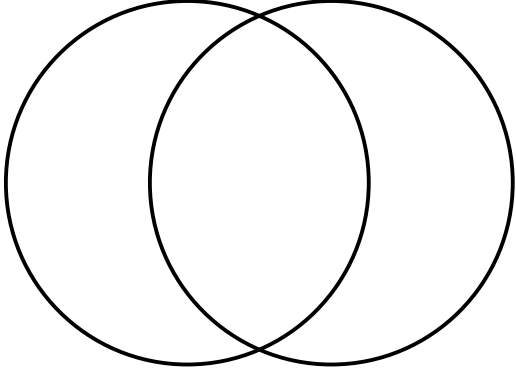
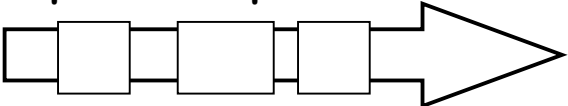
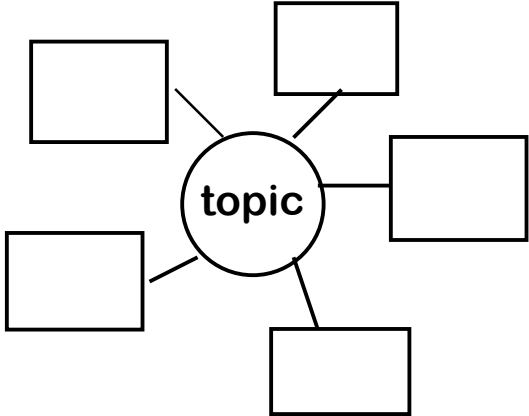


Make Common Core Sense: Write

CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to **support conclusions** drawn from the text.

Organize to analyze; analyze to support your inferences.
Then write to explain your thinking.

<h3>Classify to Clarify</h3> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%;">Category</th> <th style="width: 50%;">Category</th> </tr> </thead> <tbody> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> </tbody> </table> <p>Summarize what your chart shows.</p>	Category	Category					<h3>Compare and Contrast</h3> <div style="text-align: center; margin: 10px 0;">  </div>
Category	Category						
<h3>Sequence Important Events</h3> <div style="text-align: center; margin: 10px 0;">  </div> <h3>Analyze Causes</h3> <div style="margin: 10px 0;"> <div style="display: inline-block; border: 1px solid black; padding: 5px; text-align: center;">cause</div> → <div style="display: inline-block; border: 1px solid black; padding: 5px; text-align: center;">effect</div> </div> <div style="margin-top: 10px;"> <div style="display: inline-block; border: 1px solid black; padding: 5px; text-align: center;">cause</div> ↗ <div style="display: inline-block; border: 1px solid black; padding: 5px; text-align: center;">effect</div> </div> <p style="text-align: right; margin-top: 10px;">Infer Effects</p>	<h3>Organize Information</h3> <div style="text-align: center; margin: 10px 0;">  </div>						

The Writing-Thinking-Learning Connection

Write More → Think More → Learn More

There is clear evidence that activities involving writing (any of the many sorts of writing) lead to better learning than activities involving reading and studying only. To improve the teaching of writing is also to improve the quality of thinking required of students....

How Writing Shapes Thinking

Research has established a powerful relationship between the opportunity to write and the ability to read.

Learning logs help students reflect what they have learned. The goal is not to repeat what the book or teacher said. Rather, the student is expected to connect new material with previously learned material.

Becoming a Nation of Readers

Focus, Support, **Organize** Writing

Who is my reader? _____

What is the focus—what is the Main Idea I will communicate?

Information to include to make that idea clear to this reader:

Get It Across: Organize Your Writing

Number it in the order you will include it.

Then write. *Be sure to keep the focus clear.*

Expository Writer

What's the topic? _____

What's the focus—what idea do I want to explain about it?

What information is important to make that point clear to my reader?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

(You can use the boxes to number the order in which you will include these facts.)

How will I start my writing so my reader knows what I'm writing about and what the most important thing to understand is?

How will I conclude so my reader knows what was most important about this topic?

CRAFT YOUR CONTENT

Your students can use the CRAFT approach to **make writing interesting** to do and interesting to read—to increase their thinking. (Note: This is an adaptation of RAFT—role, audience, format, topic, [New Directions in Reading](#).)

In CRAFT, students have a role, an audience, and a format that are interesting.

Content: *How to Make a Souffle*

Role: egg
 Audience: chef
 Format: annotated recipe
 Tell: reasons why I'm most important and how to take care of me

Content: *Electrical Circuit*

Role: the current
 Audience: electrician
 Format: directions
 Tell: how to make sure I work

Content: *Hair Style*

Role: Scissors
 Audience: Self
 Format: Diary
 Tell: What I think about the haircuts I've done

Content: *Measurement*

Role: Ruler
 Audience: Staircase
 Format: Note
 Tell: Why I'm important

Content: _____

Role: _____

Audience: _____

Format: _____

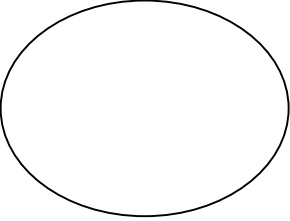
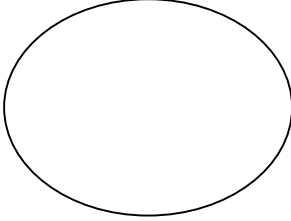
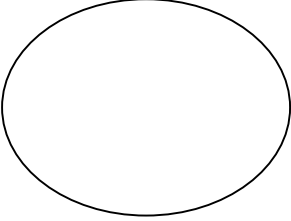
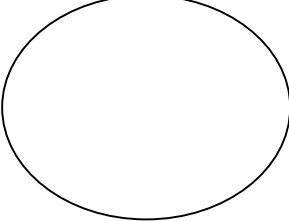
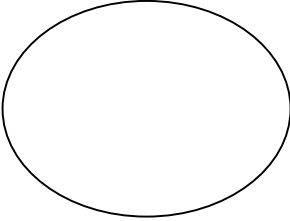
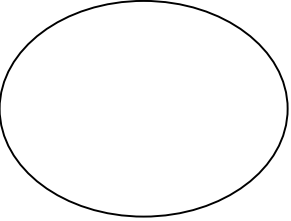
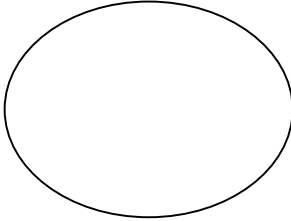
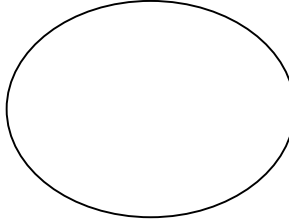
Tell: _____

Book-Maker: How to Write and Illustrate a Children's Book

Choose your topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

What's Important to Know about this Topic

Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.