

Short Writing Often – Not Just Long Writing Seldom

Summary

Compare and Contrast

Comprehension and Reflection

Anita L. Archer

Author – Consultant - Teacher

archerteach@aol.com

Why?

- 1) The Common Core State Standards suggest that students write for short and extended periods of time.
- 2) Writing **short products often** is more likely to improve writing skills than writing **long products seldom**.
- 3) Short products can be written in all classes.

What?

- 1) The following types of products will be particularly useful in terms of writing practice and comprehension:
 - a. Writing **Summaries**
 - b. Writing **Comparison and Contrast**
 - c. Answering **Comprehension Questions and Reflection Prompts**

How?

2) **Scaffolding:**

Students' writing can be supported using:

- a. Writing Strategies
- b. Writing Frames
- c. Think Sheets

How?

1) Instructional procedures:

Depending on the scaffolding, the teacher can:

- a. Model the procedure. Guide students in writing a product. Have students use the procedure numerous times.

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

- b. I do it. You do it.

- c. Illustrate the procedure with a completed example.

Provide feedback?

- 1) **Teacher Feedback:** Teacher provides feedback to individuals in real time.

Walk around. Look around. Talk around.

- 2) **Teacher Feedback:** Teacher provides feedback to entire group.

- 3) **Partner Feedback:** Students provide feedback on specific attributes to their partners.

- 4) **Self Feedback:** Students reread their products and carefully revise and edit.

Summary Strategy

- | | |
|--------------------------|---|
| Step 1. LIST | (Make a list of important ideas.) |
| Step 2. CROSS-OUT | (Cross out any unnecessary or weak ideas.) |
| Step 3. CONNECT | (Connect ideas that could go in one sentence.) |
| Step 4. NUMBER | (Number the ideas in the order that they will appear in the paragraph.) |
| Step 5. WRITE | (Write the paragraph.) |
| Step 6. EDIT | (Revise and proofread your answer.) |

REWARDS PLUS (Sopris Learning)

Greek Theater

- 1 - 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
- 4 - amphitheaters were built
- 5 - performed tragedies that taught lessons
- 5 - performed comedies that made fun of life
- 6 - declined when playwrights died and the government changed

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.

Addition

- furthermore
- moreover
- too
- also
- in the second place
- again
- in addition
- even more
- next
- further
- last, lastly
- finally
- besides
- and, or, nor
- first
- second, secondly

Comparison

- in the same way
- by the same token
- similarly
- in like manner
- likewise
- in similar fashion

Contrast

- yet
- and yet
- nevertheless
- nonetheless
- after all
- but
- however
- though
- otherwise
- on the contrary
- in contrast
- notwithstanding
- on the other hand
- at the same time

Summary

- to summarize
- in sum
- in brief
- to sum up
- in short

Time

- while
- immediately
- never
- after
- later, earlier
- always
- when
- soon
- whenever
- meanwhile
- sometimes
- in the meantime
- during
- afterwards
- now, until now
- next
- following
- once
- then
- at length
- simultaneously
- so far
- this time
- subsequently

Clarification

- that is to say
- in other words
- to explain
- i.e., (that is)
- to clarify
- to rephrase it
- to put it another way

Cause

- because
- since
- on account of
- for that reason

Effect

- therefore
- consequently
- accordingly
- thus
- hence
- as a result

Place

- here
- there
- nearby
- beyond
- wherever
- opposite to
- adjacent to
- neighboring on
- above, below

Example or Illustration

- to illustrate
- to demonstrate
- specifically
- for instance
- as an illustration
- e.g., (for example)
- for example

Purpose

- in order that
- so that
- to that end, to this end
- for this purpose

Qualification

- almost
- nearly
- probably
- never
- always
- frequently
- perhaps
- maybe
- although

Intensification

- indeed
- to repeat
- by all means
- of course
- certainly
- without doubt
- undoubtedly
- in fact
- surely
- in fact

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?	

Person

Who was he/she?	Benjamin Franklin
Why is he/she famous?	Famous inventor, scientist, author, printer, politician
What were his/her accomplishments?	Inventor - Franklin stove, bifocals, swim fins Scientist - Verified that lightning was electricity Politician - Helped to write Declaration of Independence; ambassador to France; signed Constitution Author - 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.

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.

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?	

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?	

Period or Event

When did event occur?	
Where did it occur?	
What was the duration?	
What happened?	
What happened in the end?	
What caused the event?	
Why was it significant?	
What caused the event?	
What were the consequences?	

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?	
What happened at the end of the narrative?	

Summary of Informational Text – Frame

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...

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*.

Summary – Narrative Frame

The title of this story was

The setting of the story was

..... was the main character of the story.

In the story, we learned that was

His/her main problem/conflict/goal was ...

At first, ... tried to resolve this

problem/conflict/goal by ...

Later, he/she tried to resolve the

problem/conflict/goal by...

In the end, the following happened: ...

The title of this story was *My Summer Vacation*.

The setting of the story was *a cattle ranch in Texas during summer vacation*. *Wallace* was the main character of the story. We learned that *Wallace* was *a young city boy who was spending his summer with the crew on the ranch*.

His main problem was *that he had to learn all of the skills of a wrangler such as how to move the cattle from one location to another and use a lasso properly*. At first, *Wallace* tried to resolve this problem by *carefully observing the ranch hands and mimicking their behaviors*. Later, he tried to resolve the problem by *asking the other wranglers, the ranch manager, and even the cook to teach him ranch skills*. In the end, the following happened: *Wallace stopped a stampede*.

Summary - Statistical Tasks

Planning

I am going to investigate ...

I think that my results will show that ...

I think this because ...

The information I need to collect is ...

I am going to get this information by ...

Using the Data

I will need to do the following calculations ...

I will do these so that I can ...

I will draw the following graphs ...

I think these would be the best choice because ...

Results

This graph shows that ...

I think that the reason for this result is ...

This calculation shows that ...

I think that the reason for this result is ...

Conclusions

I have noticed that ...

This agrees/disagrees with my predictions at the start ...

I was surprised that ...

This might be because ...

My results would be more convincing if ...

If I had the opportunity, I improve my investigation by ...

Or I would like to also explore ...

Science Lab (Levy, 2008)

<p>The Introduction <i>Incorporate the following components into the first section of your lab report.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> State question or problem <input type="checkbox"/> Present hypothesis <input type="checkbox"/> Explain how hypothesis was reached <input type="checkbox"/> Link hypothesis to other research <input type="checkbox"/> Provide relevant background information 	<p>Sentence Starters</p> <p><i>To solve the problem, we will _____.</i></p> <p><i>The question under consideration is _____.</i></p> <p><i>To answer the question _____, we hypothesize that _____.</i></p> <p><i>My hypothesis is _____.</i></p> <p><i>I intend to show _____.</i></p> <p><i>This experiment determines _____.</i></p> <p><i>Work in this area includes _____.</i></p> <p><i>Other scientists have _____.</i></p> <p><i>This hypothesis builds upon _____.</i></p>	<p>Draft Section I.</p>
<p>Materials and Method <i>Incorporate the following components into the second section of your lab report.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> List equipment and materials <input type="checkbox"/> Describe how equipment will be used <input type="checkbox"/> Clarify steps in the experiment sequence <input type="checkbox"/> Explain reasons for steps in process <input type="checkbox"/> Outline experiment design 	<p>Sentence Starters</p> <p><i>To complete this experiment, I used _____.</i></p> <p><i>This set-up for this experiment required that _____.</i></p> <p><i>We measured _____.</i></p> <p><i>To calculate _____, we _____.</i></p> <p><i>The purpose of _____ was _____.</i></p> <p><i>Our method included _____.</i></p> <p><i>We used _____ to _____.</i></p> <p><i>To conduct the experiment, we _____.</i></p> <p><i>To complete the experiment, we _____.</i></p> <p><i>It was necessary to repeat _____.</i></p>	<p>Draft Section II.</p>
<p>Data <i>In the third section of your lab report, create graphs and tables of collected data.</i></p>	<p>Insert Data for Section III.</p>	

<p>Discussion of Data <i>Incorporate the following components into the fourth section of your lab report.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe observations <input type="checkbox"/> Interpret data <input type="checkbox"/> Explain findings <input type="checkbox"/> Present results <input type="checkbox"/> Analyze data <input type="checkbox"/> Demonstrate understanding 	<p><i>Sentence Starters</i></p> <p><i>The data suggests that _____.</i></p> <p><i>Our results are consistent with _____.</i></p> <p><i>It was apparent that _____.</i></p> <p><i>_____ led to the conclusion that _____.</i></p> <p><i>As a result of _____, we determined that _____.</i></p> <p><i>The process revealed that _____.</i></p> <p><i>The data indicates that _____.</i></p> <p><i>Our findings confirm _____.</i></p> <p><i>We observed that _____.</i></p> <p><i>Based on _____, we determined that _____.</i></p>	<p><u>Draft Section IV.</u></p>
<p>Conclusion <i>Incorporate the following components into the fifth section of your lab report.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on procedure <input type="checkbox"/> Note errors <input type="checkbox"/> Suggest changes to process <input type="checkbox"/> Recommend revisions to process 	<p><i>Sentence Starters</i></p> <p><i>Another method might have _____.</i></p> <p><i>Errors in the process included _____.</i></p> <p><i>The experiment could be improved by _____.</i></p> <p><i>The procedure successfully _____.</i></p> <p><i>Future experiments should _____.</i></p> <p><i>The facts clearly indicate _____.</i></p> <p><i>The experiment would have been more effective if _____.</i></p> <p><i>The procedure was effective because _____.</i></p>	<p><u>Draft Section V.</u></p>

Compare and Contrast Frame

Same

_____ and _____ are similar in a number of ways.

First, they both.....

Another critical similarity is

An equally important similarity is

Finally, they

Different

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:

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, both are read on a daily basis across the world.

The differences between *narrative* and *informative written products* are also obvious. The most important difference is *their purpose. Narratives convey a story, real or imagined, while informative products transmit information that the reader needs or is interested in learning.* 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.*

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

Compare and Contrast

Item # 1

Item # 2

Similarities

-
-
-
-
-
-
-
-
-

Differences

	Item #1	Item #2
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

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.

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.

Answering Written Comprehension Questions

- 1) Read the item.
- 2) Turn the question into part of the answer and write it down.
- 3) Think of the answer or locate the answer in the articles.
- 4) Complete your answer.

REWARDS Plus published by Sopris Learning

Writing Frames for Comprehension

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...

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...

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...

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 ...

Sentence Expansion With 3 Question Words

Based on *Teaching Basic Writing Skills* by Judith Hochman

Name _____ Date _____

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

Sentence: _____

_____

_____

_____

Expanded Sentence: _____

Sentence: _____

_____

_____

_____

Expanded Sentence: _____

Sentence Expansion With 3 Question Words – Example
Based on *Teaching Basic Writing Skills* by Judith Hochman

Name _____ Date _____

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

Sentence: Andrew Jackson and his American forces won.

What *The Battle of New Orleans*

When *January 8, 1815*

Why *wanted to keep British from seizing
New Orleans and Louisiana Purchase*

Expanded Sentence:

*On January 8, 1815, Andrew Jackson and his
American forces won the Battle of New Orleans,
stopping the British from invading and seizing New
Orleans and the vast Louisiana Purchase.*

Sentence Expansion With 4 Question Words

Based on *Teaching Basic Writing Skills* by Judith Hochman

Name _____ Date _____

Expand each sentence using three of the following question words: *who, what, when, where, why*, and/or *how*.

Sentence: _____

_____

_____

_____

_____

Expanded Sentence: _____

Sentence: _____

_____

_____

_____

_____

Expanded Sentence: _____

Sentence Expansion With 4 Question Words –
Based on *Teaching Basic Writing Skills* by Judith Hochman

Example – Language Arts

Students in a middle school are reading the book *Wonder* (Chapter – Why I didn't go to school). The following daily Warm Up Activity is designed to 1) improve the quality of sentences, 2) provide daily writing for short sessions, and 3) to review the preceding chapter.

Name _____ Date _____

Expand each sentence using three of the following question words: *who*, *what*, *when*, *where*, *why*, and/or *how*.

Sentence: August is going to school.

Who *a young boy with facial deformities*

When *in the fall*

Why *no longer needed to be homeschooled
because of frequent surgeries*

What *fifth grade*

Expanded Sentence: *In the fall, August, a boy with facial deformities, will go to school for the first time, because he no longer needs to be homeschooled because of frequent surgeries.*

Exit Ticket

Name:

Directions: Complete three of these statements.

Today I learned...

I was surprised by...

The most useful thing I will take from this lesson is..

One thing I am not sure about is....

The main thing I want to find out more about is....

After this session, I feel...

I might have gotten more from this lesson if....