness.

Students turn this form faced down, set their papers on it faced up, and staple in the upper-left corner.

<p align="center">• Assessment Form •</p> <p align="center">A Research Report</p>		
Student's Name _____		Date _____
Class _____		<small>Accompanies Chapter 3 <i>Think, Organize, Write ©2001</i> by Thea Holtan <i>Thea-Thot Press • Minneapolis, MN • 763-545-6789</i> <small>(Name and Some Credits Adapted by a First Grading Assessment) of the Regional LA Unit</small> </small>
<p>Criteria:</p> <ol style="list-style-type: none"> The introduction begins by naming the subject. Each paragraph tells about a topic and names that topic in its topic sentence. It begins two fingers in from the margin. The paragraphs are in the same order as the topics on the topic outline. Details are stated clearly, completely, and correctly. The writing sounds like the writer is talking to readers. Sentences are correct. They sound smooth enough to be read aloud with expression. Correct mechanics increase readability. (spelling, punctuation, capitalization, grammar) 	<p>5 - 1 Rubric</p> <p>IDEAS AND CONTENT</p> <p>CONVENTIONS</p> <p>ORGANIZATION</p> <p>IDEAS AND CONTENT</p> <p>VOICE</p> <p>SENTENCE FLUENCY</p> <p>CONVENTIONS</p>	<p>Rubric Scale</p> <p>5 Strong 4 Satisfying 3 Developing</p> <p>2 Emerging 1 Not Yet</p> <p>Comments:</p>
<p align="center">Six Traits of Writing</p> <p>1. Ideas and Content 3. Voice 5. Sentence Fluency 2. Organization 4. Word Choice 6. Conventions</p>		<p align="center">Assignment</p> <p align="center">#</p>
		Level 2.1

SCRIPT CARD 25: [Grades 3•4][OPTIONAL]

REQUIRES: written DOCUMENT; a SIX-TRAIT ASSESSMENT FORM, Page 35, 36, or 37

Step 10.4: Finalize Your Document

Lead students into the SIX-TRAIT ASSESSMENT. Say:

On the ASSESSMENT FORM you will read each CRITERIA. Give yourself a rubric score in the box.

When you finish, look at your scores and see where you have strengths.

Also note your weaknesses and decide how you can improve them.

Attach the ASSESSMENT FORM, face down, on the back of your paper.

- Collect their written documents. Options for you:
- (1) Use the COMMENTS section for your comments.
 - (2) Have students write their comments.
 - (3) Then add your comments.
 - (4) Have students draw a diagonal line in each rubric box and score themselves in the top half. This leaves you the bottom half for your scores.

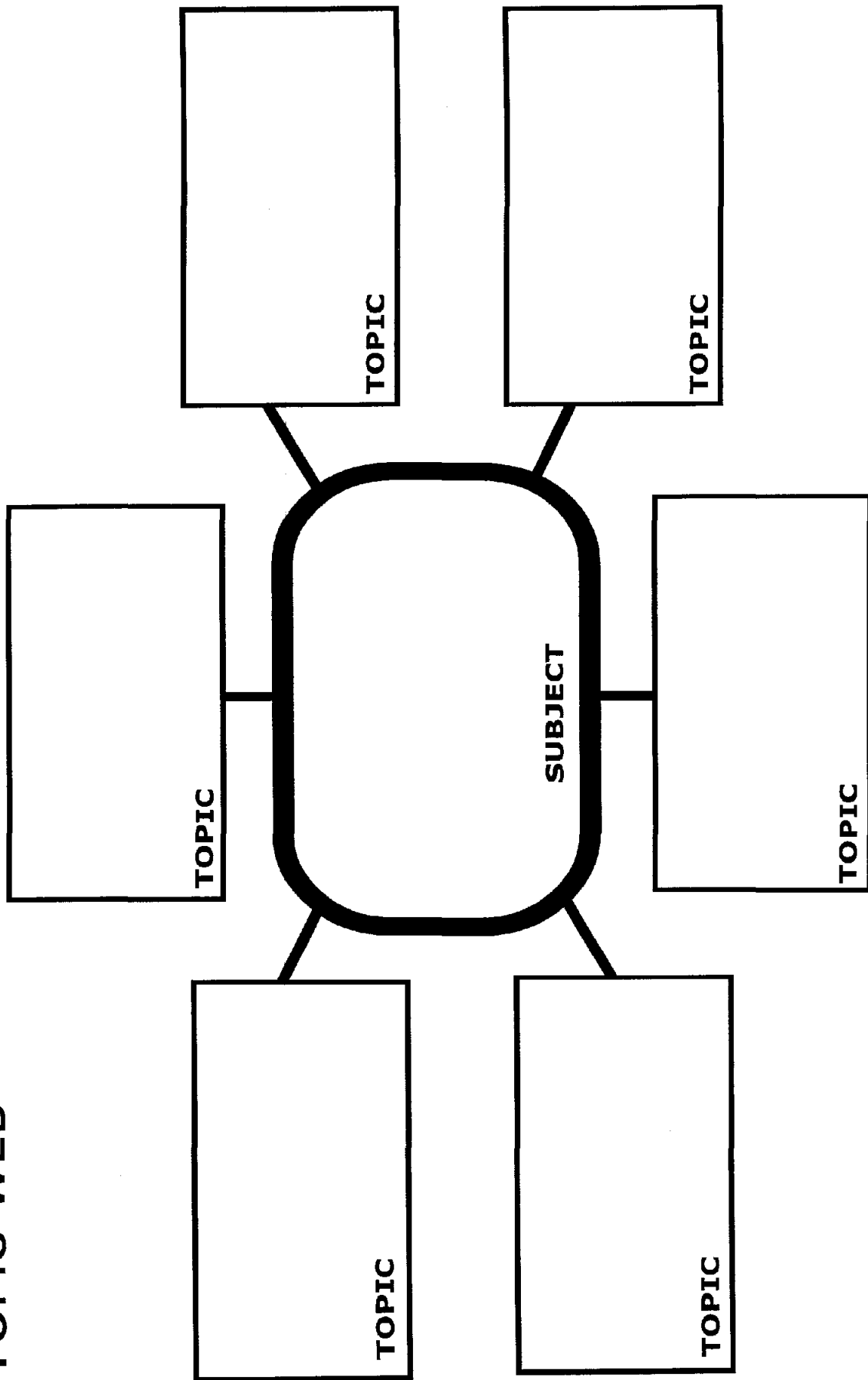
[Stop: Enjoy the Results of Your Empowered Students!]

Bibliography Information		Source # _____	Student _____
Notice the punctuation for your final bibliography.			Subject _____
Author _____	■	or Editor _____	■
Title of Article _____			■
Title of Major Source (or Net Item) _____			■
City of Publication _____	■	(or Net Address) _____	■
Publishing Company (See front of title page, near the bottom) _____			■
Copyright Year (See back of title page for the most recent year with a ©) _____			■
Volume(s) _____	■	Page(s) _____	■
Item's Date (or Net Download Date) _____			■
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City of Publication _____	■	(or Net Address) _____	■
Publishing Company (See front of title page, near the bottom) _____			■
Copyright Year (See back of title page for the most recent year with a ©) _____			■
Volume(s) _____	■	Page(s) _____	■
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Author _____	■	or Editor _____	■
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City of Publication _____	■	(or Net Address) _____	■
Publishing Company (See front of title page, near the bottom) _____			■
Copyright Year (See back of title page for the most recent year with a ©) _____			■
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TOPIC WEB



Source # _____ Page # _____ Student's Initials _____

NOTE-TAKING CARD

1. **SUBJECT** (Use later in your sentences.)

2. **NOTE**

3. **FOR WHAT REASON?**

4. **LIKE OR UNLIKE WHAT?**

TOPIC _____

[LEVEL 2]

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Source # _____ Page # _____ Student's Initials _____

NOTE-TAKING CARD

1. **SUBJECT** (Use later in your sentences.)

2. **NOTE**

28

3. **FOR WHAT REASON?**

4. **LIKE OR UNLIKE WHAT?**

TOPIC _____

[LEVEL 2]

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Source # _____ Page # _____ Student's Initials _____

NOTE-TAKING CARD

1. **SUBJECT** (Use later in your sentences.)

2. **NOTE**

3. **FOR WHAT REASON?**

4. **LIKE OR UNLIKE WHAT?**

TOPIC _____

[LEVEL 2]

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Source # _____ Page # _____ Student's Initials _____

NOTE-TAKING CARD

1. **SUBJECT** (Use later in your sentences.)

2. **NOTE**

3. **FOR WHAT REASON?**

4. **LIKE OR UNLIKE WHAT?**

TOPIC _____

[LEVEL 2]

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SUBJECT SYNONYMS

Student _____

Teacher _____

Room _____ Date _____

Write words that can take the place of your subject. You will use some of these words as you write your composition or give your speech. Write at least **ten** words. Then circle between **four and eight** that you plan to use. While you are writing, make a check mark on the number of each word as you use it.

Number 1. singular or plural (*circle one*)

Subject 2. _____

Pronoun 3. he she it they (*circle one*)

Action Verbs → Changed to Nouns

"What does [subject] do?"

List action verbs in this area.

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Other Nouns

"What can [subject] be called?"

10. _____
11. _____
12. _____
13. _____
14. _____

Below, first list describers; then list noun synonyms.
(describers ... and ... synonyms)

Adjective-Noun Pairs

"How can [subject] be described?"

15. _____
16. _____
17. _____
18. _____
19. _____

Adjective → Changed to a Noun

Write an adjective in this area.

20. _____

[LEVELS 2 and 3]

TOPIC OUTLINE

Title _____

Subject _____

Student _____

Teacher _____

Room _____ Date _____

THIS FORM: This LEVEL 2 TOPIC OUTLINE FORM provides an extension from the LEVEL 1 TOPIC OUTLINE FORM on PAGE 28. It helps students to write TOPIC SENTENCES.

HOW TO WRITE A TOPIC SENTENCE

- For each TOPIC write a TOPIC SENTENCE in the box.
- Include the SUBJECT and the TOPIC in each TOPIC SENTENCE.
- Leave out any notes about the TOPIC.
- After writing each sentence, circle the SUBJECT and the TOPIC.

TOPIC I. _____

1 -
NOTE #'s**I. Topic Sentence**

TOPIC II. _____

-
NOTE #'s**II. Topic Sentence**

TOPIC III. _____

-
NOTE #'s**III. Topic Sentence**

TOPIC IV. _____

-
NOTE #'s**IV. Topic Sentence**

TOPIC V. _____

-
NOTE #'s**V. Topic Sentence****[LEVEL 2]**

1

My Document...

• Self-Questioning Strategy •

- First I ask question 1. If I must fix my title, I erase it and fix it now.
- I then read all the other questions. I erase and fix everything that I can fix.
- When I have finished asking all questions about "My Document," I ask the questions about "My Writing."

1. Is my **title centered** on the first line? (If not, erase the title and center it.)
2. Is a **blank space** above and below my title? (If not, erase the title and change it.)
3. Is the first line of each **paragraph indented**? (If it is not indented, erase first words and indent.)
4. If they are not indented, do all lines **start next to the margin**? (If not, extend first letter.)
5. Do words follow each other **all the way to the right margin**? (If not, extend last letter.)
6. Does a **title page cover** my whole document? (Make a title page.)

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2

My Writing...

• Self-Questioning Strategy •

- First with a clean sheet of paper I cover all but the first sentence of my document. Then, touching each word, I read that sentence **aloud** and ask myself all six questions about it. When I'm not sure of spellings, I lightly circle words so I can look them up later.
- I slide the clean paper down and repeat the procedure on one sentence at a time.

1. What does my **sentence mean**? (If a sentence is not clear, put a question mark in the margin.)
2. Where should I put my **commas** so my reader will pause? (Print commas.)
3. Have I **started this sentence** with a capital letter? (Capitalize first words.)
4. Which **end mark** have I used? (Print an end mark.)
5. Which **spellings** make me feel uneasy? (Circle lightly so you can find it after reading all sentences.)
6. Which **capital letters** make me feel uneasy? (Print capital letters.)

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CHECKLIST for WRITING

[After Self-Questions][Levels 1 and 2]

INSTRUCTIONS: On the short lines, mark a **dot on what you did do**. Mark an **X on what you did not do**; mark a **half X on what you did partly**. When finished, count the X and half-X marks; write your total in the square at the top. Fix all that you can fix in your writing. Show your teacher and family how you found, corrected, and learned from your own mistakes.

Student _____ Room _____

Teacher _____ Date _____

X and /
HOW MANY
I FOUND**SCORE**
(10 points)**Words That Are Spelling Problems and Connections**

1. _____ 2. _____

ORGANIZATION (3 points)**SCORE**☐ **TITLE PAGE (1 point)**

- ___ I wrote my first and last names on my title page.
 ___ I capitalized the first letters in my title and my name.
 ___ I wrote the date on the title page. I spelled the month in a whole word.

☐ **PAGES (1 point)**

- ___ I put my title in the middle of a line near the top of the first page.
 ___ In my title I capitalized the first letters of the words.
 ___ Under my title, I skipped a line; but I wrote no title at all on pages 2, 3, or 4.
 ___ I wrote no page number on page 1; I put a page number in the top-right of 2, 3, and 4

☐ **PARAGRAPHS (1 point)**

- ___ I drew a margin on the left side of all pages.
 ___ I started my printing at the margin on all the lines except the first line of a paragraph.
 ___ I started each paragraph by indenting the first word from the margin.
 ___ I wrote my paragraphs in the order that I listed the topics on my topic outline.

SENTENCES (5 points)**SCORE**☐ **STARTING AND ENDING (1 point)**

- ___ I started each sentence with a capital letter. I ended with an end mark. (. ? !)

☐ **NEATNESS (1 point)**

- ___ I printed neatly so people can read what I wrote.

☐ **SPACE BETWEEN WORDS (1 point)**

- ___ I left space between words so people can read each word.

☐ **PRINTING FROM LEFT TO RIGHT (1 point)**

- ___ I printed one sentence after another on lines, except when I started new paragraphs.

☐ **COMPLETE SENTENCES (1 point)**

- ___ I wrote whole thoughts in my sentences with at least the **1** (subject) and the **2** (note).

SPELLING (2 points)**SCORE**☐ **SUBJECT (1 point)**

- ___ I spelled my subject the right way when I wrote it in my sentences.

☐ **FINDING SPELLING MISTAKES (1 point)**

- ___ I circled words that make me uneasy about how to spell them. My teacher will help me to think of ways to remember how to spell two words that are problems for me.

Title Here

by

Name Here
Teacher Here
Date Here

● **Assessment Form** ●

A Research Report

35

Student's Name _____ Date _____

Class _____

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[Rubric and Some Criteria Inspired by *Six-Trait Writing Assessment* '97 of NW Regional Ed. Labs]

Criteria:	5 - 1 Rubric	Rubric Scale 5 Strong 2 Emerging 4 Maturing 1 Not Yet 3 Developing
1. The introduction begins by naming the subject. _____	[IDEAS AND CONTENT]	Comments:
2. Each paragraph tells about a topic and names that topic in its topic sentence. It begins two fingers in from the margin. _____	[CONVENTIONS]	
3. The paragraphs are in the same order as the topics on the topic outline. _____		
4. Details are stated clearly, completely, and correctly. _____	[IDEAS AND CONTENT]	
5. The writing sounds like the writer is talking to readers. _____	[VOICE]	
6. Sentences are correct. They sound smooth enough to be read aloud with expression. _____	[SENTENCE FLUENCY]	
7. Correct mechanics increase readability. (spelling, punctuation, capitalization, grammar)	[CONVENTIONS]	
Six Traits of Writing 1. Ideas and Content 3. Voice 5. Sentence Fluency 2. Organization 4. Word Choice 6. Conventions	Assignment #	[LEVEL 2.1]

● Assessment Form ●

A Research Report

Student's Name _____ Date _____

Class _____

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[Rubric and Some Criteria Inspired by *Six-Trait Writing Assessment* '97 of NW Regional Ed. Labs]

Criteria: 1. This formal research report displays correct format with its title page, first page titled at the top, page numbers on all but page 1, writing on only one side of the paper, and lines that begin next to the left margin.	5 - 1 Rubric	Rubric Scale 5 Strong 2 Emerging 4 Maturing 1 Not Yet 3 Developing
2. Each paragraph tells about the topic that is in its topic sentence. All paragraphs are in the same logical order as the topics planned on the outline.	[CONVENTIONS]	Comments:
3. The order of the ideas makes sense from sensibly numbered notecards.	[ORGANIZATION]	
4. Supporting ideas are clarified with planned reasons, likenesses, and/or differences.	[IDEAS AND CONTENT]	
5. The writing sounds like the writer is talking to readers.	[VOICE]	
6. Well chosen words and subject synonyms help readers to understand and picture in their minds.	[WORD CHOICE]	
7. Sentences are correct. They sound smooth enough to be read aloud with expression.	[SENTENCE FLUENCY]	
8. Correct mechanics increase readability. (spelling, punctuation, capitalization, grammar)	[CONVENTIONS]	
Six Traits of Writing 1. Ideas and Content 3. Voice 5. Sentence Fluency 2. Organization 4. Word Choice 6. Conventions	Assignment #	

• Assessment Form • An Informative Essay

Student's Name _____ Date _____

Class _____

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[Rubric and Some Criteria Inspired by *Six-Trait Writing Assessment* '97 of NW Regional Ed. Labs.]

Criteria:	5 - 1 Rubric	Rubric Scale 5 Strong 2 Emerging 4 Maturing 1 Not Yet 3 Developing	
1. The introduction catches attention and clearly tells the main idea.	(IDEAS AND CONTENT)	Comments:	
2. Paragraphs are organized by their webbed and outlined topics.	(ORGANIZATION)		
3. The conclusion reviews the main idea and gives an ending to the paper.	(IDEAS AND CONTENT)		
4. Clear, complete, and correct details tell about topics named in paragraph topic sentences. Sources are cited.	(IDEAS AND CONTENT)		
5. The writing sounds like the writer is talking to readers.	(VOICE)		
6. Well chosen descriptive words and subject synonyms help readers to sense and picture in their minds.	(WORD CHOICE)		
7. Sentences sound smooth enough to be read aloud with expression.	(SENTENCE FLUENCY)		
8. Correct mechanics increase readability. (spelling, punctuation, capitalization, grammar)	(CONVENTIONS)		
Six Traits of Writing 1. Ideas and Content 3. Voice 5. Sentence Fluency 2. Organization 4. Word Choice 6. Conventions		Assignment #	[LEVEL 2]

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A MESSAGE FROM THEA HOLTAN

I share with you a process which has evolved since the early 1970's. At that time I had transferred from a secondary to an elementary media center, wanting to know more about the background of my high school students. The English classroom and Hilda Taba's *Group Discussion Dynamics* became the foundation of this *Thinking, Organizing, and Writing Process* which students could use for years.

The process began as a solution to a problem I'd observed as elementary children wrote research reports by copying from encyclopedias. They knew how a paper should look; they knew what steps had to be done; but they did not know how to do each step of their assignment. They lacked strategies, the same strategies that my high school students had lacked, the very strategies that would empower them. I began with basic steps and before long this *Thinking, Organizing, and Writing Process* emerged. The process grew and by the early 1990's the grapevine had carried it to thousands of teachers near and far. Countless teachers expressed ideas which I embraced, added to the process, and today see as a composite of great thoughts.

In addition, many superb teaching programs came our way, enhancing this process. I was particularly influenced by Hilda Taba's open focusing questions, by Madeline Hunter's *Elements of Instruction*, by the 1990's focus on brain-compatible learning, and by the NW Regional Education Lab's *Six-Trait Writing Assessment*.

Excellent writing programs also evolved. I was thrilled at how well their expository components blend with the strategies of this process, causing students to infer thoughts about their notes, sort and outline them, plan topic sentences, and craft introductory and concluding paragraphs.

Through the years teachers learned this process with guides that focused on what STUDENTS SHOULD DO and how their RESULTS SHOULD LOOK. They had little help with WHAT TEACHERS SHOULD DO and HOW THEY SHOULD WORD THEIR STATEMENTS AND QUESTIONS.

This guide is dedicated to your success! With it you can watch students quickly achieve. You can relax and simply follow the scripts until they become second nature to you. I'm hoping that with this guide you will enjoy an efficiency that brings effective results for both your students and you. Enjoy!