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.

<table>
<thead>
<tr>
<th>Classify to Clarify</th>
<th>Compare and Contrast</th>
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<tbody>
<tr>
<td>Category</td>
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<td>Summarize what your chart shows.</td>
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<tr>
<th>Sequence Important Events</th>
<th>Organize Information</th>
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<tbody>
<tr>
<td></td>
<td>topic</td>
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**Analyze Causes**

- cause
- effect

**Infer Effects**

- cause
- effect
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?

☐ ________________________________________________________

☐ ________________________________________________________

☐ ________________________________________________________

☐ ________________________________________________________

☐ ________________________________________________________

☐ ________________________________________________________

☐ ________________________________________________________

☐ ________________________________________________________

(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: _______________________

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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.