Scaffolding Writing Instruction: Responding to the Demands of the CCSS

— Anita Archer —
About CDL

Founded in 1992, the Center for Development and Learning (CDL) is a results-driven 501(c)(3) organization. CDL’s mission is to improve the life chances of all children, especially those at high risk, by increasing school success.

CDL’s work is focused on increasing teacher effectiveness. Standards set the course, and assessments provide the benchmarks, but it is highly effective teaching that yields substantial, sustained gains in student learning. All children, regardless of how they look, where they come from, or how they learn, can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments.

CDL holds special expertise in the areas of literacy, learning differences, evidence-based teaching strategies, and building the capacity of teachers. We tackle real-time issues such as ways to remediate struggling readers, differentiate instruction, and build and sustain collective capacity. CDL professionals customize professional learning services to meet the specific needs of the schools and districts with whom we work.

Our current initiatives include (1) Language and Learning – Right from Birth, which provides child care providers and parents of children ages birth to three with the information, skills and support they need to help their children grow and be ready to learn when they enter school; (2) Step It Up for Literacy, which builds educators’ capacity to provide systematic, explicit and effective instruction to all students and targeted intervention for students experiencing difficulties; (3) Learning Profiles: Differentiating Instruction for Diverse Learners, which gives teachers the tools to identify and remediate learning problems with instructional and behavioral interventions; and (4) the Greater New Orleans Literacy Institute, a collaborative with Tulane University, Xavier University of Louisiana, and the Greater New Orleans Education Foundation. The Institute’s goal is to found a support initiative to ensure that all children from birth through 12th grade receive effective, evidence-based literacy instruction and graduate from high school – college and career ready.

About the Presenter

Anita Archer
Anita Archer, Ph.D., recipient of ten Outstanding Educator awards, serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Mary Gleason including REWARDS PLUS, REWARDS Writing and Skills for School Success. Most recently, Anita wrote a textbook on explicit instruction with Charles Hughes entitled Explicit Instruction: Effective and Efficient Teaching (Guilford, 2011).
Scaffolding Writing Instruction: Responding to the Demands of the Common Core State Standards

Arguments, Informative Texts, and Narratives

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Arguments - To convince

- Definition
  - A reasoned, logical argument
  - Demonstrating that the writer’s position, belief, or conclusion is valid
- Purpose
  - Change reader’s point of view
  - Bring about some action on reader’s part
  - Ask reader to accept writer’s explanation
- Genre
  - essay, letter, editorial

Informative Text - To Explain or Inform

- Definition
  - Text
  - That conveys information accurately
- Purpose
  - To increase reader’s knowledge of subject
  - To help reader understand a procedure or process
  - To provide reader with enhanced understanding of concept
- Genre
  - literary analyses, reports, summaries, comparisons, instructions, manuals, memos, resumes

Narratives - To Convey an Experience

- Definition
  - A written product
  - That conveys real or imagined experiences
  - Using time as the structure
- Purpose
  - To entertain
  - To inform
  - To instruct
  - To persuade
- Genre
  - fictional stories, memoirs, anecdotes, autobiographies

Big Idea: Condense and Integrate the Standards

- Make CCSS teachable
  - Simplify without losing essence
Argument - 7th grade CCSS
Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 43.)

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

7th Grade Writing

Tasks
- Routine writing
  - Extended time - research projects allowing research, reflection, revision
  - Shorter time
- Variety of tasks, audiences, purposes
  - to convince or persuade (Argument)
  - to inform or explain (Informative)
  - to convey an experience (Narrative)
7th Grade Writing - Argument

Critical Attributes (What)

Introduction
- Introduces claims
- Acknowledges alternative claims/counterarguments
- Organizes reasons

Body
- Supports claims and counterarguments
- With logical reasoning and relevant evidence
- Uses transition words, phrases, clauses to create cohesion

Conclusion
- Contains concluding statement or section
- That supports argument

Overall
- Conveys a reasoned, logical argument
- Maintains formal style
- Has clear, coherent writing
- Avoids plagiarism

Conventions
- Capitalization, punctuation, spelling
- Standard format for citations

Writing Process (How)

Plan
- Research, gather information and evidence
- Uses multiple, credible sources
- Includes print and digital sources
- Includes evidence from literary and informational text

Take notes on information

Organize
Organizes appropriate to task, evidence, purpose

Write
Write

Transcribe plan into clear, coherent writing

Uses technology

Revise and Edit

Conventions

Rewrite
Public/Share

Big Idea: Provide explicit instruction on foundation skills

Outcome: Writing Arguments, Informational Texts, Narratives

Example Foundation Skills:
- reading, expressive vocabulary, word usage, fluent handwriting or typing, spelling, grammar, capitalization, punctuation, sentence formation, sentence sense, paragraph formation

Big Idea: Break down complex skills

- Complex skills and strategies should be broken down into smaller, easy to obtain instruction units.
- This will promote success.

Break down complex skills.

Example - Common Core Standards

Body of Argument

Transcription

1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.

2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.

3. When given three reasons and related facts and details, can write three paragraphs each containing a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.
Break down complex skills.
Example - Common Core Standards

Introduction
8. For previously formulated argument papers, writes an introduction that:
   a) grabs the attention of the reader, b) states the writer’s opinion, and c) introduces
   reasons to support the writer’s opinion.

Conclusion
9. For previously formulated argument papers, writes a short conclusion “wraps it up”
   the essay by: a) summarizing the opinion and reasons, b) calling for some action to be
   taken, or c) explaining the outcomes of not following the writer’s suggestions.

Arguments (Desired Outcome)
10. When given a topic, can plan, write, and edit an argument paper that includes:
   a) an effective introduction, b) a well structured body with logically
   organized reasons and related facts and details, linked with appropriate
   transition words and phrases, and c) a short conclusion that “wraps it up”.

Big Idea: Provide Explicit Instruction

“Writing is not caught. It must be taught.”

• Model - I do it.
• Guided Practice - We do it.
• Check understanding- You do it.

Big Idea: Scaffold Instruction

• Scaffold Instruction, gradually fading out teacher assistance.

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do it.</td>
<td>We do it.</td>
<td>We do it.</td>
<td>We do it.</td>
<td>We do it.</td>
</tr>
<tr>
<td>M</td>
<td>T</td>
<td>W</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

Big Idea: Provide judicial practice

• Have students write many products of focus genre to promote mastery.

• After initial instruction, products can be composed in a variety of classes.

Big Idea: Provide Feedback

• (Teacher feedback) Provide feedback in real time as you circulate and monitor. Praise, Encourage, Correct
• (Teacher feedback) Provide feedback to the entire group.
• (Self feedback) Have students carefully check their products against the rubric.
• (Peer feedback) Have students give focused feedback to their partners.
• (Teacher feedback) Provide feedback to students on a portion of the rubric.
• (Teacher feedback) Provide feedback on final drafts using the rubric.

Big Idea: Consider motivation

• Consider motivation.
  – Success (perceived probability of success)
  – Interest (interest in the topic)
  – Choice (narrow choice when possible)
BIG IDEA: Teach the “What” and “How”

• **WHAT**
  – Critical attributes
  – Rubric
  – Example

• **HOW**
  – Writing Process

---

**WHAT**

Example

– Descriptive paragraph rubric and example
– Passage summary rubric, example and non-example

**HOW**

• **Writing process**
  – Planning
  – Writing
  – Revising
  – Editing
  – Rewriting
  – Publishing
  - Plan
  - Write
  - Revise
  - Edit
  - Rewrite
  - Publish

---

**HOW - Plan**

Plan

T = Task/Topic
A = Audience
P = Purpose

Think
or
Research and gather evidence

--

**HOW - Plan**

• Support for organization of written product

  – Writing frames
  – Strategies
  – Think Sheets
Writing Frames

Writing frames
• Use with beginning writers
• Use to support specialized writing
• Use to support summarization
• Use to support reading comprehension

Strategies

Strategy for Paragraph Writing
- List
- Cross-out
- Connect
- Number
  ( Write)

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

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

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
- Male puts egg on his feet under belly
4. Male stays on egg for two months
5. Male doesn't eat
6. Egg hatches
- Male must care for baby

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 doesn’t eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.
Think Sheets

Think Sheets need to be:
- Simple
- Faded over time with students eventually generating
  Think Sheet

Examples
- Think sheet for organizing compare/contrast
- Think sheet for argument
- Think sheet for informational text
- Think sheet for narrative

Thank You

Writing is not caught. Writing is TAUGHT.

Think Sheets

- Example # 10 - Essay to convince
  - Example Rubric
  - Example Essay
  - Think Sheet

- Example # 11 - Essay to explain/inform
  - Example Rubric
  - Example Essay
  - Think Sheet
Writing Examples

Anita L. Archer, Ph.D.

Note: The copyrighted materials presented in this PowerPoint and the corresponding examples are a part of the REWARDS Writing Program (Sopris Learning) that is currently being developed and field-tested by the authors, Anita Archer and Mary Gleason. The materials can be used by teachers in their work with students. However, they can not be reproduced in any other print material (e.g., curriculum, book, article, training manual).

 Disclosure
Anita Archer is receiving an honorarium for this training and is an author of numerous research-based and research-validated intervention programs. She receives royalties from Curriculum Associates for Phonics for Reading and Skills for School Success, from Sopris Learning for REWARDS Intermediate, REWARDS Secondary, REWARDS Plus, and REWARDS Writing and from Guilford Publishers for Explicit Instruction: Effective and Efficient Teaching, a textbook on instructional practices. She has no non-financial relationships to disclose.
**Example**  Rubric for Descriptive Paragraph

<table>
<thead>
<tr>
<th>Critical Attribute</th>
<th>You</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Organization)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The first sentence tells what is being described.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2. All the other sentences tell more about what is being described</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3. The length is adequate.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td><strong>(Sentences)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Complete sentences are used.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5. The sentences begin with different words.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>6. The sentences vary in length.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td><strong>(Word choice)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Descriptive words are used.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>8. Overused words (e.g., nice, big, little) have been replaced with more precise or interesting words.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td><strong>(Content)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The description paints a clear and accurate picture of what is being described.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>10. The description is easy for the reader to understand.</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>
Example. continued Descriptive Paragraph

It was dusk when we entered the tiny grocery store on the edge of the deserted road. The store was lit by a single bulb hanging near the entrance. The aisles in the store were narrow allowing only one shopper at a time. Ancient wooden shelves lining the aisles were cluttered with dust-covered cans and boxes. Yellowed labels on the cans held the secret of the store.
Example: Writing Frame for Emerging Writers

My favorite city is _______________. This city is located in the state of _______. I like this city because ______________
________________________________________________________. One of my favorite things to do in this city is
________________________________________________________.
Another activity that I enjoy in _________ is
________________________________________________________  
________________________________________________________.
Example: Writing frame for a story-problem explanation in math

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 answer to this problem was
___________________________________________.
To check this answer I ______________________________________
________________________________________________________________.
Based on my verification of the answer, I am quite certain that it is
accurate.
Example: Summarization - Narrative

______________________________ took place in/at _________________________________.

The main character of this story was ____________ _______.

His/her major problem was ____________________________ _________________________________.

___________ tried to solve this problem by ______________ _________________________________.

In the end ________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________.
Example: Summarization - Narrative

___________________________ title ___________________________ is a narrative selection about __________________________ theme ___________________. In this story, ____________ name ____________, a/an ______________ ________________________________, was the main character. Other critical characters included: _______ name ___, ________________________, and ______ name ________, ________________________________.

In this story, _______ name______________________’s major problem/conflict/goal was ________________________________ ____________________________________________________.

First, _______ name________________________ tried to resolve this problem/conflict/goal by ________________________________ ________________________________________________________.

In the end, the following happened: ________________________________ ________________________________________________________.
Viruses

Viruses have some characteristics of _________ things and __________ things. In some cases, viruses are __________, but they can live and ___________.

To live and reproduce, viruses must invade a __________ and use it.Viruses are NOT __________ but have genetic ______________. Different viruses need different __________. The __________ coat helps the virus detect the right kind of host cell. In __________, the virus attaches to the outside of a host cell. In __________, the virus injects genetic information into the host cell. During __________ and __________, the host cell’s enzymes obey the virus’s genetic instructions. During __________, new virus particles leave the _______________ in search of new host cells.
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 land mass that he called Pangaea 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 this evidence could be validated by other scientists. 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 continents.
Example - Writing Frame - Comprehension

Opinion
Topic -

Many people believe that…. However, I believe that…. One reason for my opinion is that …. Another reason is …. An additional reason for my opinion is that …. In conclusion, …. 

Opinion
Topic - Jackson as President for the Common Man

Many people believe that Andrew Jackson was the President for the common man as he declared during the election. However, I believe that Andrew Jackson was not the President for the common man but rather the president for some of the people. One reason for my opinion is that Andrew Jackson ordered the removal of Native Americans from Georgia and Florida, their homelands. Another reason is that during Andrew Jackson's presidency, suffrage, the right to vote, was only afforded to white men in the United States. An additional reason for my opinion is that Andrew Jackson owned 150 slaves on his plantation. In conclusion, many of Jackson's "common men" were denied the rights of others including the right to their own land, the right to vote, and the right to be free.
Prediction  

Story - Max found Two Sticks

The last thing that happened in the story was that Max collected soda bottles to use for music making. I predict that Max will continue to collect items for drumming. I have a number of reasons for this prediction. First, Max has already collected items for drumming including sticks, a cleaning bucket, hat boxes, garbage cans, and bottles. In addition, Max made music that matched the sounds around him. Finally, I believe that Max will make drum music because it gives him joy.
## Compare/Contrast Think Sheet

Subject: __________________________

<table>
<thead>
<tr>
<th>SAME</th>
<th>St. Bernard</th>
<th>Newfoundland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use</td>
<td>Rescue</td>
<td>Rescue</td>
</tr>
<tr>
<td>Height</td>
<td>Full grown males same</td>
<td>Full grown males same</td>
</tr>
<tr>
<td>Type of Fur</td>
<td>Smooth dense that protects from cold</td>
<td>Smooth dense that protects from cold</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIFFERENT</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>155 – 170 pounds</td>
</tr>
<tr>
<td>Place of Origin</td>
<td>Swiss Alps</td>
</tr>
<tr>
<td>Different Clients</td>
<td>Climbers and skiers</td>
</tr>
</tbody>
</table>
Example continued

The Saint Bernard and the Newfoundland are the same in several ways. Both dogs are large rescue dogs. The full grown males are about the same height. Both dogs have smooth dense fur that protects them from the cold while they are rescuing people.

Although the two dogs are similar, they also have differences. The Saint Bernard is much heavier, weighing 155 to 170 pounds. The lighter Newfoundland weights 140 to 150 pounds. The dogs originated in different places, so the types of rescues they perform are different. The Saint Bernard originated in the Swiss Alps and rescues climbers and skiers from the snow. The Newfoundland rescues people form the Atlantic Ocean. Both dogs perform important services for mankind.

Reference

Example: Compare/Contrast Think Sheet

Compare/Contrast Think Sheet

Subject: __________________________

<table>
<thead>
<tr>
<th>SAME</th>
<th>Groups</th>
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<tbody>
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<td>Categories</td>
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</tbody>
</table>
**Argument**

<table>
<thead>
<tr>
<th>Topic: random searches</th>
<th>Task: ✓ letter ___essay ___other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience: faculty members</td>
<td>Type of preparation: ✓ think OR ___collect evidence</td>
</tr>
</tbody>
</table>

Purpose: Convince ___Pro ✓ Con

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### Introduction

**GRAB**

**Claim (Thesis Statement):** Random searches of desks, lockers, and backpacks should be forbidden.

**Reason A.** Invades personal privacy  
- desks, book bags, 
- lockers are students’ “home” 
- contain personal items  
- diaries  
- notes  
- pictures  
- retainers

**Reason B.** Destroys trust between students and faculty  
- not comfortable with teachers  
- hide drugs in new places  
- students worried about searches  
- feel vulnerable

**Reason C.** Doesn’t solve problem  
- bad students sneakier  
- faculty intimidating places  
- may punish innocent about searches  
- feel vulnerable  
- changes school  
- changes school environment  
- embarrassing

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### Conclusion

**WRAP**
## Argument – Essay to convince

**Topic:** ______________________

**Task:** __letter __essay __other

**Audience:** ___________________

**Type of preparation:** ___think OR ___collect evidence

**Purpose:** Convince __Pro __Con

### Introduction

**GRAB**

**Claim (Thesis Statement):**

<table>
<thead>
<tr>
<th>Reason A.</th>
<th>Reason B.</th>
<th>Reason C.</th>
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<tbody>
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</tbody>
</table>

**Body A. Explain**

**Body B. Explain**

**Body C. Explain**

<table>
<thead>
<tr>
<th>Body A. Explain</th>
<th>Body B. Explain</th>
<th>Body C. Explain</th>
</tr>
</thead>
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</tbody>
</table>

### Conclusion

**WRAP**
Example: Think Sheet – Essay to Explain or Inform

Prepare

| Topic: ______________________ | Form: letter essay other |
| Audience: ___________________ | Type of preparation: think collect evidence |
| Purpose: Explain/Inform | Brainstorm and select three or more major points |

Organize

Introduction

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point A.</th>
<th>Point B.</th>
<th>Point C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
<td>____________</td>
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<tr>
<td>____________</td>
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<td>____________</td>
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<td>____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body A. Supporting Details</th>
<th>Body B. Supporting Details</th>
<th>Body C. Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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Conclusion

WRAP
Example - Short Story

Think Sheet – Story

(7) Title

(3) Setting

(1) Main Character(s)

(2) Problem

(4) Beginning

(5) Middle

(6) End