

## **Short Writing Often Not Just Long Writing Seldom**

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## ***Short Writing Often ... Not Just Long Writing Seldom Middle School***

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## **Short Writing OFTEN not just Long Writing Seldom**

### **Short Writing OFTEN not just Long Writing Seldom**

Much attention is being given to planning, writing and revising long narrative, informative, and argumentative products. Perhaps even more gains in writing will flow from a focus on writing for learning: completing short writing assignments often in all classes. In this session, Anita will present procedures to scaffold writing summaries, compare-contrast paragraphs, and responses to reading (explanations, opinions, etc.) using strategies, writing frames, and think sheets. Participants will leave with a bevy of ways to increase students' writing skills.

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## Topics

Why?

What?

How?

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## Examples – Short Writing

**Social Studies Class** – Students write an **analysis of a graphic** using a writing frame. At the end of class, students answer two **exit ticket** questions.

**Math Class** – Students write a paragraph **explaining the process** used to solve one math problem.

**Science** – Students write as a **summary of a science article**. Students answer **two exit ticket** questions.

**Language Arts** – Students **compare and contrast** two characters after filling in a compare-contrast think sheet. Students write a sentence containing 2 vocabulary words.

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## Why?

### Learning

- Students learn more due to
  - Rehearsal
  - Retrieval
- Helps clarify thinking
- Promotes critical thinking

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## Why?

### Engagement

- Active participation
- Active thinking
- Active reflection
- When writing precedes discussion,
  - More thoughtful participation
  - Increased diversity of student voices

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## Why?

### Participation in Discussions

- When writing precedes discussion,
  - More thoughtful participation
  - Increased diversity of student voices

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## Why?

### Writing

- Develops writing skills
- Keeps writing skills sharp
- Increases ability to communicate in domain
- Introduces critical attributes of mode
  - Illustrate critical attributes
  - Practice type of writing with short writing before long version
  - Example: Writing paragraph arguments before essays

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## Why?

### Embedded Formative Assessment

- **Students** can appraise their grasp of critical content and concepts
- **Teachers** can appraise grasp of critical content and concepts

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## What

The following types of products will be particularly useful in terms of writing practice, comprehension, and content learning:

- **Response to Comprehension Questions**
- **Summaries**
- **Compare and Contrast**
- **Explanations**
- **Opinions/Arguments**
- **Exit Tickets**

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## HOW – Scaffolding

### Scaffolding

Students' writing can be supported using:

- **Writing Strategies**
- **Writing Frames**
- **Think Sheets**

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## How - Instructional Procedures

### Option #1.

- Model the procedure.
- Guide students in writing a product.
- Have students use the procedure.
- Carefully monitor and provide feedback.

*I do it. We do it. You do it.*

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## How - Instructional Procedures

### Option #2.

- Show students an example of completed product.
- Tell students how to proceed.
- Have students use the procedure.
- Carefully monitor and provide feedback.

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Students write answers to questions to deepen understanding, to rehearse information, and to retrieve information.

## RESPONSE TO COMPREHENSION QUESTIONS

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## Strategy – Short Answer

**Step 1:** Read the item.

**Step 2:** Turn the Question into part of the answer and write it down.

**Step 3:** Think of the answer or locate the answer in the article.

**Step 4:** Complete your answer.

*REWARDS PLUS* published by Voyager/Sopris

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## Example – *Science*

What is the major difference between *producers* and *consumers*?

(Written Answer) ***The major difference between producers and consumers is that producers make their own food and consumers must eat plants and other animals for food.***

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## Sentence Frames/Paragraph Frames

Grade 5, Social Studies

What does this painting tell you about the roles of men and women at that time?

This painting tells us about the roles of men and women. The role of men was to... The role of women was to ...

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Students summarize chapter, segment of chapter, article, lecture, or unit focusing on the most critical content.

## SUMMARIES

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## Strategies

### Strategy for Paragraph Writing

- List
- Cross-out
- Connect
- Number  
( Write)

REWARDS PLUS (Sopris West)

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## List - Make a list of important ideas.

### *Penguin's birth*

- Male takes care of egg
- Female lays egg
- Female leaves
- Female spends winter at sea
- The water is very cold
- Male puts egg on his feet under belly
- Male stays on egg for two months
- Male doesn't eat
- Egg hatches
- Male must care for baby

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**Cross-out** - Cross out any unnecessary or weak ideas.  
**Connect** - Connect ideas that could go in one sentence.

### *Penguin's birth*

- Male takes care of egg
- Female lays egg
- Female leaves
- Female spends winter at sea
- ~~The water is very cold~~
- Male puts egg on his feet under belly
- Male stays on egg for two months
- Male doesn't eat
- Egg hatches
- Male must care for baby

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## Number - Number the ideas in the order that they will appear in the paragraph.

### *Penguin's birth*

- 3 Male takes care of egg
- 1 Female lays egg
- 2 Female leaves
- Female spends winter at sea
- ~~The water is very cold~~
- Male puts egg on his feet under belly
- 4 Male stays on egg for two months
- 5 Male does not eat
- Egg hatches
- 6 Male must care for baby

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## Write a summary.

The birth process of penguins is fascinating and quite different from that of other animals. The female penguin lays an egg. Soon after laying the egg, the female penguin leaves and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin does not eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.

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## Greek Theater

- began as a religious ceremony
- 1 - honored the Greek god Dionysus
- ~~beliefs in Dionysus began to spread southward~~
- 2 - choruses chanted lyrics
- 3 - actors joined the choruses
- 4 - the Dionysus festival in Athens became a drama competition
- amphitheaters were built
- 5 - performed tragedies that taught lessons
- performed comedies that made fun of life
- 6 - declined when playwrights died and the government changed

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The roots of modern theater can be found in early Greek theater. Greek theater began as a religious ceremony that honored the Greek god Dionysus. At first, choruses chanted lyrics. When actors were added to interact with the chorus, theater was born. Later, the Dionysus festival in Athens became a drama competition, and amphitheaters were built to accommodate the event. Both tragedies, which taught lessons, and comedies, which made fun of life, were performed. Greek theater declined when the great playwrights died and the government changed.

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## Person

Who was he/she?	
Why is he/she famous?	
What were his/her accomplishments?	
When did he/she live?	
Where did he/she live?	
What did he/she believe?	
Were there any unusual or interesting things about him/her?	

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## Person

Who was he/she?	Benjamin Franklin
Why is he/she famous?	Famous inventor, scientist, author, printer, politician
What were his/her accomplishments?	<b>Inventor</b> - Franklin stove, bifocals, swim fins <b>Scientist</b> - Verified that lightning was electricity <b>Politician</b> - Helped to write Declaration of Independence; ambassador to France; signed Constitution <b>Author</b> - Poor Richard's Almanack
When did he/she live?	January 17, 1706 - April 17, 1790
Where did he/she live?	Born in Boston Lived most of life in Philadelphia Spent time in Great Britain and France
What did he/she believe?	Wrote about 13 virtues including: order, justice, moderation, and humility Believed that the United States should be independent. Worked for Independence
Were there any unusual or interesting things about him/her?	Ben was achieved in many domains.

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Ben Franklin, a well-known American living from 1706 to 1790, gained fame as an inventor, scientist, author, printer, and politician. As an inventor, he developed a range of items including the Franklin stove, bifocals, and swim fins. His experiments verified that lightning was simply a form of electricity. As an author, he was best known for his annual Poor Richard's Almanack that supplied advice to readers on numerous subjects. As a politician, Franklin helped write the Declaration of Independence, signed the Constitution, and served as an ambassador to France. While Franklin's accomplishments spanned many domains, his life spanned three countries: the US, Great Britain, and France.

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### Narrative

What was the title of the narrative?	
Who was the author?	
What was the theme of the narrative?	
What was setting of the narrative?	
What was the relevance of the setting?	
Who was the main character?	
What important things did the author tell readers about the main character?	
Who were other important characters?	
What was the main character's problem, conflict, or goal?	
How did the main character attempt to resolve the problem, conflict or goal?	

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### Narrative

What was the title of the narrative?	<i>The Disobedient Child</i> The Language of Literature
Who was the author?	<i>Retold by Victor Montejo</i>
What was the theme of the narrative?	<i>The importance of honoring elders</i>
What was setting of the narrative?	<i>Town in Guatemala</i>
What was the relevance of the setting?	<i>The story is a fable that was an oral fable of Guatemala.</i>
Who was the main character?	<i>A young boy</i> <i>Unnamed</i>
What important things did the author tell readers about the main character?	<i>The young boy was disobedient and couldn't learn how to obey. Thus, he constantly disappointed his parents.</i>
Who were other important characters?	<i>Another important character was a wise old man who knew the secret of the clouds, rains, and storms.</i>
What was the main character's problem, conflict, or goal?	<i>The young boy disobeyed the directions of the old man and was almost killed.</i>
How did the main character attempt to resolve the problem, conflict or goal?	<i>The main character consistently was harmed when he did not follow the directions of the old man.</i>
What happened at the end of the narrative?	<i>The wise old man saved the life of the young boy who then promised to obey his parents.</i>

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### Theories/Concepts/Ideas

What is it called?	
What is its big idea?	
Who uses it? Who does it?	
How is it used? How does it work?	
Why is it important?	
Who first thought of it? When was it first thought of?	
Are there other related theories/concepts?	


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### Groups/Organizations/Institutions

What is its name? Where is it located?	
What is its organizational structure?	
Does it have a leader? How is it leader chosen?	
Does it have members? How are they determined? How are they similar?	
What is its purpose?	
When did it first begin?	
Does it have a symbol or flag?	

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### Historical Document

	<b>Title of Document</b>	
	<b>Author and Role</b>	
	<b>When Written</b>	
	<b>Topic or Issue</b>	
	<b>Context (What was happening?)</b>	
	<b>Author's Point of View</b>	
	<b>Why Written</b>	
	<b>Author's Claim(s)</b>	
	<b>Reasons and/or Evidence Used to Support Claims</b>	

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### Historical Document

<b>Title of Document</b>	<i>Andrew Jackson's Speech to Congress on Indian Removal</i>
<b>Author and Role</b>	Andrew Jackson, 7 <sup>th</sup> President of USA
<b>When Written</b>	1830 (before the Civil War)
<b>Topic or Issue</b>	Movement of Native Americans from territory that white settlers wanted
<b>Context (What was happening?)</b>	White settlers were moving into areas previously inhabited by indigenous tribes.
<b>Author's Point of View</b>	Andrew Jackson favored resettlement of Indians from areas in South to <i>Indian Territory</i> . He wanted these areas available for white settlers.
<b>Why Written</b>	Jackson wanted Congress to purchase land from the Indians and give them the <i>Indian Territory</i> . If necessary, Jackson wanted the Indians to be forcefully removed from the land to make it available to whites.
<b>Author's Claim (s)</b>	White settlers and Indians will benefit from the movement of Indians to a separate <i>Indian Territory</i> .
<b>Reasons/Points/or Evidence Used to Support Claim</b>	<p><b>Major points – Benefits to whites in United States</b></p> <ul style="list-style-type: none"> <li>- Will reduce clashes between state and federal governments</li> <li>- Will provide space for white civilizations</li> <li>- Would allow area to expand in population, wealth, and power</li> <li>- Whites would be separated from contact with Indians</li> </ul> <p><b>Major points – Benefits to Indians</b></p> <ul style="list-style-type: none"> <li>- Would allow Indians to live their way</li> <li>- Would stop the decay of Indian tribes</li> <li>- With the help of the government, Indians could become civilized and Christian</li> <li>- The removal of Indians just a continuation of on-going policy</li> <li>- Indians would be moving...just as whites did in coming to the US</li> <li>- The move would be at government expense</li> <li>- The government would pay moving expenses and support the Indians for a year</li> <li>- Government is being benevolent, generous and kind</li> </ul>

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## Elements of Culture

1. Language
2. Religion
3. History
4. Daily life
  - a. food
  - b. clothing
  - c. shelter
5. Economy
6. Arts
  - a. artwork
  - b. music and dance
  - c. stories
  - d. festivals, holidays, celebrations
7. Government
8. Inventions and technology

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## Human Body Systems

### Schema for Studying any Body System

#### Parts of System (Cells, Tissues, Organs )

What does the body system consist of?

#### Functions of System

What are the main functions of the body system? What are the functions of the organs?

#### Diseases / Disorders of System

What diseases or disorders can harm the system?

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## Summary - Informational Text

Chapter: \_\_\_\_\_ Topic: \_\_\_\_\_

In this section of the chapter, a number of critical points were made about ...

First, the authors pointed out that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

Finally, the authors suggested that...

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## Summary - Informative Text – Example

- Chapter: *Drifting Continents*
- Topic: *Wegener's Theory*

In this section of the chapter, a number of critical points were made about *Alfred Wegener's theory of continental drift*. First, the authors pointed out that *Wegener believed that all the continents were once joined together in a single landmass that drifted apart forming the continents of today*. This was important because it *explained why the outline of the continents as they are today fit together*. Next, the authors mentioned that *Wegener argued that there were many pieces of evidence supporting his theory of continental drift*. Furthermore, they indicated that *Wegener used evidence of similar landforms and fossils on different continents to prove his theory*. This was critical because *other scientists could validate this evidence*. Finally, the authors suggested that *despite this evidence, other scientists did not accept Wegener's theory because he could not explain the force that pushes and pulls the continent*.

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## Summary - Informational Text

Chapter: *Decomposers*

In this section of the chapter, a number of critical points were made about *decomposers*. First, the authors stated that *decomposers break down organisms that are no longer living such as dead plants, dead animals, and rotting wood*. This is important because *decomposers break the organisms into nutrients that can be used by plants*. Next, the authors mentioned that *earthworms are decomposers that eat plant life that has died*. Furthermore, they indicated that *earthworms pass nutrients from dead plants to the soil*. This was critical because *these nutrients enrich the soil and thus support plant growth*. Finally, the authors suggested that *fungi and some insects are other examples of decomposers*.

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## Summary - Video

Although I already knew that ...

I learned some new facts from the video titled ...

I learned ...

I also discovered that...

Another fact I learned was ...

However, the most important/interesting thing I became aware of was...

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## Summary - Video

Although I already knew that *migrating Vaux Swifts gather in NW Portland, Oregon in the fall*, I learned some new facts from the video titled *Vaux Swifts*. I learned that the Vaux Swifts can not perch like other song birds due to the structure of their claws. These birds either cling to the walls of a hollow tree or a chimney or fly. I also discovered that their natural habitat is declining, forcing them to sleep in chimneys. Another fact I learned was that up to 30,000 swifts gather at Chapman Elementary School where they dive down into the chimney at sunset. However, the most interesting thing I became aware of was that the children at the school are very supportive of the migrating Vaux Swifts. To protect the swifts in the school chimney, the heat is turned off until the swifts migrate, resulting in the students wearing sweaters and coats in class.

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## Why

- There are a number of reasons why writing frames are beneficial to students.
- The most important reason is...
- Another reason is ...
- A further reason is ...
- So you can see why...

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Students reflect on how two things are similar and different.

## COMPARE AND CONTRAST

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# Compare and Contrast

... and ... are similar in a number of ways.

First, they both.....

Another critical similarity is ...

An equally important similarity is ...

Finally, they ...

The differences between ... and ... are also obvious.

The most important difference is ...

In addition, they are ...

In the final analysis, ... differs from ... in two major ways: ...

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# Compare and Contrast - Example

Narrative and informative written products *are similar in a number of ways*. First, they both *have an author intent on sharing his/her ideas*. Another critical similarity is *the goal of informative and narrative writing: to communicate to a reader or group of readers*. An equally important similarity is *that both genre' utilize the words, mechanics, and grammar of the author's language*. Finally, they *both are read on a daily basis across the world*.

The differences between *narrative and informative written products* are also obvious. *Narratives convey a story, real or imagined, while informative products transmit information that the reader needs or is interested in learning*. The most important difference is *their purpose*. In addition, they are *structured differently*. *The structure of a narrative is based on the elements of a story: settings, characters, the character's problems, attempts at resolving the problem, and finally its resolution*. In contrast, *when writing an informative product, authors organize the information into paragraphs each containing a topic and critical details*. In the final analysis, *narratives differ from informative text in two major ways: content and structure*.

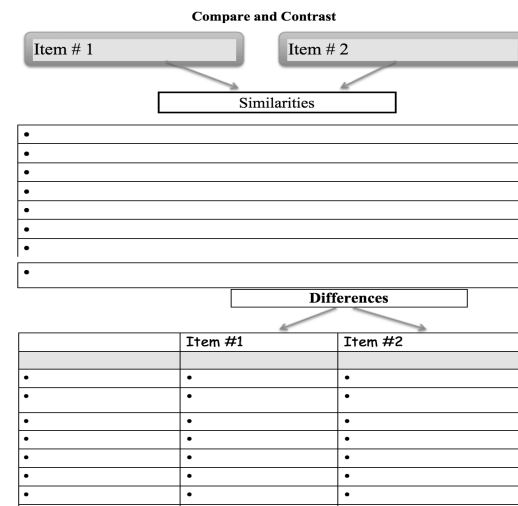
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# Compare and Contrast

*The sun* and *the moon* are similar in a number of ways. First, they both *belong to the solar system*. Another critical similarity is *that they are visible from Earth*. *During the day we can observe the sun and at night we can spot the moon*. An equally important similarity is *that both of them move within our solar system*. Finally, they *are objects that we want to learn more about*.

The differences between *the sun* and *moon* are also obvious. The most important difference is *that the sun is a gaseous star while the moon is solid*. *The sun is MUCH larger than the moon*. In addition, they are *different in terms of the light that we observe*. *The sun gives off heat and light of its own, while the moon does not give off light of its own but rather reflects light of the sun*. In the final analysis, *the sun* differs from *the moon* in two major ways: *their makeup (gas vs solid) and their light, produced by the sun and reflected by the moon*.

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### Compare and Contrast

Item # 1 Senate      Item # 2 House of Representatives

#### Similarities

- Both are part of the legislative branch of government
- Two parts of the Congress
- Members of Congress are elected by citizens of states
- Joint powers - make laws, declare war, collect taxes
- 

#### Differences

	Senate	House of Representatives
Number	• 100 Senators	• 435 Representatives
Number from each state	• 2 per state	• Determined by population
Qualifications	• At least 30 years old	• At least 25 years old
	• US citizen for 9 years	• US citizen for 7 years
	• Resident of state	• Resident of state
Different Powers	• Ratify treaties	• Starts spending bills
	• Confirm presidential nominations	• Impeaches high officials
	• Tries impeached officials	• If electoral college has tie, elects president

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## Compare

The Senate and the House of Representatives are similar in a number of ways. First, they are both part of the legislative branch of government referred to as Congress. Furthermore, citizens in each state must elect the senators and representatives that serve in Congress. In addition, the two bodies of Congress have a number of joint powers including the power to make laws, declare war, and collect taxes.

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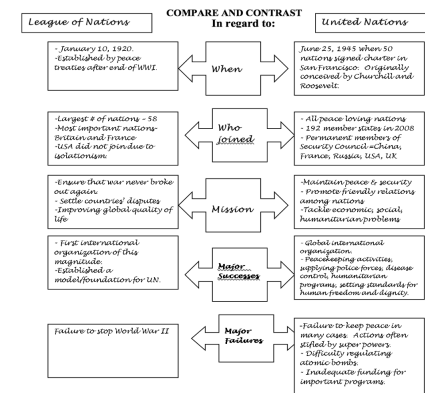
## Contrast

While the Senate and House are similar in a number of ways, their membership composition differs. There are 100 elected senators with two senators from each state regardless of the state's population. In contrast, the House has a total of 435 representatives with the number from each state dependent on the state's population. The qualifications also differ between senators and representatives. Representative must be at least 25 years old, a US citizen for 7 or more years, and a legal resident of the state that they represent. On the other hand, a senator must be at least 30 years old, a US citizen for 9 years or more, and a legal resident of their state.

The Senate and House of Representatives, while given joint powers, are also accorded separate powers. The Senate is given the responsibility for ratifying treaties, confirming presidential nominations, and trying impeached officials. In contrast, the House of Representatives' specific powers include initiating spending and tax bills, impeaching high officials, and determining who will be president if the Electoral College ends in a tie.

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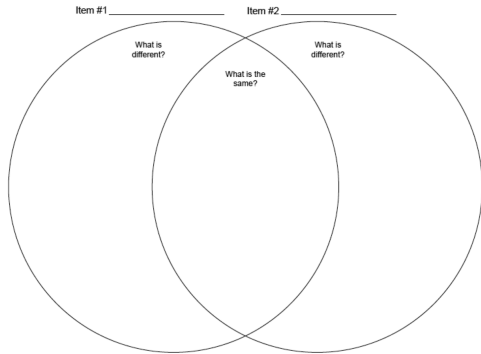
## Compare – Contrast Graphic Organizer



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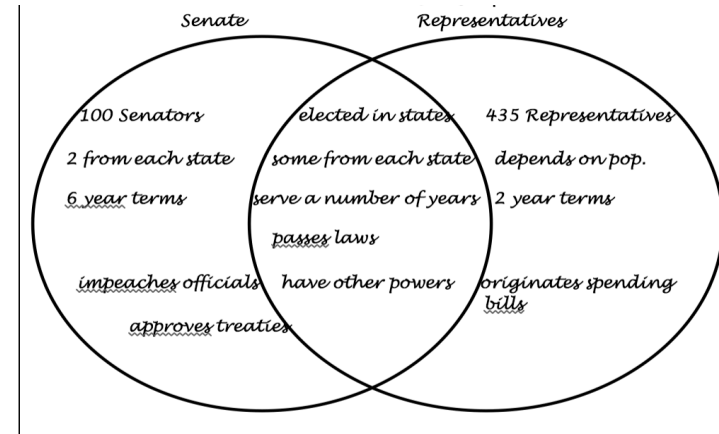
## Compare – Contrast Graphic Organizer

Compare and Contrast



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## Compare – Contrast Graphic Organizer



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**How** ( How are mountains formed? How does a spider spin a web?)

**Why** (Why do some things float or sink? Why is the ozone layer getting thinner? Why does iron go rusty? Why do living things need food?)

## EXPLANATIONS

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## Explanation

There are a number of reasons why ....

The most important reason is...

Another reason is ...

A further reason is ...

So you can see why...

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## Explanation

There are a number of reasons why *everyone should recycle*. The most important reason is *that recycling reduces the amount of energy and natural resources that we use*. Another reason is *that recycling reduces the amount of waste that ends up in landfills*. A further reason is *that recycling also reduces the amount of carbon that is emitted into the air*. So you can see why *it is critical that all of us increase our efforts to recycle*.

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## Explanation - Why

There are a number of reasons *why non-native plants and animals damage the Great Lakes*. The most important reason is *that many invasive species take food from native species*. Another reason is *that some of the invasive, non-native species attach to docks and to boats, causing great damage*. A further reason is *that some non-native species clog water pipes, restricting the movement of water to industries and residences*. So you can see why *actions need to be taken to protect the Great Lakes from invasive, non-native plants and animals*.

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## Explanation

There are differing explanations as to why...

One explanation for this is...

The evidence for this is ...

An alternative explanation is ...

The explanation is based on...

Of the alternative explanations, I think the most likely is...

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## Description

When describing ..., the word that comes to mind is ...

One reason is ...

Another reason is ...

Finally, ... is ... because ...

Thus, ... is the best description of ...

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## Description (Mystic Horse by Paul Goble)

When describing *the Pawnee boy in Mystic Horse*, the word that comes to mind is *kind*. One reason is *that he was very kind to his grandmother. He helped her travel, gather food, collect discarded clothing for their use, and set up camp every day.* Another reason is *that the boy took care of the sickly, old horse even when others thought the horse was useless.* Finally, *he was kind when he gave a horse to his grandmother and asked her to give the remaining horses in the herd to individuals who needed a horse. He could have chosen to keep the entire herd to increase his wealth.* Thus, *kind* is the best description of *the Pawnee boy called the Boy Chief*.

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## Character Analysis

The character ... in ... can best be described as ...

This is evident when ...

... also shows this trait when he/she...

Further, his/her...is evident when ...

Thus, ... is a good way to describe ...

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## Character Analysis

The character *Prince Alfonso* in *the story called Blancaflor* can best be described as *honorable and obedient*. This is evident *when the Prince kept his promise to return to the Land of No Return after three years in exchange for his father's health.* *Prince Alfonso* also shows this trait when he *gave the eagle the golden chain in exchange for passage over a ravine.* Further, his *commitment to being honorable and obedient* is evident *when the Prince completed the three tasks required by Blancaflor's father.* Thus, *being honorable and obedient* is a good way to describe *Prince Alfonso*.

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## Character Analysis

A significant personality trait of ... in ... is that he/she was ...

The first incident where (or way that) the character demonstrates this trait was...

... also shows this trait when he/she...

Finally, ...Shows that he/she is ... when ...

It is clear that this characteristic makes ... a more (interesting, intriguing, compelling, amusing) character in ...

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## Analysis of Graphic

The title of this graphic is...

The type of graphic is ....

Its purpose is to ...

One critical observation that I made was...

This is important because ...

I reached a number of conclusions through my analysis of this graphic.

First, ....

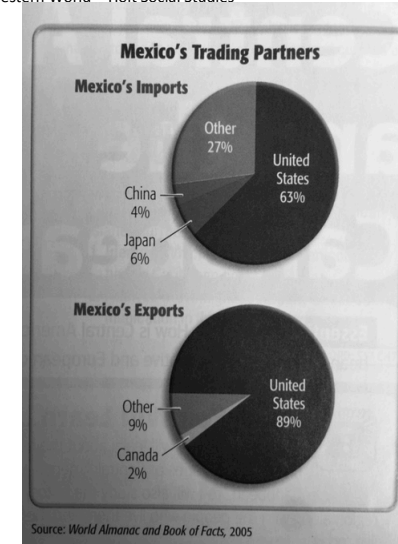
Second, ....

Finally, ...

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## Example Graphic – Social Studies

Western World - Holt Social Studies



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## Analysis of Graphic

The title of this graphic is *Mexico's Trading Partners*.

The type of graphic is a *pie graph*. Its purpose is to convey information about Mexico's imports and exports in 2005. One critical observation that I made was that Mexico's major trade partner is the United States. This is important because it emphasizes the economic relationship between the United States and Mexico, its southern neighbor. I reached a number of conclusions through my analysis of this graphic. First, Mexico has a higher percentage (89%) of their exports going to the US than the percentage of imports (63%) coming into Mexico from the US. Second, 10% of Mexico's imports come from Asian countries, China and Japan. Finally, it is obvious that Mexico's economy is very dependent on Mexico's relationship with the United States.

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## Pluto vs. Earth

How is Pluto different from Earth?  
Find out with this chart.

	Pluto	Earth
surface	mostly covered by frozen nitrogen and rock	mostly covered by water (70%) and land
diameter	about 1,400 miles	about 8,000 miles
number of moons	3	1
average distance from the Sun	3.5 billion miles	93 million miles
orbit	It takes 248 Earth years to travel around the Sun.	It takes 365 days to travel around the Sun.
length of one day	about 154 hours	24 hours

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## Analysis of Graphic

The title of this graphic is *Pluto vs. Earth*. The type of graphic is a *chart*. Its purpose is to *show the differences between Pluto and the Earth*.

One critical observation that I made *was that their surfaces are different. Pluto is mostly covered by frozen nitrogen and rock. However, the Earth's surface is mostly covered in water and land*. This is important because *the Earth's surface supports plant and animal life. This is not the same on Pluto*. I reached a number of conclusions through my analysis of this graphic. First, *the Earth is much larger than Pluto as indicated by their diameters (Earth - 8,000 miles vs Pluto - 1,400 miles)*. Second, *Pluto is a greater distance from the Sun than the Earth is from the Sun*. Finally, *the length of a day on Pluto is MUCH longer than a day on Earth. On Pluto, a day is about 154 hours long. On the Earth, a day is 24 hours long*.

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## Process

To ..., you need to follow these basic steps.

First, you need to ...

Next ...

Then...

When you finish, you should have ....

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## Process

To *draw an animal using a photo*, you need to follow these basic steps. First, you need to *draw an oval for the body of the animal and additional shapes to represent the head and legs of the animal*. Next, *connect the shapes to form the outline of the animal*. Then, *draw in additional features such as eyes, ears, claws, etc*. Finally, *you can sketch in details such as hair, eyebrows, and nails*. When you finish, you should have *a drawing that mirrors the animal's photo*.

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## Problem-Solution

In this problem, we were asked to figure out....

Some information was already given including ... and ...

When creating a plan to solve this problem, I decided to follow a number of steps.

First, I....

Next, I...

Then, I ...

Finally, I ...

After following these steps, I determined that the answer was ...

To check this answer, I ...

Based on my verification of the answer, I am quite certain that it is accurate.

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Students are given an issue and write an opinion on issue.

## OPINIONS/ARGUMENTS

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## Argument

Though not everybody would agree, I want to argue that...

I have several reasons for arguing this point of view.

My first reason is ...

A further reason is...

Furthermore...

Therefore, although some people might argue that ...

I have shown that ...

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## Argument

Though not everybody would agree, I want to argue that *Andrew Jackson was not the president for the common man though he was the first US president not born into a rich family*. I have several reasons for arguing this point of view. My first reason is *that Jackson's policies called for the removal of Native Americans from their homelands in order to allow white settlers to take over native territories*. A further reason is *that while Jackson expanded suffrage to white men who did not have property, voting rights were not extended to women*. Furthermore, *Jackson was a plantation owner with at least 150 slaves*. Therefore, although some people might argue that *President Jackson, our 7<sup>th</sup> President, was the president for the common man because of his impoverished roots*, I have shown that *Jackson was NOT the president for Native Americans, women, or African Americans*.

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## Opinion

I think that ...

I feel this way because ...

Another reason I feel this way is...

Most importantly, I think ...

For these reasons, I believe that ...

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## Opinion

I think that *it would have been better to be a women in Sparta than in Athens*. I feel this way because *women in Sparta actually had more freedom than women in Athens*. Another reason I feel this way is *women in Sparta were able to own property*. *In Athens, women could only inherit property if their father's had no sons*. Most importantly, I think *while women of Athens were respected for their role of building strong families, women of Sparta were taught to be strong and independent*. For these reasons, I believe that *it was better for a women to live in Sparta than in Athens*.

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## Argument

There is a lot of discussion about whether...

The people who agree with this idea claim that...

A further point they make is ...

However, there are also strong arguments against this point of view.

People with the opposing view believe that...

They say that...

Furthermore, they claim that...

After examining the different points of view and the evidence for them, I think... because...

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## Exit Ticket

Name: \_\_\_\_\_

Directions: Complete \_\_\_\_\_ of these statements.

1. Today I learned...
2. I was surprised by...
3. The most useful thing I will take from this lesson is...
4. One thing I am not sure about is....
5. The main thing I want to find out more about is....
6. After this session, I feel...
7. I might have gotten more from this lesson if...

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