

Chapter 5 ... Forms


Instructor's Guide


• *Process Forms* •


- | | |
|---------------------------------------|---------------------------------------|
| 1 • <i>Bibliography Information</i> | 12 • <i>Outline Level 2</i> |
| 2 • <i>Note Card - Transition</i> | 13 • <i>Outline Level 3</i> |
| 3 • <i>Note Card Level 1.K</i> | 14 • <i>Self-Questioning Strategy</i> |
| 4 • <i>Subject Synonyms Lvl. 1.K</i> | 15 • <i>Checklist Levels 1-2</i> |
| 5 • <i>Note Card Level 1.1</i> | 16 • <i>Checklist Levels 2-3</i> |
| 6 • <i>Note Card Level 1</i> | 17 • <i>Checklist Level 3</i> |
| 7 • <i>Note Card Level 2</i> | 18 • <i>Title Page Levels 2-3</i> |
| 8 • <i>Note Card Level 3</i> | 19 • <i>Title Page Level 1.1</i> |
| 9 • <i>Subject Synonyms Level 1</i> | 20 • <i>Title Page Level 1.2</i> |
| 10 • <i>Subject Synonyms Lvl. 2-3</i> | 21 • <i>Outline Model</i> |
| 11 • <i>Outline Level 1</i> | 22 • <i>Bibliography Model</i> |

Appropriate for the Expository Style of Reading, Writing, and Speaking

This book has copyrights, enforceable by law. Copyright conditions grant permission to duplicate the master process forms only to the person owning or assigned to this book and only for use with his/her own students. This person shares responsibility for protecting this copyright by not contributing to unlawful duplication. ©2001 th

Bibliography Information		Source # _____	Student _____
[Notice the punctuation for you final bibliography.]			Subject _____
Author _____		■ or Editor	_____
Article's Title _____			_____
Major Source or Net Item Title _____			_____
City of Publication _____		■ or Net Address: [On-line] or [On-line Image] Available http://	_____
Publishing Company (See front of title page, near the bottom) _____			_____
Copyright Year (See back of title page the most recent year with a ©) _____			_____
Volume(s) _____	Page(s) _____	Date or Download Date of Net Item _____	_____
[LEVELS 2 and 3] ©1998 by THEA M. HOLTAN		 Accompanies "The Thinking and Writing Process" 206 Saratoga Lane North, Minneapolis, MN 55441	

Bibliography Information		Source # _____	Student _____
[Notice the punctuation for you final bibliography.]			Subject _____
Author _____		■ or Editor	_____
Article's Title _____			_____
Major Source or Net Item Title _____			_____
City of Publication _____		■ or Net Address: [On-line] or [On-line Image] Available http://	_____
Publishing Company (See front of title page, near the bottom) _____			_____
Copyright Year (See back of title page the most recent year with a ©) _____			_____
Volume(s) _____	Page(s) _____	Date or Download Date of Net Item _____	_____
[LEVELS 2 and 3] ©1998 by THEA M. HOLTAN		 Accompanies "The Thinking and Writing Process" 206 Saratoga Lane North, Minneapolis, MN 55441	

Bibliography Information		Source # _____	Student _____
[Notice the punctuation for you final bibliography.]			Subject _____
Author _____		■ or Editor	_____
Article's Title _____			_____
Major Source or Net Item Title _____			_____
City of Publication _____		■ or Net Address: [On-line] or [On-line Image] Available http://	_____
Publishing Company (See front of title page, near the bottom) _____			_____
Copyright Year (See back of title page the most recent year with a ©) _____			_____
Volume(s) _____	Page(s) _____	Date or Download Date of Net Item _____	_____
[LEVELS 2 and 3] ©1998 by THEA M. HOLTAN		 Accompanies "The Thinking and Writing Process" 206 Saratoga Lane North, Minneapolis, MN 55441	

To you, the experienced learner: This page is for you. Keep it for a long time. You have learned Thea Holtan's Thinking and Writing Process. Now you are ready to move away from her note card forms. You can buy recipe cards in either the 3" X 5" or 4" X 6" size. Keep this form. Refer to it any time that you have to think about information or write or speak to others. After you stop taking classes in school, you probably will write few "researched" documents. However, in your life at work, community, or church, you might write or speak letters, resumes, reviews, or reports. Keep this form in a safe place to remind you of how to think with information any time in your future.

• 3 X 5 Note - Taking Cards [Level 3] •

• Transition Diagram •

Sentence Patterns. Read the 1, 2, 3, and 4 out of order. Plan a few patterns to be out of order and write their patterns in this upper-left corner. Write it big and put dashes between the numbers so you will remember them when you write your document.

Your Note. A note is a reminder, but break it apart because if you write a sentence, that sentence will sneak into your writing or your speaking.

- one key idea
- incomplete sentence
- enough words to help you remember
- words that you use
- fact that you understand

Source and Page. Give each source a number. Also write page of the note.

Your Note Numbers. As you organize your Topics and Subtopics on an outline, number your notes in the circles. Use number "1" only once and number to the end.

5's and 6's. Write examples and definitions on the back of the card. Draw an arrow to help you remember the back side.

Your Thoughts about the Notes. Read all notes and ask the examples question; circle the 5's, then choose from circles. Read all notes again and ask, circle, and choose the definition, and again for the third and fourth questions.

- 1 - For example?
- 2 - A definition?
- 3 - For what reason?
- 4 - Like or unlike what?

Your Outline Plans. When you make stacks of notes, name the stacks on the Topic lines. Always write either a name or an initial on each line. Then make substacks, and name them on the Subtopic lines with a name or an initial.

Sentence Pattern Numbers (e.g.: 3-1-4-2)

_____ : # _____

Source _____ Page _____

1. Subject

2. Note

3. For What Reason?

4. Like or Unlike What?

5. Example?

6. Definition?

Topic _____ Subtopic _____

Your Initials _____

Note # _____

[Post - Level 3]

Book's Initials _____

Student's Initials _____

**NOTE-TAKING CARD**

1. SUBJECT

2. NOTE

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____
[LEVEL 1.K]

Accompanies "The Thinking and Writing Process"



206 Saratoga Lane North, Minneapolis, MN 55441

by THEA M. HOLTAN ©2001

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 document or give your speech. Write at least **five words**. Then circle the number of at least **three words** that you plan to use. Later, as you use circled words in sentences, make a check mark on the number of each word that you use.

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?"

4. _____

5. _____

6. _____

7. _____

List action verbs in this area.

Other Nouns 8. _____

"What can [subject] be called?"

9. _____

10. _____

[LEVEL 1.K]

Book's Initials _____

Student's Initials _____

1. SUBJECT

2. NOTE

NOTE-TAKING CARD

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

[LEVEL 1.1]

Accompanies "The Thinking-and-Writing Process"
206 Saratoga Lane N, Minneapolis, MN 55441

by THEA M. HOLTAN ©2001

Book's Initials _____

Student's Initials _____

1. SUBJECT

2. NOTE

NOTE-TAKING CARD

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

[LEVEL 1.1]

Accompanies "The Thinking-and-Writing Process"
206 Saratoga Lane N, Minneapolis, MN 55441

by THEA M. HOLTAN ©2001

Book's Initials _____ Student's Initials _____

NOTE-TAKING CARD

1. SUBJECT _____

2. NOTE _____

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____

[LEVEL 1]

Accompanies "The Thinking-and-Writing Process"
206 Saratoga Lane N, Minneapolis, MN 55441
by THEA M. HOLTAN ©2001

Book's Initials _____ Student's Initials _____

NOTE-TAKING CARD

1. SUBJECT _____

2. NOTE _____

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____

[LEVEL 1]

Accompanies "The Thinking-and-Writing Process"
206 Saratoga Lane N, Minneapolis, MN 55441
by THEA M. HOLTAN ©2001

Book's Initials _____ Student's Initials _____

NOTE-TAKING CARD

1. SUBJECT _____

2. NOTE _____

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____

[LEVEL 1]

Accompanies "The Thinking-and-Writing Process"
206 Saratoga Lane N, Minneapolis, MN 55441
by THEA M. HOLTAN ©2001

Book's Initials _____ Student's Initials _____

NOTE-TAKING CARD

1. SUBJECT _____

2. NOTE _____

3. FOR WHAT REASON? _____

4. LIKE OR UNLIKE WHAT? _____

TOPIC _____

[LEVEL 1]

Accompanies "The Thinking-and-Writing Process"
206 Saratoga Lane N, Minneapolis, MN 55441
by THEA M. HOLTAN ©2001

Source # _____ Page # _____ Student's Initials _____

1. SUBJECT (Use later
in your sentences.)**NOTE-TAKING CARD**

2. NOTE

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

[LEVEL 2]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

Accompanies "The Thinking and Writing Process"

Source # _____ Page # _____ Student's Initials _____

1. SUBJECT (Use later
in your sentences.)**NOTE-TAKING CARD**

2. NOTE

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

[LEVEL 2]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

Accompanies "The Thinking and Writing Process"

Source # _____ Page # _____ Student's Initials _____

1. SUBJECT (Use later
in your sentences.)**NOTE-TAKING CARD**

2. NOTE

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

[LEVEL 2]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

Accompanies "The Thinking and Writing Process"

Source # _____ Page # _____ Student's Initials _____

1. SUBJECT (Use later
in your sentences.)**NOTE-TAKING CARD**

2. NOTE

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT?

TOPIC _____

[LEVEL 2]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

Accompanies "The Thinking and Writing Process"

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?**

5. **AN EXAMPLE?**
6. **A DEFINITION?**

TOPIC _____ SUBTOPIC _____
Accompanies "The Thinking and Writing Process"
[LEVEL 3]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

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?**

5. **AN EXAMPLE?**
6. **A DEFINITION?**

TOPIC _____ SUBTOPIC _____
Accompanies "The Thinking and Writing Process"
[LEVEL 3]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

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?**

5. **AN EXAMPLE?**
6. **A DEFINITION?**

TOPIC _____ SUBTOPIC _____
Accompanies "The Thinking and Writing Process"
[LEVEL 3]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

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?**

5. **AN EXAMPLE?**
6. **A DEFINITION?**

TOPIC _____ SUBTOPIC _____
Accompanies "The Thinking and Writing Process"
[LEVEL 3]  ©2001 by THEA M. HOLTAN 206 Saratoga Lane N, Minneapolis, MN 55441

5

S

M

R

O

F

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 document or give your speech. Write at least five words. Then circle the number of at least three words that you plan to use. Later, as you use circled words in sentences, make a check mark on the number of each word that you use.

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?"

4. _____

5. _____

6. _____

7. _____

List action verbs in this area.

Other Nouns 8. _____

"What can [subject] be called?"

9. _____

10. _____

11. _____

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

Adjective-Noun Pairs 12. _____

"How can [subject] be described?"

13. _____

14. _____

15. _____

Accompanies "The Thinking and Writing Process" by THEA M. HOLTAN **th**

[LEVEL 1]

©2001

206 Saratoga Lane North, Minneapolis, MN 55441

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 descriptors; 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. _____

Accompanies "The Thinking and Writing Process" by THEA M. HOLTAN

[LEVELS 2 and 3]

©2001

206 Saratoga Lane North, Minneapolis, MN 55441

th

TOPIC OUTLINE

Student _____

Title _____

Teacher _____

Subject _____

Room _____ Date _____

TOPIC I. _____

1 -

NOTE #'s

TOPIC II. _____

-

NOTE #'s

TOPIC III. _____

-

NOTE #'s

TOPIC IV. _____

-

NOTE #'s

TOPIC V. _____

-

NOTE #'s

TOPIC OUTLINE

Title _____

Subject _____

Student _____

Teacher _____

Room _____ Date _____

TOPIC I. _____	→	<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">1 - NOTE #'s</div>	I. Topic Sentence <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
TOPIC II. _____	→	<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">- NOTE #'s</div>	II. Topic Sentence <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
TOPIC III. _____	→	<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">- NOTE #'s</div>	III. Topic Sentence <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
TOPIC IV. _____	→	<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">- NOTE #'s</div>	IV. Topic Sentence <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
TOPIC V. _____	→	<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">- NOTE #'s</div>	V. Topic Sentence <div style="border: 1px solid black; height: 60px; width: 100%;"></div>

[LEVEL 2]

©2001 by THEA M. HOLTAN Thea•Thot Press

Accompanies "The Thinking and Writing Process"
206 Saratoga Lane North, Minneapolis, MN 55441

TOPIC OUTLINE

Title _____
Subject _____

Student _____

Teacher _____

Room _____ Date _____

INTRODUCTORY PARAGRAPH: Write the first sentence to introduce your SUBJECT; write the other sentences to introduce your TOPICS. RULES: 1) Write topics in the order they are listed on this outline. 2) Combine at least two topics in one of the sentences, but avoid writing a whole sentence about each topic. 3) Write topics in sentences, but avoid listing topics as items in a series. 4) Write with broad ideas, but avoid writing notes that will be in your report.

*transition to the next paragraph***TOPIC I.**

SUBTOPIC A. _____
 SUBTOPIC B. _____
 SUBTOPIC C. _____
 SUBTOPIC D. _____

1 -
NOTE #'s

I. Topic Sentence*transition to the next paragraph***TOPIC II.**

SUBTOPIC A. _____
 SUBTOPIC B. _____
 SUBTOPIC C. _____
 SUBTOPIC D. _____

-
NOTE #'s

II. Topic Sentence*transition to the next paragraph***TOPIC III.**

SUBTOPIC A. _____
 SUBTOPIC B. _____
 SUBTOPIC C. _____
 SUBTOPIC D. _____

-
NOTE #'s

III. Topic Sentence*transition to the next paragraph***TOPIC IV.**

SUBTOPIC A. _____
 SUBTOPIC B. _____
 SUBTOPIC C. _____
 SUBTOPIC D. _____

-
NOTE #'s

IV. Topic Sentence

TOPIC V and VI. - Write V-VI transitions and topics on the back side or on another form.

CONCLUDING PARAGRAPH: Review your outline's TOPICS; decide one important point about each. Below, write those important points in their I, II, III order [a summary]. End with a punch line for readers to remember [a conclusion].

1

My Document...

• Self-Questioning Strategy •

- First I ask question 1. If I should fix my title, I erase it and fix it now.
- Then I 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 turn over this form and ask the questions about "My Writing."

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

2

My Writing...

• Self-Questioning Strategy •

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

1. What does my **sentence mean**? (If 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 end marks.)
5. Which **spellings** make me feel uneasy? (Circle lightly until after reading all sentences.)
6. Which **capital letters** make me feel uneasy? (Print capital letters.)

S

S

M

R

O

F

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.

CHECKLIST for WRITING

[After Self-Questions] [Levels 2 and 3]

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

1. FORM (3 points) SCORE

- ☐ **Title Page** __title and name follow the example
 __other items follow the example
- ☐ **Page 1**
 __page 1 has no page number __1" margin is on left side
 __1/2" margin is on right side
 __title is on the top line __paragraphs are indented
 __title is in center of line __paragraphs start with or use
 __title is capitalized my planned topic sentences

- ☐ **Pages 2, 3, 4, 5, etc.**
 __page number is in the upper-right corners (not on pg.1)
 __no heading is at the top of pages 2, 3, 4, etc.
 __no title is at the top of pages 2, 3, 4, etc.
 __a 1" margin is on the left side of each page
 __a 1/2" margin is on the right side of each page
 __each line begins next to the margin
 __handwriting is neat and readable
 __spaces between words make words readable

2. PARAGRAPHS (4 points) SCORE

- ☐ __paragraphs are written in my **outlined order**
- ☐ __each paragraph clearly **indents the first word**
- ☐ __each paragraph uses the **topic sentence**
- ☐ __my **nouns** have been used from my Subject Form
- ☐ __my **reason** ideas are in my sentences
- ☐ __my **like/different** ideas are in my sentences
- ☐ __my **sentence patterns** have been used

3. MECHANICS (3 points) SCORE

- ☐ __each sentence starts with a capital letter
- ☐ __each sentence ends with an end mark
- ☐ __commas show readers where to pause
- ☐ __sentences have all the parts (1, 2, 3, 4)
- ☐ __titles and proper nouns are capitalized
- ☐ __numbers are spelled if they're only one or two words long
- ☐ __numbers are not spelled when they are more than two words long, in a date, in a year, or in an address
- ☐ __words are circled to show that I am not sure about how they should be spelled
- ☐ __I have chosen two words to "fix" in my spelling memory. [My teacher will write them on the lines at the top of the next column and help me think of a way to fix them in my memory.]

Student _____ Room _____

Teacher _____ Date _____

X and /
HOW MANY
I FOUND**SCORE**
(10 points)**Spelling Problems and Connections to Help Me Remember Spellings**

1.

__word and memory connection

2.

__word and memory connection

Teacher's Comments

(Turn over for more comments when necessary.)

A Special Note for You and Your Family:

Your writing is the result of the steps that you followed. You collected information and asked yourself some questions about it. Then you organized it and explained it while you wrote to readers.

We teachers look for the steps that you followed. We look for the topic sentences, the arrangement of your paragraphs, and your reasons, your likenesses, sentence patterns, and subject nouns (synonyms).

We look at your spelling, capitalization, punctuation, and grammar. We especially look for the errors that you find by following the steps that we teach you. We also look for the spellings of words that you circled.

We will help you to choose two misspelled words that we hope to fix in your spelling memory. We will choose other mistakes that we want to help you fix. We will not try to find and fix all of your mistakes. Instead, we want you to cure a few mistakes in each report.

The list on the left will help you to succeed in finding your own mistakes. Your teacher's comments in the space above will help you to see what you do well and what you could do better.

CHECKLIST for WRITING

[After Self-Questions]

[Level 3]

INSTRUCTIONS: Read each of the self-checks on this list. Look at your writing to decide if you have included each thing that your teacher assigned. **On each short line make a mark.** Mark a **dot** on what you did do. Mark an **X** or a **half X** on what you did not do. After finishing, write how many **X** and **half-X** marks you found. In your writing fix all errors you can fix.

1. FORM (30 points)**SCORE** ☐ **Title Page (10 points)**

- ☐ 4" space above title
- ☐ title, capitalized
- ☐ title, centered on line
- ☐ 3" space below title
- ☐ "by" (small "b") centered on line
- ☐ skipped line under "by," then name
- ☐ teacher's name centered under student's
- ☐ month, day, year centered under teacher

☐ **Outline (10 points)**

- ☐ title centered, top line
- ☐ title capitalized
- ☐ line skipped under title
- ☐ introductory paragraph
- ☐ indented intro. paragraph
- ☐ Roman numerals next to margin on right side
- ☐ capital letters are indented from margin, 5 spaces
- ☐ a period after each number and letter
- ☐ blank space above each Roman numeral
- ☐ first word on each line starts with a capital letter
- ☐ no page number on outline
- ☐ printed with word processor or written in blue or black ink

☐ **Written Pages (10 points)**• **First Written Page •**

- ☐ no page number
- ☐ title centered, top line
- ☐ title capitalized
- ☐ 1" margin on left
- ☐ 1/2" margin on right
- ☐ skipped line under title
- ☐ introductory paragraph indented
- ☐ copied topic sentence for each paragraph
- ☐ indented each paragraph

• **Other Written Pages •**

- ☐ no title on top line
- ☐ followed 1" left margin
- ☐ followed 1/2" right margin
- ☐ page numbers, upper-right corner
- ☐ indented paragraphs
- ☐ used topic sentence paragraphs

• **Last Written Page •**

- ☐ concluding paragraph
- ☐ no sign-off words like "the end"

• **Bibliography •**

- ☐ "Bibliography" centered, top line
- ☐ line skipped under "Bibliography"
- ☐ authors' last names first
- ☐ sources in ABC order
- ☐ no page number on this page
- ☐ top line of each source starts at the margin; other lines indent
- ☐ lines 2,3,4 indented five spaces
- ☐ followed my teacher's form for punctuation and details

2. PARAGRAPHS (40 points)**SCORE**

- ☐ my introductory and concluding paragraphs are included
- ☐ paragraphs are written in my outlined order
- ☐ each paragraph is indented and uses the topic sentence
- ☐ my examples and definitions are fully explained
- ☐ nouns have been used from my Subject Form
- ☐ reason and like/different ideas are in my writing
- ☐ my reason and like/different ideas are in my writing
- ☐ my sentence pattern variations are in my writing
- ☐ my notes and my thoughts about them are fully explained

3. MECHANICS (30 points)**SCORE**

- ☐ punctuation: end marks on sentences; underlined titles of long works; quotes around titles of short works
- ☐ capitalization: first word in sentences, titles, and proper nouns
- ☐ numbers: one- and two-word numbers spelled; numbers used for more than two-word numbers and for dates, years, and addresses
- ☐ voice: consistent use of person: first, second, or third
- ☐ tense: consistent use of tense: past, present, or future
- ☐ spelling: "uneasy spellings" circled; connection written above

Student _____ Room _____

Teacher _____ Date _____

X and /
HOW MANY
I FOUND**SCORE**
(100 points)**Spelling Problems and Connections to Help Me Remember Spellings**

1.

word and a memory connection

2.

word and a memory connection

Teacher's Comments

(Turn over for more comments when necessary.)

A Special Note for You and Your Family:

Your writing is the result of a system of steps that you followed. These steps helped you to collect, think about, organize, and explain your information. Now we are looking for ways in which you can improve and grow in your future writing.

Broadly, we are looking at the whole report. We look for how well you followed the steps in our process, how well you put the parts together, and how well you wrote and explained your ideas. Specifically, we are interested in how you'll be able to improve spelling, capitalization, punctuation, and grammar. We want you to circle each word and sentence part that makes you feel uneasy; we want you to learn a self-repair process because you will someday be on your own and will have no teacher to help you or to correct your writing for you.

Find at least two spellings that make you "unsure." (Finding "not sure" words is a wonderful skill to have.) Later, find spellings in a dictionary; then think of a link to fasten them into your long-term memory. As we teachers read your reports, we will not be identifying every single error. Instead, we'll look for mistakes that we can help you try to cure. You should concentrate on a few kinds of errors in each report. As you improve, we'll work with you on increasingly complicated levels of writing skills.

In the space above you can find teachers' comments to help you identify your accomplishments and your problems. The list on the left has items to help you check yourself. Items under "Form" give you an idea of basic expectations when you write formally.

Title Here

by

**Name Here
Teacher Here
Date Here**

• Title Page Template •
Slip this example under the paper.
Then make a title page.

[LEVELS 2 and 3]

Title Here

**by
Name Here
Date Here**

• Title Page Template •
Slip this example under paper.
Then make a title page.

[LEVEL 1.1]

Title Here

by

Name Here
Teacher Here
Date Here

• Title Page Template •
Slip this example under paper.
Then make a title page.
[LEVEL 1.2]

Document Title Capitalized with Blank Line under It

- I. First Topic Capitalized
 - A. First Subtopic Capitalized and Indented Five Spaces
 - B. Second Subtopic Capitalized and Indented Five Spaces
- II. Second Topic Capitalized
 - A. First Subtopic Capitalized and Indented Five Spaces
 - B. Second Subtopic Capitalized and Indented Five Spaces
 - C. Third Subtopic Capitalized and Indented Five Spaces
 - D. Fourth Subtopic Capitalized and Indented Five Spaces
 - E. Fifth Subtopic Capitalized and Indented Five Spaces
 - F. Sixth Subtopic Capitalized and Indented Five Spaces
- III. Third Topic Capitalized
 - A. First Subtopic Capitalized and Indented Five Spaces
 - B. Second Subtopic Capitalized and Indented Five Spaces
- IV. Fourth Topic Capitalized
- V. Fifth Topic Capitalized
 - A. First Subtopic Capitalized and Indented Five Spaces
 - B. Second Subtopic Capitalized and Indented Five Spaces
 - C. Third Subtopic Capitalized and Indented Five Spaces
- VI. Sixth Topic Capitalized
 - A. First Subtopic Capitalized and Indented Five Spaces
 - B. Second Subtopic Capitalized and Indented Five Spaces

• Outline Template •
Place this example near you.
Then make an outline.

[LEVELS 2 and 3]

Bibliography

1. Author/Editor Last Name, First. "Minor Title of Short Sources," Major Title of Long Sources. City of Publication: Publishing Company, Page Numbers, Year of Copyright.
2. Author/Editor Last Name, First. Major Title. City of Publication: Publishing Company, Volume Number: Page Numbers, Year of Copyright.
3. Interviewee's Last Name, First. "Topic of Interview." City: Location of Interview, Date and Year of Interview.
4. Lecturer's Last Name, First. "Title of Lecture." City: Location of Lecture, Date and Year of Lecture.
5. Major Title of Audio Tapes. City of Publication: Publishing Company, Year of Copyright.
6. Major Title of video tapes. City of Publication: Publishing Company, Year of Copyright.
7. "Minor Title with No Author," Major Title. City of Publication: Publishing Company, Volume Number: Page Numbers, Year of Copyright.

How to Arrange Entries

- First, alphabetize each entry by the first letter of its first word.
- Second, number each entry. If you are putting footnotes into your document, you will use these numbers to show where you found your information.

- Bibliography Example •
Place this example near you.
Then make a bibliography.

[LEVELS 2 and 3]**Basic Rules for Bibliographies****Ink and Type**

- hand: blue or black ink on final document
- printer: black ink; 12 point type; line spacing at 1.5 or double

Capitalized Words in Bibliography

- bibliography at the top and all words in titles, names of people, cities, and publishers
- except a, an, the (unless first or last in a title)
- except prepositions (unless first or last in a title)

Bibliography (the word "Bibliography"

- hand: on top line
- printer: on third line down from top edge
- hand and printer: centered; skip one line under title

Margins

- hand: right side of printed margin, top line
- printer: 1" from left edge of paper, top line
- hand and printer: under top line, all lines indented five additional spaces

Punctuation

- periods: after source number, author/editor, main title, abbreviations Co. and Inc., and at the end after ©year
- commas: after author/editor last name, minor title, publisher, before Inc., and after volumes and pages
- quote marks: around minor title (poems, articles, chapters)
- underlines: under major title (book of poems, newspaper, book with chapters, three act play)
- colons: between city and publisher

Thea Holtan • Thea-Thot Press • 206 Saratoga Lane North • Minneapolis, MN 55441-6221
theathot@mnet.net • FAX/Call 612-512-9197 • Phone 612-545 6789

Materials Available for Learning and Teaching
Students' Materials: how-to videos and manuals, database and word processing files
Teachers' Materials: *Instructor's Guide* and Transparencies for Levels 1-3