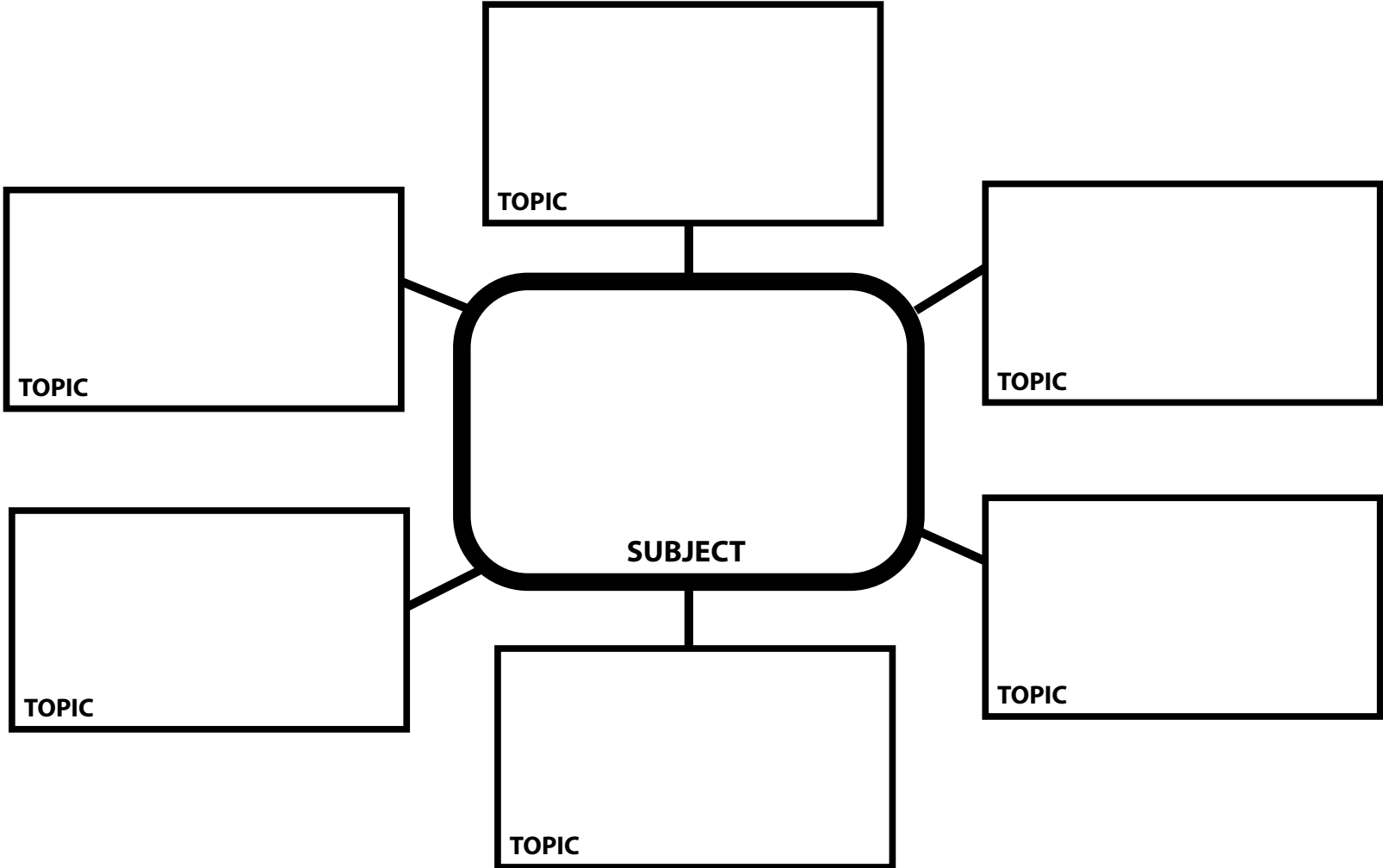


TOPIC WEB



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) _____ ,

Copyright Year (See back of title page for the most recent year following a ©) _____ ,

Volume(s) _____ : Page(s) _____. Item's Date (or download date) _____ ,

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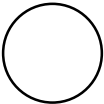
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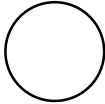
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2. NOTE

3. FOR WHAT REASON?

4. LIKE OR UNLIKE WHAT? **5. AN EXAMPLE?**
6. A DEFINITION?

TOPIC _____ **SUBTOPIC** _____
[LEVEL 3]

Source _____ Page # _____ Student's Initials _____ 

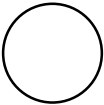
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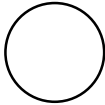
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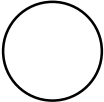
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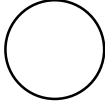
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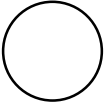
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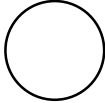
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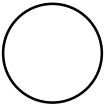
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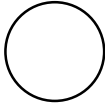
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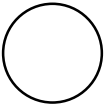
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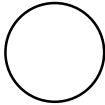
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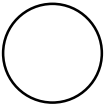
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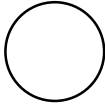
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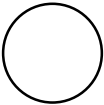
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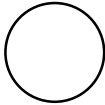
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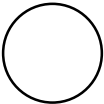
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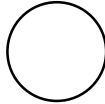
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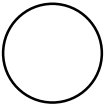
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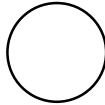
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TOPIC _____ **SUBTOPIC** _____
[LEVEL 3]

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: _____

Room: _____

Date: _____

Title: _____

Subject: _____

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 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 outlines 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].

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.)

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
- 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 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.

Student: _____ Room _____

Teacher: _____ Date _____

7

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.

[LEVELS 2 and 3]

Title Here

by

Name Here

Teacher Here

Date Here

Making an Outline from a Topic Outline Form 5

- 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
 - A. First Subtopic Capitalized and Indented Five Spaces
 - B. Second Subtopic Capitalized and Indented Five Spaces
- 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

Making a Bibliography from Bibliography Form 2

10

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. Internet Author's Last Name, First Name (year). "Minor Article Title," Major Publication Volume Number. [Retrieval Date] from [Name of Database] on the Worldwide Web: [http://\[internet address\]](http://[internet address]).
4. Interviewee's Last Name, First. "Topic of Interview." City: Location of Interview, Date and Year of Interview.
5. Lecturer's Last Name, First. "Topic of Lecture," City: Location of Lecture, Date and Year of Lecture.
6. Major Title of Audio and 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 List Entries

- First, alphabetize 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.

Basic Rules for Bibliographies

- Ink To Use**
 - hand written: blue or black ink on final document
 - printer: black ink: 12 point type; line spacing at 1.5 or double
- Words to Capitalize**
 - *Bibliography* at the top and words in titles, names of people, cities, and publishers
 - not *a, an, or the* (unless they are first or last in a title)
 - not prepositions (unless they are first or last in a title)
- Where to place the *Bibliography***
 - hand written: on the top line
 - printer: on the third line down from the top
 - both hand and printer: centered; one line skipped under title
- Margins To Maintain**
 - both hand written and printer
 - top line of each entry extends to the margin on the left
 - all other lines indent five spaces from the left margin
- Punctuation To Use**
 - periods: after source numbers, author/editor, main title, Co. and Inc., and after the © year at the end
 - commas: after the author/editor last name, a minor title, the publisher, and after volumes and pages; before Inc.
 - quote marks: around minor title (poems, articles, chapters)
 - underlines: under major title (book of poems, newspaper, book with chapters, three-act play)
 - colons: between the city and the publisher; after http

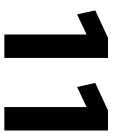
[LEVEL 3]

Assessment Form

A Research Report

Student: _____ Room _____

Teacher: _____ Date _____



Criteria:	5 - 1 Rubric	Rubric Scale 5: Strong- 4: Maturing - 3: Developing 2: Emerging - 1: Not Yet
1. The introduction is clear and interesting. It tells the main idea and its topics.	[IDEAS AND CONTENT]	Comments:
2. Each paragraph tells about a topic and names that topic in its topic sentence.	[IDEAS AND CONTENT]	
3. The paragraphs are in the same order as the topics on the topic outline.	[ORGANIZATION]	
4. The conclusion reviews the main idea and topics, then gives an ending to the paper.	[IDEAS AND CONTENT]	
5. Relevant facts are used and their sources are cited.	[IDEAS AND CONTENT]	
6. The writing sounds like the writer is talking to readers.	[VOICE]	
7. Well chosen descriptive words and subject synonyms help readers to sense and picture in their minds.	[WORD CHOICE]	
8. Sentence structures are correct. They sound smooth enough to be read aloud with expression.	[SENTENCE FLUENCY]	
7. Correct mechanics increase readability. (spelling, punctuation, capitalization, grammar)	[CONVENTIONS]	
Six Traits of Writing 1. Ideas and Content 3. Voice 5. Sentence Fluency 2. Organization 4. Word Choice 6. Conventions		

[LEVEL 3]