

Graphic Organizers For Expository Writing

Research Question: How will the use of a graphic organizer affect the overall cohesiveness of sixth grade students' essay writing? **Research Activities:** The focus of this intervention was to teach students how to use a graphic organizer as a tool to provide structure and organization while writing a problem and solution essay, a genre of writing required by the California Content Standards for sixth grade. **Context:** This intervention took place in a 6th grade, self-contained classroom with 29 students. **Methods and Data:** The intervention spanned three consecutive weeks and took 14 days to implement. First, students were introduced to the graphic organizer and created a problem and solution essay as a whole class. Then students used the graphic organizer to create their own problem and solution essay related to a curricular novel. Finally, students used the graphic organizer to write a problem and solution essay on a topic of their choice. Data sets include students' essays before and after having used the graphic organizer. Organization was measured by a rubric score and the "overall cohesiveness" of the essay. An essay was scored as "Cohesive" if it had one main idea, stuck to that main idea throughout the essay, and if information was presented in a logical order. Also, attitudinal data includes teacher notes from a class discussion about writing before and after the intervention. **Results:** Overall, students' essay organization improved. About 79% of the post-intervention writing samples were scored as "Cohesive," and received higher rubric scores than the pre-intervention writing samples. Students expressed use of graphic organizers made writing more enjoyable and indicated a stronger desire to use graphic organizers as a writing strategy. **Grade Level:** Sixth Grade. **Data Collection Methods:** Discussion notes, Observation-Field Notes, Student Work, Survey-Attitude, Writing Samples. **Curriculum Areas:** Writing. **Instructional Approaches:** Graphic organizers/concept maps, Writing-Expository, Writing-Rubrics.

Dip into this vast collection of quick writing lessons and activities to find exactly what you need—whether it's a lesson on using exact words, writing an essay, developing a plot, or organizing a report. You'll find dozens of ideas for teaching students the persuasive, narrative, descriptive, and expository writing skills they need. This comprehensive resource gives you the tools you need to successfully—and joyfully—teach writing. For use with Grades 4-8. "Take charge of your writing curriculum with *The Complete K-5 Writing Workshop*, and create a rich, balanced learning environment that simultaneously supports standards while focusing on what is meaningful and effective for students. With this comprehensive and well-organized resource, author and veteran educator Susan Koehler starts with the history of writing instruction, leading K-5 teachers through the writing process and assessment. You'll learn what to do with detailed information on creating a successful writing workshop—including writer's and teacher's notebooks, management tips, and publishing projects—and what to teach with a list of writing-craft skills and genre instruction guidelines that form the content of writing instruction. An extensive appendix provides rubrics, checklists, planners, graphic organizers, practice sheets, activities, and more to use in your classrooms today. By uniting process and skills, we can maintain a systematic approach to instruction while reviving learner engagement and rediscovering the joy of teaching writing."

All of our content is aligned to your State Standards and are written to Bloom's Taxonomy. Our program is designed to make the writing process logical and easy to learn. We offer clear and concise instruction in the drafting and revision phases to assist your students in creating outstanding book reports. We also take the fear out of writing essays while giving your students the tools to comprehensively express their point of view. The learning objectives are based on Bloom's Taxonomy and you can use this material to supplement your present writing program or for independent student work. Also included is a detailed implementation guide, student assessment rubric, word puzzles, comprehension quiz, and test prep. The color graphic organizers will assist the introduction of the skill focus and in guiding your students through their successful writing process.

Content-Area Graphic Organizers for Social Studies

Innovative Approaches to Literacy Instruction

Personal and Persuasive Essays

100 Writing Lessons

Graphic Organizers for Reading Comprehension

The Complete K-5 Writing Workshop

The extraordinary, groundbreaking novel from Laurie Halse Anderson, with more than 2.5 million copies sold! The first ten lies they tell you in high school. "Speak up for yourself--we want to know what you have to say." From the first moment of her freshman year at Merryweather High, Melinda knows this is a big fat lie, part of the nonsense of high school. She is friendless, outcast, because she busted an end-of-summer party by calling the cops, so now nobody will talk to her, let alone listen to her. As time passes, she becomes increasingly isolated and practically stops talking altogether. Only her art class offers any solace, and it is through her work on an art project that she is finally able to face what really happened at that terrible party: she was raped by an upperclassman, a guy who still attends Merryweather and is still a threat to her. Her healing process has just begun when she has another violent encounter with him. But this time Melinda fights back, refuses to be silent, and thereby achieves a measure of vindication. In Laurie Halse Anderson's powerful novel, an utterly believable heroine with a bitterly ironic voice delivers a blow to the hypocritical world of high school. She speaks for many a disenfranchised teenager while demonstrating the importance of speaking up for oneself. *Speak* was a 1999 National Book Award Finalist for Young People's Literature.

From research papers to poetry, students will be given many writing assignments over the course of their education. Through easy-to-follow text and clear examples, students will learn about the different types of writing assignments they'll receive and how to write each one. Activities will encourage students to extend their writing skills further. Fast facts and sidebars bring new insight into the task of writing, while the glossary reinforces new vocabulary. A Further Reading section inspires further research.

Why you need a writing revolution in your classroom and how to lead it *The Writing Revolution (TWR)* provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback. Insurmountable as the challenges faced by many students may seem, *The Writing Revolution* can make a dramatic difference. And the method does more than improve writing skills. It also helps: Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities *The Writing Revolution* is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content.

Provides lessons and teaching strategies to help students improve their skills in fiction and nonfiction

writing, from descriptive paragraphs to persuasive essays.

Boxes and Bullets

Compose Yourself!

Graphic Organizers & Strategy Sheets

Expository Discourse in Children, Adolescents, and Adults

40 Writing Prompts with Graphic Organizers

Writing in the Content Areas

Research Question: How do graphic organizers assist third graders in writing a procedural explanation on how to implement a recipe? **How do graphic organizers help students organize information to write procedural explanations?** **Research Activities:** Context: This intervention took place in a self contained 3rd grade classroom composed of 19 students from ethnically and academically diverse backgrounds. The whole class participated in the instructional activities, with additional support given to four English learners (ELs). The four focus students were of Mexican and Hmong background and represented a range of ability on the California English Language Development Test (CELDT). One early advanced, two intermediate and one early intermediate. Focus students were chosen based on CELDT levels and near perfect attendance records. **Methods & Data:** The intervention occurred in three phases which included recipe activities that mirrored one another. The "hook" was enabling students to create the recipes and eat it in class for two of the three recipes. For the Peanut Butter and Jelly Sandwich phase and "Ants on a Log" phase first students entered information into a graphic organizer, secondly made the recipe, and lastly wrote a procedural paragraph on the recipe. Students obtained a recipe from home or chose a kid friendly recipe from The Taste of Home Cookbook in the second phase, after which they filled out a graphic organizer and wrote a procedural paragraph for their recipe. Scaffolds included a step by step presentation for each recipe, teacher modeling of paragraph structure, and class reflections on each activity. Four focus students received additional tutoring and feedback on their recipes. Graphic organizers were scored using a teacher-created rubric targeting the listing of materials, step by step directions and organization. Procedural paragraphs were also scored with a teacher-created rubric focusing on title, correct paragraph format and organization, use of transitional words, correct spelling, mechanics and grammar. Pre and post intervention attitude surveys were administered that related to the students' outlook on writing and school subjects. Observation notes contributed to understanding students' comfort level with writing and enthusiasm for the topic. **Results:** Performance was tracked on 12 students with consistent attendance over the course of the intervention for each recipe. Six students' performance improved half or a full point on the rubric scales in their ability to fill out a graphic organizer and write a procedural paragraph while the other half either remained the same or decreased. A similar pattern was seen among the focus students (one student increased a full point, one remained the same but decreased a point on the last recipe, another student fluctuated up and down between half a point and one point, and the last student decreased a full two points). Close analysis of the focus students' recipes over time showed that all made progress in producing key elements of the recipe genre: specifying ingredients, listing step by step procedures in sequence and providing generally replicable recipes despite their rubric based scores. Emergent writer ELs benefited especially from the graphic organizer in maintaining focus in their paragraph writing. After the intervention, three focus students used graphic organizers and scored higher on a district assessment on procedural writing compared to their first assessment as opposed to one focus student who did not and scored lower. Four non-focus students also used graphic organizers on the assessment and scored higher compared to their first writing sample and five who did not use graphic organizers still scored a passing grade. Attitude survey results showed slightly more confidence in one third of the students and no change in the other two thirds of students' ability to write procedural paragraphs. Observation data showed an increase in more than half of the students' willingness to use graphic organizers and to learn other writing genres after the intervention. **Grade Level:** Elementary, 3rd grade. **Data Collection Methods:** Writing assessment, Writing samples, Survey-Attitude, Observation-Field notes. **Curriculum Areas:** English Language Arts, Writing-Writing in the content areas. **Instructional Approaches:** Writing-Explicit instruction, Expository/Informational text, Graphic organizer/concept map, Writing-Expository, Writing-Organization, Student engagement.

Contains lessons and teaching strategies that help students bring organization, facts, and flair to their informational writing.

Tap into the power of graphic organizers for classroom success Veteran educator and NCTE trainer Katherine McKnight shows how students can use graphic organizers as an important tool to organize new information. Providing a visual representation that uses symbols to express ideas, concepts, and convey meaning, graphic organizers help to depict relationships between facts, terms, and ideas. The author demonstrates how graphic organizers have proven to be a powerful teaching and learning strategy. Includes 100 graphic organizers-more than any comparable book Included graphic organizers can be used before-, during-, and after-learning activities across the content areas Contains easy-to-follow instructions for teachers on how to use and adapt the book's graphic organizers Offers strategies for teachers to create their own graphic organizers for different grade levels The author Katherine McKnight is a noted literacy educator.

School success in the 21st century requires proficiency with expository discourse -- the use and understanding of informative language in spoken and written modalities. This occurs, for example, when high school students read their textbooks and listen to their teachers' lectures, and later are asked to demonstrate their knowledge of this complex topic through oral reports and essay examinations.

Although many students are proficient with the expository genre, others struggle to meet these expectations. This book is designed to provide information on the use and understanding of expository discourse in school-age children, adolescents, and young adults.

Recently, researchers from around the world have been investigating the development of this genre in typical students and in those with language disorders. Although many books have addressed the development of conversational and narrative discourse, by comparison, books devoted to the topic of expository discourse are sparse. This crossdisciplinary volume fills that gap in the literature and makes a unique contribution to the study of language development and disorders. It will be of interest to a range of professionals, including speech-language pathologists, teachers, linguists, and psychologists who are concerned with language development and disorders.

How to Sneak your Monster into School

The Effects of a Graphic Organizer on the Overall Cohesiveness of Sixth Grade Students' Essay Writing

Step-By-Step Strategies for Teaching Expository Writing

Using Graphic Organizers to Enhance Procedural Writing Through Home Recipes

50 Writing Lessons That Work!

Engaging Prompts with Reproducible Organizers That Spark Ideas, Focus Thinking, and Put Students on the Path to Wonderful Writing

A guide for teachers which shows how to use different styles of graphic organizers--visual representations of knowledge--for teaching and learning, planning, instruction, and assessment in kindergarten through eighth grade classrooms.

There are 22 very important steps you need to follow in order to sneak your Monster into school. This book will teach you how to be sneaky, how to distract, and how to show your Monster that you care. Before you begin, you will need large sunglasses, a can of worms, a bright red clown nose, peanut butter, a pink wig, and an extra-large toothbrush.

Provides fresh, new graphic organizers to help students read, write, and comprehend content area materials. Helps students organize and retain information.

Provides lessons and models to help teach writing to elementary school students.

Keys for Struggling Learners

Writing in Science

Teaching Writing

The Writing Revolution

Do Graphic Organizers Help Students Write an Essay Based on Expository Texts?

Master Writing Big Book

Help students visualize what they're learning! Helps students organize information for better comprehension Appeals to different learning styles Includes graphic tools ranging from concept maps to flow charts

From New Spain, to Old South, to New South, to Sunbelt, the story of how and why millions have come to Florida and influenced the enduring but changing meanings of a dreamstate. 52 b&w and 6 color photos, 4 maps.

The author and the Seattle Science Notebook Program have outlined the strategies of using science notebooks with a diverse population of students and documented their effectiveness. The thoughtful approach, well explained in the book, keeps the goals of inquiry-based science and writing clearly focused and mutually supportive. - Harold Pratt Former President, National Science Teachers Association This book does more than make a case for science notebooks. It provides specific teaching guidelines, strategies, activities, and rich examples of student work that teachers can use to craft their own notebook program. - Karen Worth Author of Worms, Shadows, and Whirlpools In the science classroom writing is much more than an exercise for students to document their steps during an investigation. It's an important vehicle for describing their thought processes and the evidence that supports their reasoning. Writing in Science shows you how to encourage students to grow as scientists and writers by moving beyond recounting how they completed their work and toward explaining what they learned. Writing in Science shares proven methods for supporting improvement in how students write and think about science. It provides practical guidelines for using science notebooks in grades K - 5 to teach and assess science writing in a way that develops students' conceptual knowledge and expository writing abilities as well as their thinking and scientific skills. Betsy Rupp Fulwiler shares strategies for scaffolding and modeling higher-level forms of scientific writing such as: observations cause and effect comparisons data analysis conclusions. Fulwiler packs Writing in Science with numerous illustrations and tools to get you started, including: more than 50 entries from science notebooks, annotated with remarks about instruction and formative assessment scientific writing from English language learners and special-needs students examples and focus questions that apply to 18 popular units from the widely used STC, FOSS, and Insights kits 17 blackline masters of graphic organizers and writing frameworks specific assessment protocols and guidelines to help you analyze notebook entries and provide constructive, formative feedback to students planning guidelines that explain how to develop writing curricula for science units. Best of all, Fulwiler's methods are not only backed by research but have also been successfully implemented in the Seattle Public Schools. Help students develop their scientific thinking in an incredibly effective way: by writing. Push them away from detailing procedures and into writing that helps them grow as writers, scientific thinkers, and learners. And do it all while meeting inquiry-based science goals and supporting writing instruction across the content areas. Read Writing in Science - you'll discover that pencil and paper are among the most important materials in any scientific experiment.

The author provides educators with sixty-six keys to help middle and secondary school students with disabilities succeed.

for writing grades 5-8 30 graphic organizers with lessons & transparencies

The Art of Information Writing

Does this Go in the Introduction Or the Body Paragraph?

A Guide to Critical Thinking and Analytical Writing in Secondary School

Graphic Organizers

30 Graphic Organizers for Writing Grades 3-5

Help students organize information for better comprehension. Appeals to different learning styles. Includes essential tools from concept maps to Venn diagrams.

How can teachers make content-area learning more accessible to their students? This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning. The goal is to help teachers model, through excellent instruction, the importance of lifelong content-area learning. This working textbook provides students maximum interaction with the information, strategies, and examples presented in each chapter. Content Area Reading and Learning: Instructional Strategies, Third Edition is organized around five themes: Content Area Reading: An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features: Each chapter includes a graphic organizer, a chapter overview, a Think Before Reading Activity, one or more Think While Reading Activities, and a Think After Reading Activity. The activities present questions and scenarios designed to integrate students' previous knowledge and experience with their new learnings about issues related to content area reading, literacy, and learning, and to serve as

catalysts for thinking and discussions. New in the Third Edition The latest information on literacy strategies in every content area Research-based strategies for teaching students to read informational texts Up-to-date information for differentiating instruction for English-speaking and non-English speaking students An examination of youth culture and the role it plays in student learning A look at authentic learning in contexts related to the world of work Ways of using technology and media literacy to support content learning Suggestions for using writing in every content area to enhance student learning Ideas for using multiple texts for learning content A focus on the assessment-instruction connection Strategies for engaging and motivating students Content Area Reading and Learning: Instructional Strategies, Third Edition, is intended as a primary text for courses on middle and high school content area literacy and learning.

This series of books is designed to help upper elementary teachers teach a rigorous yearlong writing curriculum.

"Writing allows each of us to live with that special wide-awakeness that comes from knowing that our lives and our ideas are worth writing about." -Lucy Calkins Teaching Writing is Lucy Calkins at her best-a distillation of the work that's placed Lucy and her colleagues at the forefront of the teaching of writing for over thirty years. This book promises to inspire teachers to teach with renewed passion and power and to invigorate the entire school day. This is a book for readers who want an introduction to the writing workshop, and for those who've lived and breathed this work for decades. Although Lucy addresses the familiar topics- the writing process, conferring, kinds of writing, and writing assessment- she helps us see those topics with new eyes. She clears away the debris to show us the teeny details, and she shows us the majesty and meaning, too, in these simple yet powerful teaching acts. Download a sample chapter for more information.

Visual Strategies for Active Learning

Practices, Processes and Pleasures

That Scaffold Writing from Paragraphs to Essays

Development and Disorders

Using Technology to Enhance Writing

The Effects of Teaching Text Structures, Descriptive and Compare/contrast, on First Grade Reading

Comprehension and Journal Writing

This collection of descriptive, narrative, expository, and persuasive prompts sparks students' imaginations, scaffolds the writing process, and gets them prepared for the writing tests. Teachers choose from highly-motivating topics, such as an outrageous monster-for-sale ad that leads to narrative writing and a kid-invented holiday that students must persuade their principals to observe. Reproducible activity pages for each prompt include brainstorming guidance, a list of words to enhance writing, tips on organizing the writing, a graphic organizer designed just for that prompt, and a model lead. A great way to target the standards-based forms of writing! For use with Grades 4-6.

This book on doctoral writing offers a refreshingly new approach to help Ph.D. students and their supervisors overcome the host of writing challenges that can make-or break-the dissertation process. The book's unique contribution to the field of doctoral writing is its style of reflection on ongoing, lived practice; this is more readable than a simple how-to book, making it a welcome resource to support doctoral writing. The experiences and practices of research writing are explored through bite-sized vignettes, stories, and actionable 'teachable' accounts. Doctoral Writing: Practices, Processes and Pleasures has its origins in a highly successful academic blog with an international following. Inspired by the popularity of the blog (which had more than 14,800 followers as of October 2019) and a desire to make our six years' worth of posts more accessible, this book has been authored, reworked, and curated by the three editors of the blog and reconceived as a conveniently structured book.

Provides techniques, lessons plans, and ready-to-use assignments to help integrate the traits of good writing into all areas of the curriculum.

Sharpen your students' communication skills while integrating digital tools into writing instruction. Loaded with techniques for helping students brainstorm, plan, and organize their writing, this handbook troubleshoots issues students face when writing in a printed versus digital context and teaches them how to read in multiple mediums. You'll find tips for sharing writing, getting interactive feedback, incorporating grammar instruction, and more.

Inclusion Strategies for Secondary Classrooms

Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests

100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas

A Social History of Modern Florida

Future Ready Writing Assignments

Doctoral Writing

Engage your child in active learning with First Grade Essentials. This workbook covers these skills: -vocabulary -consonant and vowel sounds -addition -subtraction -counting money -telling time Packed with fun practice pages, this workbook helps first graders develop skills for success in today's classroom. Help your child learn how to apply classroom learning to everyday life with First Grade Essentials. This workbook encourages children to have fun while learning key skills in these areas: -basic skills -reading -math Filled with grade-appropriate activities and practice, First Grade Essentials offers opportunities for active learning and supports the skills children need to think critically and communicate effectively. By focusing on important school skills, the Essentials series for prekindergarten to second grades helps build a strong foundation for your child's success, this year and the next. Each practice page features a "One

Step Further” activity to help your child apply the skill to real-world experiences. The books also include fun puzzles and mazes in a bonus “Games and Activities” section. Essentials is a complete resource to help your child develop twenty-first century skills!

At long last someone has produced THE practical guide for teaching analytical writing! Compose Yourself! lays out everything a teacher needs for teaching the art of clear, complete and well-organized writing in the content areas. In fact, I would purchase this guide for students as well as teachers—and not just for high school, but for both middle school and college as well.

—Dr. Katherine Nolan, Education Consultant Finally, a book on how to teach analytical writing in all subjects. And the toolbox! I was thrilled to find templates, rubrics, and clear-cut examples for descriptive, process, and persuasive writing. Compose Yourself! is a must have for all teachers.

—Susan King, Magnet School Administrator, Tampa FL, MSA National Board, National Presenter We are perceived by how well we write. Currently our nation's teachers are struggling to find time and tools to teach thoughtful, logical expository writing. Compose Yourself! is a simple, straightforward writing guide for all subject area teachers working to improve their students' analytical, expository writing skills. Compose Yourself! must find a place in the toolbox of our nation's secondary teachers.

—William F. Roberts, Assistant Superintendent Hacienda La Puente Unified School District (California) Compose Yourself! A Guide to Critical Thinking & Analytical Writing in Secondary School is a quick and easy guide to teaching and learning critical thinking and analytical writing at the secondary level, regardless of the subject area. It is perfect for teachers, parents, and students who want to go beyond the worksheet to strengthen their thinking and writing skills, better learn and retain information, and improve overall academic performance.

After using this guide, students will be able to write clear, concise, analytical responses to complex, real-world questions in all subjects. This resource includes step-by-step processes, copious examples, writing checklists, helpful tips, and black-line masters, all to help all students improve their thinking and writing.

Amy Rukea Stempel has been zealously working in education and education reform since 1989. Prior to founding Lightbulb Learning Services, which specializes in the alignment of curriculum to academic standards, literacy development, and classroom/school leadership, she has led standards and curriculum development projects for the Education Trust, Edison Schools, Inc. (formerly the Edison Project) and standards development efforts for the Council for Basic education.

In addition to experience in education policy, Ms. Stempel has also taught literature in the International Baccalaureate program for many years and has happily lived the harried and stimulating life of a classroom teacher. Ms. Stempel's prior publications include, Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students, Standards for Excellence in Education (contributor), Where in the World Are We? The Need for International Benchmarking, Six Case Studies of Performance Assessment, and Standards: A Vision for Learning.

Many years ago, Ms. Stempel completed a B.A. in English from Carnegie Mellon University and an M.A. in Liberal Studies (with concentrations in literature and history) from Georgetown University.

58 color reproducible graphic organizers to help your students comprehend any book or piece of literature in a visual way. Our graphic organizers enable readers to see how ideas fit together, and can be used to identify the strengths and weaknesses of your students' thought processes. Our graphic organizers are essential learning tools that will help your students construct meaning and understand what they are reading. They will help you observe your students' thinking process on what you read as a class, as a group, or independently, and can be used for assessment. They include: Story Maps, Plot Development, Character Webs, Predicting Outcomes, Inferencing, Foreshadowing, Characterization, Sequencing Maps, Cause-Effect Timelines, Themes, Story Summaries and Venn Diagrams.

Content-Area Graphic Organizers for Language Arts
Reading Strategies for the Social Studies Classroom

30 Graphic Organizers for Writing Grades 5-8
Motivating Prompts and Easy Activities That Develop the Essentials of Strong Writing

Content Area Reading and Learning
How to Scaffold Instruction to Support Learning