

Use your senses to
make mental images of
what you read.

mental images



Hear:

Blank box for drawing mental images related to hearing.



See:

Blank box for drawing mental images related to seeing.



Feel:

Blank box for drawing mental images related to feeling.



Taste:

Blank box for drawing mental images related to tasting.

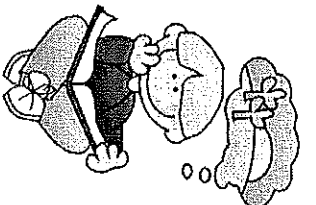


Smell:

Blank box for drawing mental images related to smelling.

Mental Images

Picturing in your mind what is happening in the story.

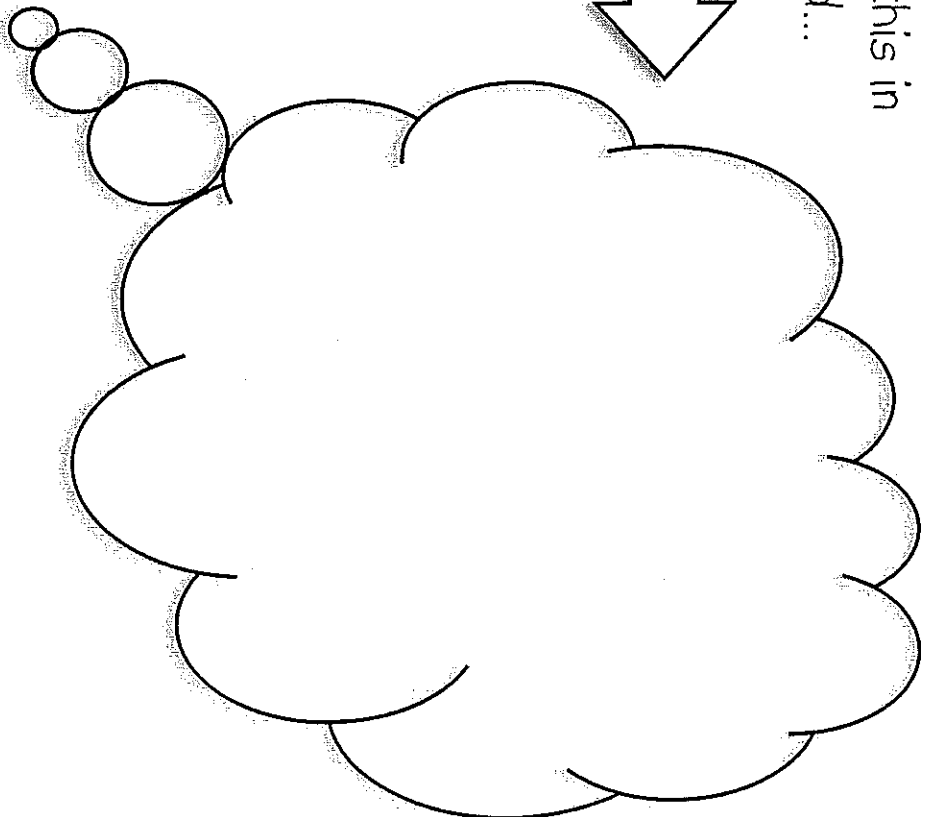
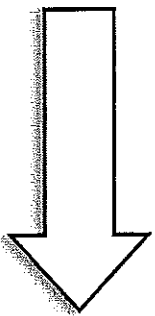


Story Title:

When I heard these words:

Handwriting practice area with ten horizontal lines for writing.

I pictured this in
my mind...





Name: _____ Class: _____ Date: _____

Summarizing

Available as a PDF at scholastic.com/scope

Directions: Summaries are condensed descriptions of stories or situations. Strong summaries contain information about main concepts and events. While summaries are useful when sharing information, they can also be effective tools for gathering information or checking reading comprehension. Use this graphic organizer to help summarize the play *Inkheart* or any other piece of fiction you read.

MAIN CONCEPTS	DETAILS
Who is involved?	
What is the conflict? Is there more than one conflict?	
Why did the conflict occur?	
Where and when does the story take place?	
How is the conflict resolved?	

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Summary Star

1
word
for a
new
title

2 words about how it
made you feel

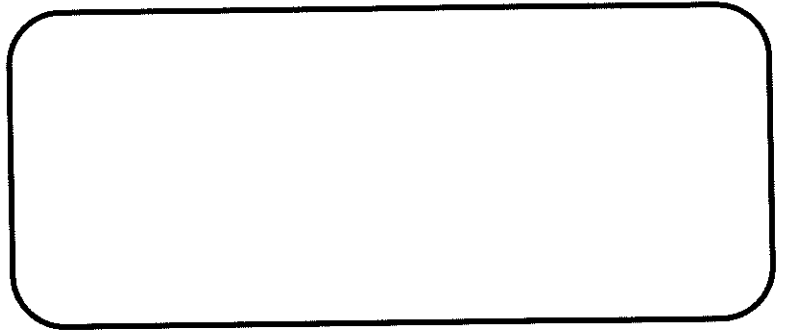
3 words to
tell about the
setting

4 words to
state the
problem

5 words to tell about
the conclusion

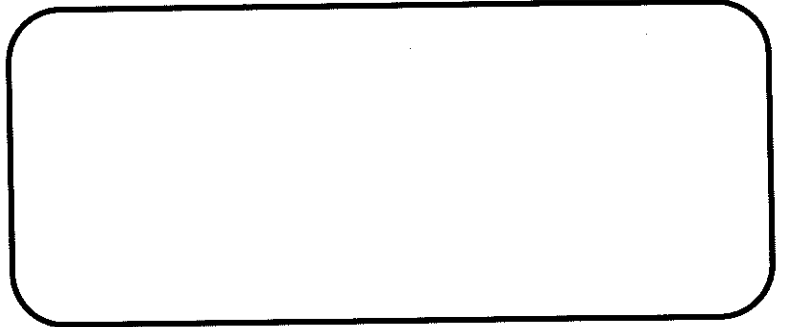
Somebody

Who is the main character or person?



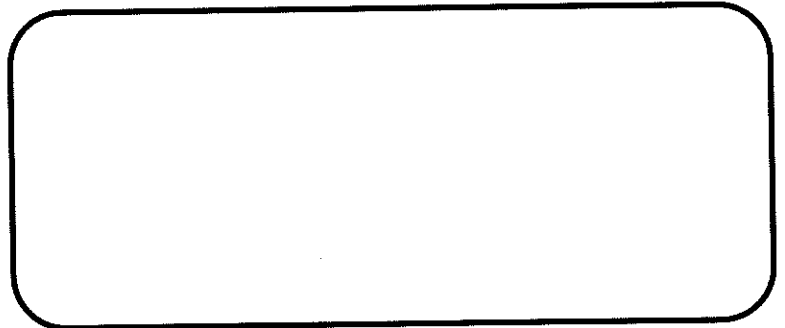
Wanted

What did the character or person want?



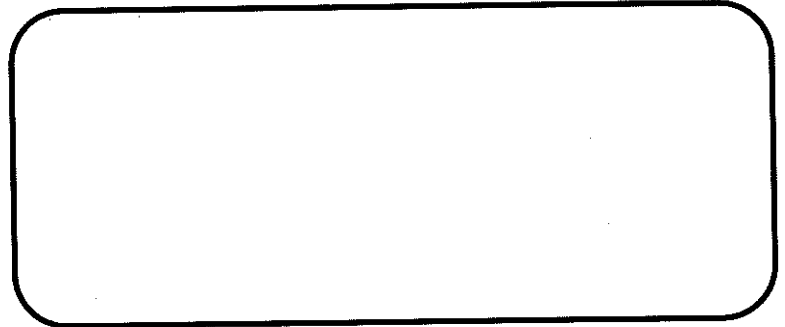
But

What was the problem?



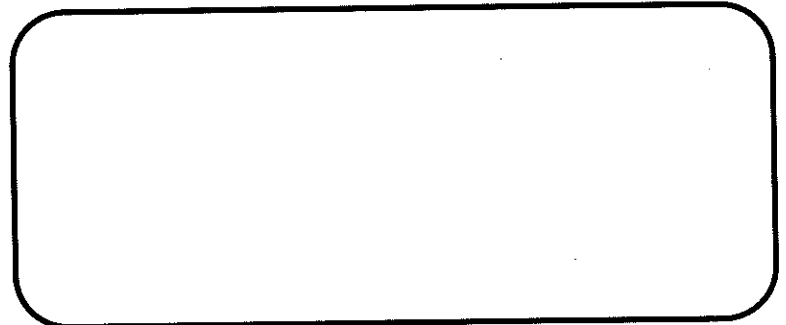
So

How did the character or person try to solve the problem?



Then

What was the resolution or outcome? How did the story end?



CLIMAX

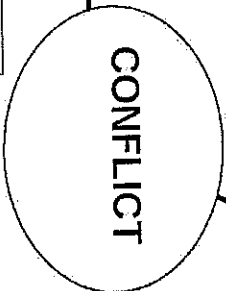
PLOT

TITLE: _____
AUTHOR: _____

RISING ACTION

(List examples that create complications or suspense)

FALLING ACTION



CONFLICT

EXPOSITION

Setting:

Situation/climate:

Characters:

PROTAGONIST vs. ANTAGONIST

vs.

RESOLUTION

THEME

Main Idea and Details

What are they?

A **Main Idea** is what the text is all about. The **Details** are the key points that support the **Main Idea**.

Ask Yourself

What is the passage mostly about?

What is another title for the text?

What is an important detail from this selection?

Which detail best supports the main idea?

Look for these Words

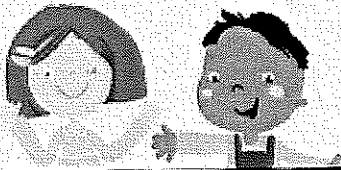
mostly about
another title
important details
unimportant details
best describes
main purpose
lesson learned

Follow These Steps

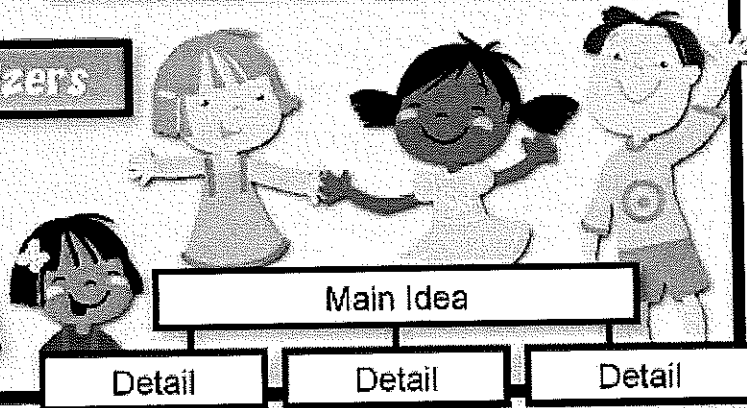
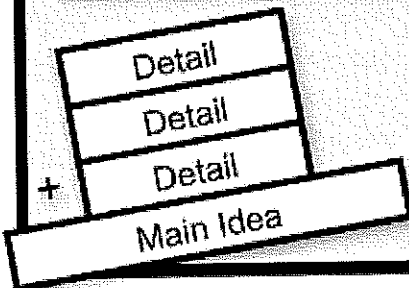
1 Read the title and look at the pictures to make a prediction about the text.

2 As you read, identify the important and unimportant details.

3 Use the important details to create the main idea.



Graphic Organizers



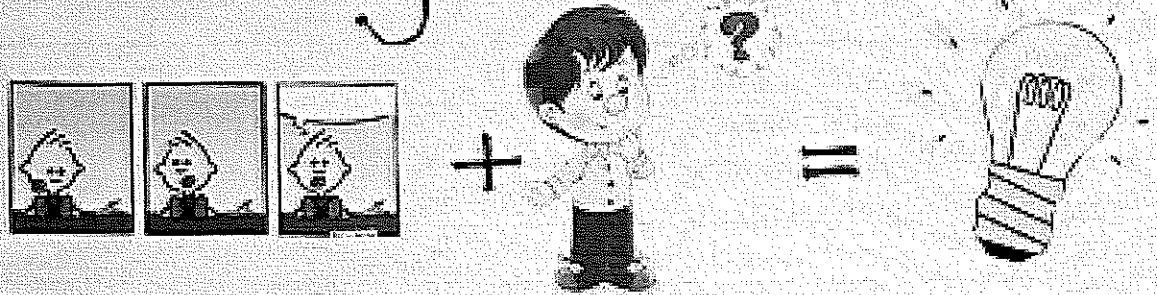
Inference Equation

Evidence from text (Actions)	What I already know ... (Background Knowledge)	I can infer ...
<p>Example: She looks at her feet when she speaks in her paper voice, and her cheekbones get pink.</p>	<p>I've seen people who are shy, scared, or embarrassed look at the ground and blush when they talk quietly to others.</p>	<p>I can infer that this character is shy, possibly embarrassed about something and might be afraid to speak to the other person.</p>

Evidence from text (Physical Appearance)	What I already know ... (Background Knowledge)	I can infer ...

Evidence from text (Words)	What I already know ... (Background Knowledge)	I can infer ...

Making INFERENCES



picture + schema = inference

The picture SHOWS, _____

I already know, _____

Therefore, I can infer, _____

Picture + Schema = Inference

--	--	--

Name: _____

Date: _____

Period: _____

**ESSENTIAL QUESTION: HOW DOES AN AUTHOR BUILD CHARACTERIZATION
IN A NOVEL TO ENHANCE THE READER'S UNDERSTANDING OF A
CHARACTER'S PERSONALITY?**

Characterization is the way an author develops characters in a story. Sometimes authors use *direct characterization*, where they directly tell the reader what a character is like. Other times they use *indirect characterization*, where they give the reader hints or clues about a character through the way the character acts in different situations.

(REMEMBER STEAL: *Speech, Thoughts, Effect (on others), Actions and Looks*)

S peech	What does the character say? How does the character speak?
T houghts	What is revealed through the character's private thoughts and feelings?
E ffect (on others)	What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?
A ctions	What does the character do? How does the character behave?
L ooks	What does the character look like? How does the character dress?

DIRECTIONS: Complete the following graphic organizer by recording examples from the text (summer reading book) and then record what can be inferred about the character based on the example. **HOMEWORK:** Choose any two methods of S.T.E.A.L. and complete using any one of your summer reading novels.

Characterization method	Example from text (Needs to be a QUOTE) Provide p. #	What can be inferred (guessed or assumed) from the example?
<p>Character's Speech: <i>What does the character say? How does the character speak?</i></p>	<p>Example: "I just can't do it!" Marcus exclaimed. "I'm not good at writing and I can't get my thoughts out on paper clearly." "Don't worry about it. I can help you after school. It's not as difficult as it seems. Sometimes you need to clear your head and work through it step by step. Come by after school and we'll do it together" Susie recommended. P. 67</p>	<p><i>This reveals that...</i></p> <p><i><u>This reveals that Susie is kind-hearted and helpful to those in need. She recognizes that Marcus is nervous and unsure of how to improve his writing therefore she offers to help him after school.</u></i></p>

<p>Character's Thoughts: What is revealed through the character's private thoughts and feelings?</p>		<p><i>This reveals that....</i></p>
<p>Character's Effect (on others): What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character? (For those who want an additional challenge.)</p>		<p><i>This reveals that....</i></p>

<p>Character's Actions: <i>What does the character do? How does the character behave?</i></p>		<p><i>This reveals that....</i></p>
<p>Character's Looks: <i>What does the character look like? How does the character dress? (For those who want an additional challenge.)</i></p>		<p><i>This reveals that....</i></p>

Common Themes in Books

You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.

Acceptance	These books have characters who respect & accept others' differences and beliefs.
Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.
Perseverance	These books have characters who never give up even when facing difficult times.
Cooperation	These books have characters who work together to solve a problem or achieve a goal.
Compassion	These books have characters who want to make those who are suffering feel better.
Honesty	These books have characters who find that it is best to always tell the truth.
Kindness	These books have friendly characters who are generous and considerate of others.
Loyalty	These books have characters who trust each other and never turn their backs on their friends.

Text Structures

Type of Structure

Purpose

Clue Words

Chronological Order

-tells the order in which events occur in real life.

- first
- next
- last
- years (1886)
- numbers

Cause and Effect

-tells why things happen.

- because
- if
- when
- so
- as a result

Problem and Solution

-provides a problem and how it can be solved.

- problem
- solution
- resolution

Compare and Contrast

-shows differences and similarities between two or more things.

- however
- on the other hand
- similar
- like
- unlike

Summary Frames

From Bobb Darnell, Ed.D. bobbdarnell@mac.com 9/05

Summary Frames are Powerful Tools for Teaching Independent Reading, Thinking and Writing. They give the student some structure to support their writing, and help students to see that summaries can come in a lot of forms. Obviously, a narrative summary would be different from an expository summary. But even within a genre a summary focusing on a sequence of events would be different from a summary focusing on problems and solutions.

Too often our students think that a summary has information from the beginning, middle, and end of the story. That's often true, but a GOOD summary is concise and focuses on the relevant information, including important details, but omitting less important information. Practice with Summary Frames can help students understand that the qualities of a GOOD summary depend upon the information the author of the summary wants to emphasize.

Sequence Summary Frame

In order to _____ you must follow several steps.

First, _____.

Then, _____.

Next, _____.

Finally, _____.

Chronological Summary Frame

_____ has a specific order.

At the beginning _____.

After that, _____.

Then, _____.

Next, _____.

The, _____ ended when _____.

Compare-Contrast Summary Frame

_____ and _____ are alike and are different in several ways.

First, they are alike because _____ but they are different _____.

Secondly, _____ is _____ while _____ is _____.

Finally, _____ and _____ are alike because _____.

But, they are different because _____.

Problem-Solution Summary Frame

The problem began when _____.

The _____ tried to _____.

After that, _____.

Then, _____.

The problem was finally resolved when _____.

Definition/Word Meaning Summary Frame

The word/concept _____ is important to (subject) _____.

It relates to (category or big idea it belongs to) _____.

One main characteristic of (word/concept) is _____.

Another key characteristic/element is _____.

An example of this word/concept is _____.

Main Idea/Details Summary Frame

The main idea of this passage is _____.

One fact or example that supports this main idea is _____.

Another fact or example that supports this main point is _____.

In addition, _____.

Finally, _____ illustrates that (main idea) _____.

Cause/Effect Summary Frame

In order to understand the (effect/result) _____ you must identify the causes.

The first cause of (effect/result) _____ is _____.

Secondly, _____ was another cause of (effect/result) _____.

A third cause of (effect/result) _____ is _____.

It is clear that (effect/result) _____ has a number of contributing causes.

Character Trait Analysis Summary Frame

A significant personality characteristic of (character name) _____ in the
(book/story/passage) _____ is that he/she was (characteristic)

_____.
The first incident where/way that the character demonstrates (characteristic) _____ was

_____.
A second incident where/way that the character demonstrates this trait was

_____.
(Character) _____ also shows this trait when he/she _____.

Finally, (character) _____ shows that he/she is (characteristic) _____ when

_____.
It is clear that (characteristic) _____ makes (character) _____ an (choose
one -- interesting, fascinating, important, etc) character in (book/story)

_____.

Conclusion/Generalization Summary Frame

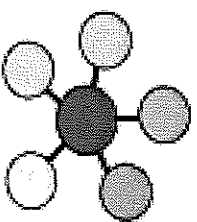
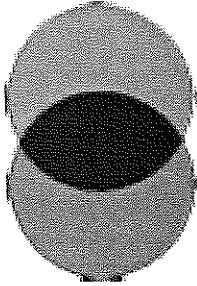
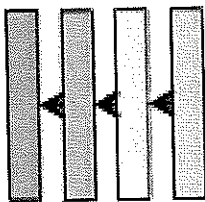
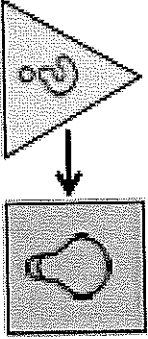
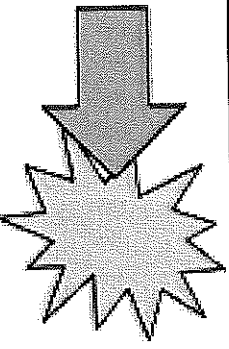
A person can conclude that _____.

The first reason for/evidence that (conclusion/generalization) _____ is

_____.
A second reason for/evidence that (conclusion/generalization) _____ is

_____.
Yet another example that, (conclusion/generalization) _____ is

_____.
There is no question then that (conclusion/generalization) _____.

Structure	Definition	Visual	Clues
Description	the author provides several details of something to give the reader a mental picture		many adjectives, characteristics, or examples
Compare & Contrast	the author discusses similarities and differences between people, things, concepts, or ideas		likenesses and differences are discussed, also, both, in contrast, etc.
Order & Sequence	the author provides readers with chronological events or a list of steps in a procedure		events in order of occurrence, instructions given step-by-step, order words first, next, etc.
Problem & Solution	the author gives information about a problem and explains one or more solutions		a problem is solved or needs solving; problem, solution, solve
Cause & Effect	the author describes an event or several events (cause) and the events that follow (effect)		cause, because, effect, as a result of, due to, reason

QAR Question Stems

In the Book	
Right There	Think & Search
What did.... Who did... How many... What was... Who are.... When did... What does... What kind.... Who is... What is... Where is... Name.... List....	How do you... What happened to... How long did... What time did... What happened before... What happened after... How would you describe... What examples.... Where did... How do you make... Why does... Explain... Compare...

In My Head	
Author & Me	On My Own
Do you agree with.... Why did the main character.. What did they mean by... How did she/he feel when... Give the reasons why... What do you think... What if... What do you think will happen... What did the author mean by... What did the character learn about...	Have you ever... What are the reasons that... If you could... If you were going to... What are the pros & cons of.. Do you know anyone who... How do you feel about... What is your favorite...why... What do you do when... What can be exciting about.. What do you already know about.... What would you do if...

CUPS Revise/Edit Checklist

Name _____ Date _____

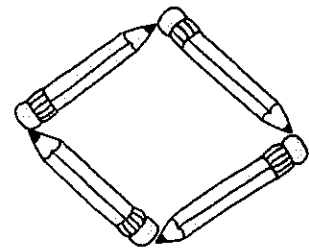
Title _____

Read your piece carefully.

Use a **red colored pencil** to make all corrections.

C...Capitalization

- ~first word in a sentence
- ~proper nouns



U...Understanding

- ~makes sense
- ~beginning, middle, ending
- ~interesting detail
- ~indent where needed

P...Punctuation

- ~periods, question marks, exclamation points, commas, quotation marks

S...Spelling

- ~check Quick Word Dictionary, Word Wall, regular dictionary

I peer conferenced with _____ and revised my work.

I met with a teacher for a final conference.

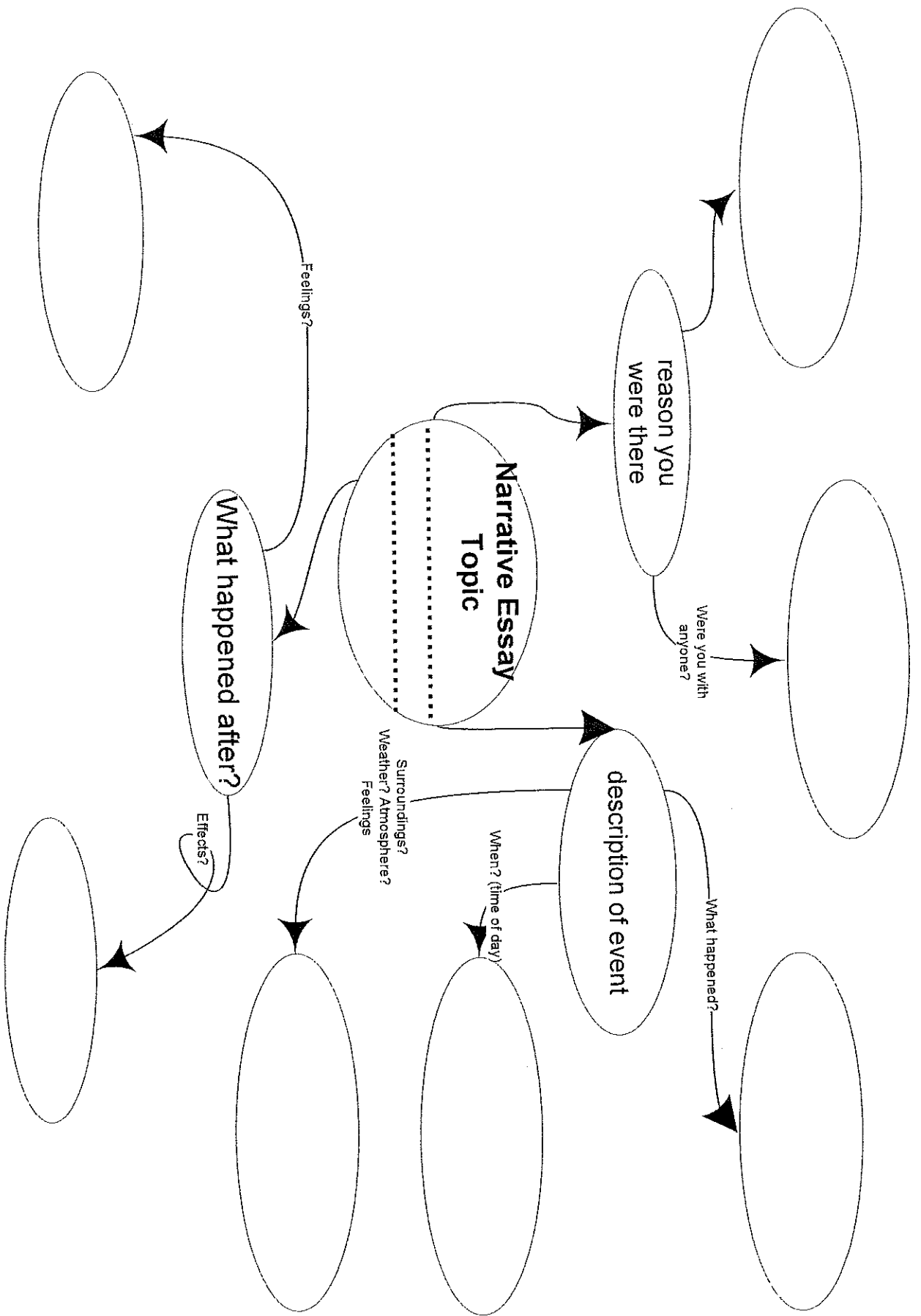
~Teacher _____

~Date _____

Your Long RACES Answer
For Text Dependent Analysis Questions

Name: _____
 Date: _____

Question:		
Restate the question		R
Answer in your own words		A
1	Cite evidence from the text	C1
	Explain the meaning of the selected citation	E1
2	Cite evidence from the text	C2
	Explain the meaning of the selected citation	E2
3	Cite evidence from the text	C3
	Explain the meaning of the selected citation	E3
Summarize your answer with a relevant statement of your introduction		S



Using Technology Tools to



Encourage Reluctant Writers



Recently I reflected on the scary things that confront me, such as bad drivers, spiders, snarling dogs, and the blinking cursor on the blank computer screen. For me, the blinking cursor is the scariest of all. The cursor sits there expectantly and waits for the movement of my words to propel it across the preset margins. It pulsates. It must be satiated.

“Writing is an expedition into the unknown that we embark on to develop our thoughts and feelings,” writes John Barel in *Developing More Curious Minds*. The unknown is scary, so why would anyone want to embark on such an expedition and write? People write because writing is essential. It is an integral component of success in school and life after school.

The technology in our classrooms can encourage even the most reluctant writers to flourish and publish without perishing. Here are a few strategies designed to utilize technology to encourage even the most reluctant writers in your classroom.

1 Change the Audience

Anticipating an audience reaction is one of the keys to writing success. In most classrooms, teachers are the audience and, unfortunately, some kids are not impressed with us (we represent a time before DSL, DVD, and MTV!). Spending hours or even minutes writing for an audience of one is tantamount to painting the garage. A small audience equals a small investment of time. But if you change the audience, student interest increases.

“Kids will work harder for an authentic audience than they will for a grade,” says Alan November, educator and futurist. Every writing assignment should have an anticipated audience in mind. Just as we delineate the subject, scope, and guidelines for an assignment, we should also communicate the intended audience. Published works can be displayed and read at PTA meetings, open houses, school board meetings, over-the-school public address systems, or on closed-circuit television. Writing products can be assembled into a classroom anthology and sold as a fund-raising project. These anthologies can also be delivered to local nursing homes, children’s hospitals, and day-care centers.

The Internet offers opportunities for a huge audience reception. Online portfolios offer ways for students to publish their writing, solicit comments, and republish their edited work. A teacher’s Web site can showcase a *Writer of the Week*.

Alan November recommends a Web site for secondary students called *Fan Fiction*. Here members can submit stories, read and react to the stories of other members, and communicate with other authors and readers through forums and chat rooms. For younger writers up to age 13, the *KidPub* Web site has published over 42,000 stories from students around the world.

Fan Fiction
<http://www.fanfiction.net>

KidPub
<http://www.kidpub.org/kidpub/>

Another inventive approach is to ask a local writers’ club to accept story or essay contributions as their club activity once during the school year. Stories may be printed and delivered or emailed to the club historian. When the essays are evaluated,

they are delivered back to the teacher to preview before returning to students. Students may then have the option to revise and resubmit their stories to the writing club.

Students need to believe that their work won’t end up as just another grade in your gradebook. An expanded audience offers the practical application of class time to the real-world arena of constructive criticism and product submission.

2 Provide Time

Set aside a structured class time of at least 15 minutes every day for free writing or response writing. If a blank screen is too intimidating, invite students to change the background color of their files. In most word processing programs, this option is under the *Format* menu, then choose *Background*. Let students experiment with different font styles, sizes, and colors to customize their writing space.

During structured writing time, write alongside your students. At one time, I would use student-writing time to catch up on my classroom housekeeping chores. I would scurry around and water plants, update calendars, post announcements, and adjust the thermostat. And I would wonder why my students kept bothering me as I did my chores!

Then one day I got it. I understood that students don’t want to write when they perceive it as busy work. They will model what their teacher does. So I booted up the computer and opened a word processing file. I put my name in the header and changed the background color to salmon and the font and color to Garamond, Blue. As I began to journey into the unknown valley of words, my students settled down. “I don’t want to disturb you,” one young man said, “you seem so caught up in what you are doing.”

Third grade teacher Mary White from Tahlequah, Oklahoma, tells about a colleague who writes his own essays while his students write theirs. He involves his students in his writing process. He reads his paper and describes the thought processes he employs in word and sentence choices. He involves his students in discussions over which word or phrase he should use. After modeling in this way for students, he often asks them to discuss their own writing samples. Why did they choose this particular phrase or that metaphor? How can they describe objects with greater clarity? “*Metacognition*, or thinking about thinking, was one of my favorite words in graduate school,” White recalls, “but my colleague really puts it into practice.”

3 Encourage Electronic Journal-Writing

It used to be that the main drawback to journal-writing was volume. I remember the ecstasy of keeping a journal, but the agony of toting back and forth all those spiral notebooks. Now, with word processors, students can key their responses in files on disks or on shared folders as electronic journals (e-journals). They may email their e-journal files to me, or they can hand me their disks.

In his book *The First Days of School*, education consultant and former elementary teacher Harry Wong advises that every class period should begin with a warm-up activity. E-journals are

perfect for warming up those writing muscles. After taking attendance, I join students in finishing the warm-up writing prompt. For about 10 minutes, we are all tapping away on the keys, pushing the blinking cursor beyond its anticipation point. It is great to start class as a group working toward a shared goal. If your classroom has 1-4 machines, group them as a writing center. Instruct students to write in longhand and transcribe their thoughts in the writing center as the day progresses. The first students to arrive use the writing center first, which is a great motivation to come to class early!

The flexibility and accessibility of e-journals make them perfect tools to hold warm-up writing, pop quizzes, sudden epiphanies, or closure comments. As a variation on e-journals, you and your students can begin an electronic gratitude journal during this Thanksgiving month and continue it weekly. Fifth grade teacher Jan Purnell of Littlestown, Pennsylvania, has already done the work of setting up gratitude journals. Her Web page contains writing prompts, handouts, and great resources for students.

Gratitude Journals

<http://www.geocities.com/EnchantedForest/Mountain/9112/GratJourn/Gratitude.html>

4 Provide Options

Everyday routines do not require creativity and ingenuity. Creativity is unstructured and random. To spur creativity and erase routine, supply budding writers with a "text and tech" assortment of writing tools. Some students are naturally prone to creative thought. Pair these students with more linear-thinking students. An easy way to tell the abstract, random writers from the concrete, sequential writers is to watch what writing tools they choose. Traditionalists may prefer pen and paper. Let them experiment with color cards, graffiti walls, overhead transparencies, and puzzle pieces.

Concrete, sequential students love the structure of spreadsheet programs. Use a spreadsheet or Table feature in a word processing program to create "Captain's Logs." Captain's Logs are handy reference word lists such as synonyms, SAT words, and hard-to-spell words. Captain's Logs can be created by using a 4 x 4 table and the Thesaurus feature in word processing software, a thesaurus book, or reference Web site.

Students can use AutoShape callouts to supply dialogue, thoughts of historical figures, current world leaders, characters, animals, etc. AutoShape callouts are usually found in the Insert menu, Picture submenu. To utilize callouts, write a key concept or name on the white board. Students can use an AutoShape rectangle to copy this word or phrase and choose the callout to add their thoughts. They can use the line tool to connect to smaller rectangles with details as they create mindmaps. Prompt students to increase the size or "grow" words of importance or words pertaining to your topic, and decrease the size or "shrink" filler words for eye variety. Inspiration or Kidspiration software is also great for this type of activity.

Inspiration Software

<http://www.inspiration.com>

A picture can definitely yield a thousand words, and they aid in what Barell calls the "power of reflection." Utilize your word processing program to display a portrait or group scene. The Kodak Web site is a great source for pictures; click on Today's Picture, then click on Browse PhotoQuilt. If you're looking for a newsworthy photo, visit the United Press International Web site, which maintains an archive of 100,000+ images, and adds 1200

more images each month. Younger students will enjoy the pictorial dictionary at Picture Dictionary.

Kodak

<http://www.kodak.com>

United Press International

<http://www.upi.com/photos/index.cfm>

Picture Dictionary

<http://www.pdictionary.com/>

Vary your students' options for production output. Instead of predictable printouts on white paper, use printable transparencies. Students can key their copy, then spellcheck, edit, revise, and resave. They print their copy on the transparencies, then add color from highlighters or markers, and cut their finished products into interesting shapes. The resulting shapes are fun to position and reposition on the overhead projector. By knowing their products ahead of time, students can craft their writing to short sentences with active voice.

Some student writers complain that they don't have anything to say. I once gave the e-journal prompt, "How was Winston Churchill responsible for the victories of the allies during World War II?" My student Ricky responded, "Lots." I said, "You must respond in a complete sentence," satisfied that I had spurred the reluctant writer within Ricky. After a while, he turned in a print-out that said, "Winston Churchill did lots." (It was, after all, a complete sentence.)

I asked Ricky to explain what he meant by "lots." He gave a cogent discourse with many examples. I wrote down what he said as he said it. I observed that day that Ricky was a great speaker and a reluctant writer. As long as he talked through an essay, his word fluency increased. So, I gathered my microphones, headphones, and tape recorders, and formed a mini-classroom recording center. Students enter this center to talk through e-journal prompts, record a story or poem, or practice pronunciation. Students play their sound recordings and transcribe their copy. Working alone or with a peer, they can edit their writing and make final revisions.

The Candlelight Stories Web site displays story text for students to read and then record observations. Giggle Poetry, Dr. Seuss's Seussville, and author Jan Brett's homepage all have fun, short poems for reading and response.

Candlelight Stories

<http://www.candlelightstories.com>

Giggle Poetry

<http://www.gigglepoetry.com>

Seussville

<http://www.seussville.com/seussville/>

Jan Brett

<http://www.janbrett.com/>

Students can hear the pronunciation of words in short audio clips at Merriam-Webster Online. This is especially helpful for students with limited language experience. And the Google search engine has a translation section under its Language Tools feature that translates from English to other languages and vice versa.

Merriam-Webster Online

<http://www.m-w.com>

Google

<http://www.google.com>

You can bring the fun of the recording center to the whole group setting. Find an audio clip to play of a song, speech, or recent

broadcast. Instruct students to key from memory as much as they remember of what you played. Play the selection again and have them revise and re-key, as necessary. Students again compare their dictation skills, either alone or with a peer, and revise their copy. They can write about their impressions of the audio clip or add a paragraph or two of extension. This activity is also fun with folk songs or oldies. Good Internet sources for audio clips include the National Public Radio archives of real-time broadcasts and the Public Broadcast System's audio clips of American speeches.

NPR Archives
<http://www.npr.org/>

PBS's Great American Speech Archive
<http://www.pbs.org/greatspeeches/timeline/index.html>

By following the cycle of writing, revising, and reworking, students become proficient in practice. The structure of the writing cycle lets students practice their growing skills. The Paradigm Online Writing Assistant site is an interactive, online writing guide with discussions and activities to practice the writing cycle sequence. Its author Chuck Guilford teaches composition, creative writing, and literature at Boise State University. Topics include "Discovering What to Write," "Organizing Your Writing," "Editing Your Writing," and "Documenting Your Sources." When students have a variety of topics, it takes both the fear and monotony out of writing and makes writing a fun word game.

Paradigm Online Writing Assistant
<http://www.powa.org>

5 Embellish and Entertain

Would you rather be an *anagram* or an *isogram*? Just as it is impossible to keep your eyes open during a sneeze, it is impossible to get "writer's stuck" when playing word games and accessing word game Web sites. Ross Eckler calls this "reloading the word matrix." His book *Making the Alphabet Dance: Recreational Wordplay* contains interesting word games and etymology activities. The goal is to relax and have fun with words and all their uses as descriptors, explainers, storytellers, communicators, innovators, and illuminators.

The ReadWriteThink Web site (by the International Reading Association, the National Council of Teachers of English, and the MarcoPolo Education Foundation) offers tutorials, lessons, and fun approaches to writing. The Northwest Regional Educational Laboratory has easy-to-implement ideas and lesson plans. Use the activities at Quia to practice grammar concepts, parts of speech, and vocabulary. Grammar Gorillas is an old favorite of students across the grade levels. Its easy practice style is great for review and reteaching.

ReadWriteThink
<http://www.readwritethink.org/about.html>

Northwest Regional Educational Laboratory
<http://www.nwrel.org/assessment/department.asp?d=1>

Quia
<http://www.quia.com>

Grammar Gorillas
<http://www.funbrain.com/grammar/>

Once the writing process becomes fun and fluency is optimized, students can progress through the curriculum of writing products. Students can establish thesis statements, integrate

quotations and citations into written text, compose a technical writing sample document, publish their writing online, write responses to literature, and write analysis papers.

Technology enlivens writing practice. Software features boost word fluency. Web sites encourage just-in-time publishing. The ultimate goal is for students to write for their own satisfaction, but first they must get through the production curve and quickly feel the satisfaction of completing the task. By considering audience, time, options, e-journaling, and entertainment, your classroom can gently transform the reluctant writer into a master wordsmith.

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If you would like a Microsoft Word document containing all of the live URLs from this month's Newsletter, send an email to links@classroom.com