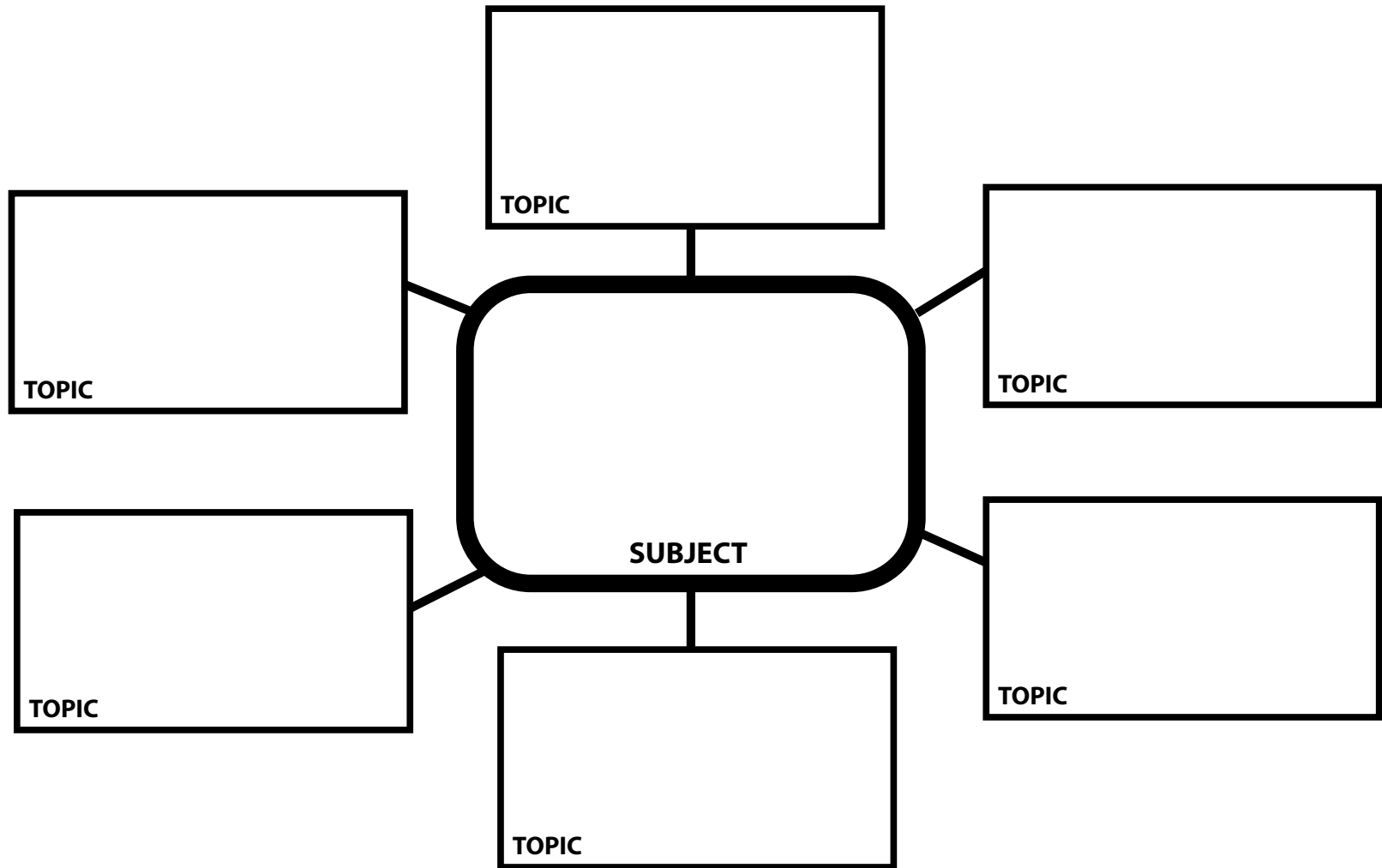
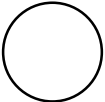


TOPIC WEB



Source _____ Page # _____ Student's Initials _____ 

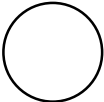
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4. LIKE OR UNLIKE WHAT?

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[LEVEL 2]

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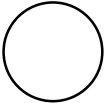
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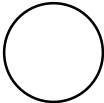
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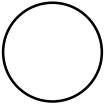
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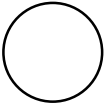
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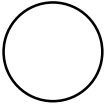
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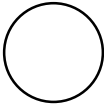
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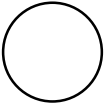
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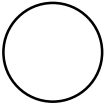
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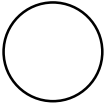
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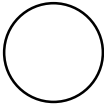
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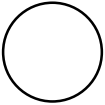
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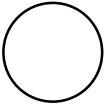
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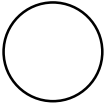
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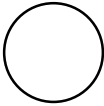
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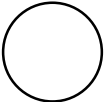
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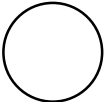
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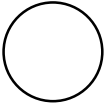
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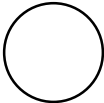
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TOPIC _____
[LEVEL 2]

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. she she it they (circle one)

Action Verbs → Changed to nouns

“What does [subject] do?”

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

List action verbs in this area.

Other Nouns 10. _____

“What can [subject] be called?”

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

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

Adjective-Noun Pairs 15. _____

“How can [subject] be described?”

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

Adjective → Changed to a noun

20. _____

Write an adjective in this area.

TOPIC OUTLINE

Student: _____

Teacher: _____

Title: _____ Room: _____ Date: _____

Subject: _____

INTRODUCTORY PARAGRAPH (Optional for LEVEL 2): The first sentence has your paper's subject as its subject. The rest of the sentences use the circled topics (in the order they are listed below), but they do not use information from the notes.

I. Topic Sentence

1 -
Note #'s

Topic I. _____

II. Topic Sentence

-
Note #'s

Topic II. _____

III. Topic Sentence

-
Note #'s

Topic III. _____

IV. Topic Sentence

-
Note #'s

Topic IV. _____

V. Topic Sentence

-
Note #'s

Topic V. _____

[LEVEL 2]

SELF-QUESTIONING STRATEGY

SIDE 1

My document...

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. Did I leave a blank line above each **paragraph**? (If not, mark an arrow where you should have a blank line.)
4. Do all lines **start next to the margin**? (If not, extend the first letter over to the margin.)
5. Do words follow one another **all the way to the right margin**? (If not, extend last the letter.)
6. Does a **title page cover** my whole document? (If not, make the title page.)

SELF-QUESTIONING STRATEGY

SIDE 2

My Writing...

First with a clean sheet of paper I cover all but the first sentence of my document. Then, touching each word, I read the sentence **aloud** and ask myself all six questions. 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 this procedure 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 the first word.)
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 the sentences.)
6. Which **capital letters** make me feel uneasy? (Print capital letters.)

Student: _____ Room _____

Teacher: _____ Date _____

CHECKLIST for WRITING

[After Self-Questions]

INSTRUCTIONS: On the short lines, mark a **dot on what you did do** and an **X on what you fixed**. When finished, count your dots and X's. Then write your score in each section along the left margin. Total your scores in the upper-right box. Feel proud of what you have found, corrected, and learned from your own mistakes.

1. FORM

SCORE

Title Page

- _____ title and name look like the example
- _____ other items look like the example

Page 1

- _____ page 1 has no page number
- _____ title is on the top line
- _____ title is in the center of line
- _____ title is capitalized
- _____ 1" margin is on the left side
- _____ 1/2" margin is on the right side
- _____ paragraphs are indented
- _____ paragraphs have my planned topic sentences

Page 2, 3, 4, 5, etc.

- _____ page number is in the upper-right corner (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

SCORE

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

3. MECHANICS

SCORE

- _____ each sentence starts with a capital letter
- _____ 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 are only one or two words long
- _____ numbers are not spelled if 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 how they should be spelled
- _____ I chose two words to "fix" in my spelling memory.

HOW MANY ERRORS I FOUND

SCORE

Spelling Problems and Memory Connections to Help Me Remember Spelling

1.

word and memory connection

2.

word and memory connection

Teacher's Comments

A Special Note to You and Your Family:

Your writing is a 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.

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

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

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

This 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 see what you do well.

Assessment Form

A Research Report

Student: _____ Room _____

Teacher: _____ Date _____

7

Criteria:

5 - 1
Rubric

Rubric Scale
5: Strong- 4: Maturing - 3: Developing
2: Emerging - 1: Not Yet

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 tow fingers in from the margin.

[CONVENTIONS]

3. The paragraphs are in the same order as the topics on the topic outline.

[ORGANIZATION]

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
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

[LEVEL 2]

Bibliography Information

Source # _____

Student _____
Subject _____

Notice the punctuation for your final bibliography.

Author _____ . or Editor _____ .

Title of Article " _____ " _____

Title of Major Source (or website) _____ .

City of Publication _____ : (or Website Address) _____ ,

Publishing Company (See front of title page, near bottom) _____ ,

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Title Here

by

Name Here

Teacher Here

Date Here