

Table of Contents

Introduction		End-of-Class Reflection	87
What Is Writing?	5	Reader-Response Writing Chart	90
Motivating Students to Write.	10	Journal Writing	
The Writing Process	16	Journal Writing Overview	93
Writing Across the Curriculum.	20	Vocabulary Journal	96
Writing Instruction	25	Dialogue Journal	100
How to Use This Book	28	Highlighted Journal.	103
Correlation to Standards	29	Key Phrase Journal	106
		Double-Entry Journal	109
		Critical Incident Journal	113
		Three-Part Journal	116
Part 1: Writing to Learn		Note-Taking	
Developing Vocabulary		Note-Taking Overview	121
Developing Vocabulary Overview.	31	Cornell Note-Taking System	123
Word Wall	34	Note-Taking System for Learning	127
Fruiter Model	39	T-List.	131
Concept of Definition Map	43	Using Diagrams and Maps	
List-Group-Label.	47	Using Diagrams and Maps Overview	135
Vocabulary Self-Collection	52	Frame	138
Possible Sentences.	55	Venn Diagram	142
Word Trails	58	Triangular Venn Diagram	146
		Cause-and-Effect Map.	150
Previewing and Reviewing		Semantic Word Map	154
Previewing and Reviewing Overview	62	Concept Map.	158
KWL Chart	65	Problem-Solution Map.	162
Think Sheet.	70	Time Order Map	167
Free-Association Brainstorming	74		
Probable Passages	78		
Guided Free Write.	83		

Table of Contents *(cont.)*

Part 2: Writing to Apply

Authoring

Authoring Overview	172
Guided Writing Procedure	174
Reading-Writing Workbench	177
Author’s Chair	181
Read, Encode, Annotate, Ponder	184

Summarizing

Summarizing Overview	189
GIST	191
Key Words	195
Guided Reading and Summarizing Procedure	197

Applying Knowledge

Applying Knowledge Overview	202
Summary-Writing Microtheme	206
Thesis-Support Microtheme	208
Data-Provided Microtheme	210
Quandary-Posing Microtheme	212
RAFT Assignment	214
Business Letter	216
Friendly Letter	218
Lab Report	220
Newspaper Article	222
Science Fiction Story	224
Research Report	226

Part 3: Assessing Writing

Assessing Writing

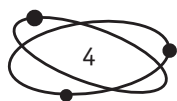
Assessing Writing Overview	228
Holistic Assessment	231
Analytic Assessment	233
Primary Trait Assessment	235
Self-Assessment	237
Peer Assessment	240
Teacher Conference	242

Appendix A: Additional Resources	244
---	------------

Appendix B: References Cited	245
---	------------

Appendix C: Suggestions for Further Reading	253
--	------------

Appendix D: Contents of the Digital Resource CD	254
--	------------



Think sheet

Background Information

The Think Sheet strategy enables students to examine their knowledge on a science topic with your support and guidance before reading about it, and then compare that to what they learn after reading or discussion. This strategy provides practice in generating information related to a topic, which students need to learn for the prewriting phase. Students also use the revising skill of analyzing existing notes for missing or incorrect information in order to develop and strengthen their writing. Both skills are keys to successful writing.

Grade Levels/Standards Addressed

See page 63 for the standards this strategy addresses, or refer to the Digital Resource CD (standards.pdf) to read the correlating standards in their entirety.

Genre

Expository

Stages of Writing Process

Prewrite, Revise

Preparation

Prior to a reading, lecture, experiment, or observation, formulate some questions about the topic that will activate prior knowledge, generate thinking, and promote curiosity. Then, add the questions to the *Think Sheet* activity sheet (page 73, *thinksheet.pdf*).

Activity

Distribute the prepared *Think Sheet* activity sheet, display it using a document camera, or re-create it on the board. Present the main issue to the class, and ask students to answer the questions and write down what they know. Be sure to encourage them to write any questions that they have about the topic because questions are the foundation of scientific research. Collect students' activity sheets and then assign the reading or complete the activity as planned. Redistribute the activity sheets so that students can use their new knowledge to edit their original answers. Ask questions such as, "How did your knowledge change after this activity? Can you add any additional information? Do you have any questions that were not answered? Were any of your original thoughts inaccurate?" Encourage students to write additional questions they have on the topic. Allow students to share what they have learned from the reading and encourage them to make connections between their questions, their thoughts, and the information presented in the text in order to develop and strengthen their writing.

Variation

Complete this activity as a class with primary grade students. Lead a brief discussion about each question, and ask students to help develop an answer. You may choose specific students to help write some or all of the sentences on the board.

Differentiation

Spend time clarifying the questions that are being asked for English language learners. Remind students that these are new questions and they are not expected to know the answers. Encourage above-level students to conduct further research to answer the questions left unanswered and share their findings with the class. Scaffold the activity with some completed responses for below-level students. If the reading level is too high, read aloud to them or have them do a paired reading.

Think sheet *(cont.)*

.....

Grades 1–2 Example (before reading)

Main Issue: The Seasons

Teacher Questions	My Questions/Thoughts
<ol style="list-style-type: none"> Can you name the four seasons? <i>spring, winter, summer, fall</i> What are clouds made of? <i>Clouds are made of tiny droplets of water.</i> What makes it rain? <i>Water drops in the cloud get too heavy. Then, they fall to the ground.</i> 	<p>I know that there are four seasons. They are spring, summer, fall, and winter. I don't know why there are four. What makes one season go away and another one come? What makes rain turn to snow?</p>

Grades 3–5 Example (after reading)

Main Issue: Plants and Carbon Dioxide

Teacher Questions	My Questions/Thoughts
<ol style="list-style-type: none"> What makes a plant grow? <i>All plants need sun, soil, and water to grow.</i> What are the basic parts of a plant? <i>The parts are flowers, seeds, the stem, leaves, and roots.</i> How do plants make food? <i>I know it has to do with the leaves. I need more information.</i> <i>I learned that chlorophyll inside each leaf helps the plant use energy from sunlight to make food.</i> 	<p>How can you tell if a plant is poisonous? What makes some plants grow taller than others? What is carbon dioxide?</p> <p>Carbon dioxide is a gas in the air. That is what we breathe out when we exhale.</p> <p>I still need to find out how to tell if a plant is poisonous and what makes some plants grow taller than others.</p>

Think sheet *(cont.)*

Grades 6–8 Example (after reading)

Main Issue: Energy

Teacher Questions	My Questions/Thoughts
<p>1. How does heat flow from warmer materials or regions to cooler ones? <i>I know that heat energy flows because of convection and radiation.</i></p> <p>2. What are the laws of conservation of energy? <i>I know that energy cannot be created or destroyed. It can only change from one form to another.</i></p> <p>3. What is energy? <i>I know it is a product of many substances such as heat, chemicals, and nuclear fission.</i></p>	<p>What are the differences between heat, chemical, and nuclear energy?</p> <p>How can you change one form of energy to another?</p> <p>How can we use different energy sources to help our energy shortage?</p>

Grades 9–12 Example (after reading)

Main Issue: Reflection and Refraction

Teacher Questions	My Questions/Thoughts
<p>1. What is the refraction of light? <i>Refraction occurs when the direction of the waves of light change.</i></p> <p>2. How do you measure reflection? <i>Reflection is measured by looking at the incident (incoming) ray and the reflected ray in terms of the normal, or a line perpendicular to the plane surface.</i></p> <p>3. How does the density of the substance the light is traveling through affect refraction? <i>If the light is passing from a less dense substance to a more dense substance, the ray will be bent toward the normal. If it is going from a more dense substance to a less dense substance, the ray will be bent away from the normal.</i></p>	<p>What happens when you look into a mirror? Why is the reflected image reversed?</p> <p>How do eyeglasses work in terms of refraction?</p> <p>How does light reflect off of irregular surfaces?</p>

Name: _____ Date: _____

Think Sheet

Directions: Write your answers to the questions from your teacher. After the science reading assignment or activity, write any thoughts or questions that you have about the topic.

Main Issue: _____

Teacher Questions	My Questions/Thoughts