Pleasant Valley School District
Research and Assessment Guide

Fifth Edition
Prepared by the
Language Arts Task Force
June 2012
Introduction to the Language Arts Research and Assessment Guide

The Language Arts Task Force has created this resource to be of use in outlining and coordinating Pennsylvania Common Core Academic Standards for English Language Arts across the district. This guide should serve as a beneficial tool in assisting our students to meet the challenges and expectations for success in all academic areas. This guide provides teachers with valuable resources to be utilized in designing learning activities and gauging performance to ensure that students are ultimately prepared for college, workforce training programs, and life.

The guide is divided into the following topic areas: Standards, Research, Graphic Organizers, Multimedia, Speaking and Listening, Writing, High-Frequency Writing Words, Handwriting, Reading, and Collaborative Learning. The guide includes reproducible master copies for use with all students at various grade levels, abilities, and subject areas.

Additional resources and instructional strategies can be found in The Pennsylvania Comprehensive Literacy Plan: Keystones to Opportunity document located on the Pennsylvania Standards Aligned System (SAS) web site at:

http://static.pdesas.org/content/documents/PA%20Comprehensive%20Literacy%20Plan.pdf

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Language Arts Task Force
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June 2012

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Pennsylvania Common Core Standards

The Pennsylvania Common Core Academic Standards for English Language Arts describe what students should know and be able to do with the English language, pre-kindergarten through grade 12.

The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms.

The complete ELA standards, assessment anchors, and eligible content can be found at the Pennsylvania Standards Aligned System (SAS) web site at:
http://www.pdesas.org/Standard/CommonCore
Section 1. Common Core Standards

Pennsylvania Common Core Standards for English Language Arts Introduction (Pre K-12) .................. 1.1
Pennsylvania Common Core Standards for English Language Arts Categories (Pre K-12) .................. 1.2
INTRODUCTION

These standards describe what students should know and be able to do with the English language, pre-kindergarten through grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

Five standard categories are designed to provide a Pre K – 12 continuum to reflect the demands of a college and career ready graduate:

Standard 1: Foundational Skills begin at Pre Kindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text - both literary and informational across disciplines.

Standard 2: Reading Informational Text enables students to read, understand, and respond to informational text.

Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.

Standard 4: Writing develops the skills of informational, argumentative, and narrative writing as well as the ability to engage in evidence-based analysis of text and research.

Standard 5: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts as reflected in Common Core are evident throughout the PA Common Core Standards:

- Balancing the reading of informational and literary texts so that students can access non-fiction and authentic texts as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a “step” of growth on the “staircase”) so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read.
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning. Each standard implies an end of year goal – with the understanding that exceeding the standard is an even more desirable end goal.

Note: The Aligned Eligible Content is displayed with the standard statement. On Standard Aligned System portal, it is a live link.
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Students gain a working knowledge of concepts of print, the alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, they apply them as effective readers.

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading Informational Text ................................................................. 1.2
Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading and Text Complexity

Reading Literature ........................................................................... 1.3
Students read and respond to works of literature - with emphasis on comprehension vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading and Text Complexity

Writing .............................................................................................. 1.4
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Speaking and Listening ................................................................. 1.5
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English
Research
Elementary Division

The tools and information located in this section will assist your students in achieving the following selected Pennsylvania Common Core Standards.

**Writing 1.4.V: Conducting Research**
Kindergarten: "Participate in individual or shared research projects on a topic of interest."

Grade 1 & 2: "Participate in individual or shared research and writing projects."

Grade 3: "Conduct short research projects that build knowledge about a topic."

**Writing 1.4.W: Credibility, Reliability, and Validity of Sources**
Grade K-1: "With guidance and support...gather information from provided sources to answer a question."

Grade 2: "Recall information from experiences or gather information from provided sources to answer a question."

Grade 3: "Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into categories."
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A Teacher's Guide to Creating a Research Project
Elementary Division

PLAN
1. Select and assign a topic for research. Consult with librarian to arrange for collaborative planning and information skills instruction.

2. Complete brainstorming activities to tap student’s prior knowledge and set purpose for research. Introduce Super 3 Organizer and complete the PLAN section.

3. Identify appropriate sources:
   **Primary Sources**
   - Observations
   - Interviews
   - Experiments
   - Eyewitness accounts
   - Historic documents
   - Works of art, literature, music
   **Secondary Sources**
   - Encyclopedias
   - Dictionaries
   - Biographies
   - Electronic resources
   - Non-fiction
   - Magazines and Newspapers
   - Atlas / Almanac

4. Locate information utilizing sources from
   - School library
   - Classroom library
   - Public library
   - Home library

DO
5. Read for information.

6. Find important facts and record into a graphic organizer.
   - Complete DO section of Super 3 Organizer.

7. Develop project based on grade level expectations as per Chapter 4 Standards 1.5 and 1.8.
   - Write rough draft
   - Edit and revise rough draft
   - Write final copy

8. Create a list of sources used and title it “Works Consulted.”

REVIEW
9. Evaluate Project.
   - Project is set up correctly according to library handbook/classroom requirements.
   - Insert pictures and diagrams if required.
   - Complete REVIEW section of Super 3 Organizer.
PLEASANT VALLEY SCHOOL DISTRICT
Research Process Checklist – Elementary

Pre-search
_____ 1. I understand my assignment and know what is expected of me.
_____ 2. I chose a topic that is interesting to me.
_____ 3. I completed a KWL of what I already know about my topic and what I want to know about my topic.
_____ 4. I brainstormed keywords for my topic using a web map.

Search
_____ 1. I identified the best sources for the type of information I needed.
_____ 2. I searched for information using keywords from my web map.
_____ 3. I chose the best sources.
_____ 4. I found information about my topic using a variety of resources.
          Books
          Encyclopedias
          Magazines/Newspapers
          Atlas
          Almanac
          Web sites
          Primary Sources
          Other

Choosing materials
_____ 1. I chose information to answer my questions.
_____ 2. My information is made up of facts.
_____ 3. I have enough information.
_____ 4. I wrote down my information.
_____ 5. I have used my works-consulted worksheet.

Putting it together
_____ 1. I used my information to do my project.
_____ 2. My project has a beginning, middle and end.
_____ 3. I checked my work and made changes.
_____ 4. I attached a works-consulted sheet to my project.

Review
_____ 1. I kept track of when I worked on my project.
_____ 2. I completed the Super 3 sheet.
_____ 3. I asked others for help on my project.
_____ 4. I can think of ways to make my next project better.
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<th>Using Information</th>
<th>Putting It Together</th>
<th>Review</th>
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<td>4</td>
<td>Clear understanding of assignment. Gives much thought to research questions and topic. Completes a detailed organizer.</td>
<td>Locates and chooses best materials in a wide variety of formats for topic. Effectively uses table of contents, key words and guide words to locate information.</td>
<td>Takes notes from the best sources and organizes information using a structured format. Effectively summarizes the main ideas and facts from the research. MLA worksheet is complete.</td>
<td>Final project is complete and original. Final project is very neat and correct. Includes a complete MLA works-consulted page.</td>
<td>Successfully completes Super 3 sheet. Includes many ideas for improving the project. Easily accepts help from others.</td>
</tr>
<tr>
<td>3</td>
<td>Understands most of the assignment. Chooses topic carefully. Completes an organizer.</td>
<td>Locates and chooses good materials in a variety of formats for topic. Uses table of contents, key words and guide words to locate information.</td>
<td>Takes notes from good sources and organizes information using a structured format. Summarizes the main ideas and facts from the research. MLA worksheet is complete.</td>
<td>Final project is complete. Final project is neat and correct. Includes a complete MLA works-consulted page.</td>
<td>Completes Super 3 sheet. Includes some ideas for improving the project. Accepts help from others.</td>
</tr>
<tr>
<td>2</td>
<td>Some understanding of assignment. Gives some thought to topic. Incomplete organizer.</td>
<td>Gives some thought to materials. Locates and selects sources without thinking about format. Needs help using table of contents, keywords and guide words to locate information.</td>
<td>Takes notes from sources and organizes information with assistance. MLA worksheet is incomplete.</td>
<td>Final project is incomplete. Final project needs further editing and revision. Includes an incomplete MLA works-consulted page.</td>
<td>Completes Super 3 sheet. Includes limited ideas for improving the project. Accepts some help from others.</td>
</tr>
<tr>
<td>1</td>
<td>No understanding of assignment. Gives little thought to topic. Organizer missing.</td>
<td>Cannot locate or select materials for topic.</td>
<td>Unable to use materials. MLA worksheet is missing</td>
<td>Final project does not meet assignment directions. Final project shows carelessness and lack of editing. Does not include an MLA works-consulted page.</td>
<td>Super 3 sheet is incomplete. Has no ideas for improving the project. Does not accept help from others. Did not learn from project or process.</td>
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SUPER 3

# 1 PLAN (Beginning)
- What am I supposed to do?
- What do I need to find out about to do the job?

I am supposed to: _______________________________________

# 2 DO (Middle)
- How can I do the job?
- What can I use to find what I need?

___ Book  ___Encyclopedia  ___Internet

Important Questions:

1) ________________________________________________?

2) ________________________________________________?

3) ________________________________________________?

Remember to complete a Works-Consulted sheet for all of the sources you used.

# 3 REVIEW (End)

___ Did I follow directions?

___ Did I answer the questions I wanted to know?
# Works-Consulted Guide (Elementary)

**Rules:**
1. Put in ABC order.
2. Use punctuation correctly.
3. *Italicize* titles of books (underline titles if handwritten).
4. Use "quotation marks" for titles of articles.
5. Begin the first line at the margin; indent each line that follows five spaces.
6. Double space or use every other line.
7. If you can't find the information, just skip that part.

## Book

**Format:**
Author's last name, First name. *Title of Book*. Date of Publication. Print.

**Example:**

## Encyclopedia

**Format:**
Author's last name, First name. "Title of Article." *Title of Encyclopedia*. Date of Publication. Print.

**Example:**

## Web Site

**Format:**
*Title of Web Site*. Web. Date of Access. <Full Web address>.

**Example:**

## Online Database Article (POWER Library)

**Format:**

**Example:**

**Note:** When writing the Web address, you may only break the URL after a slash in the address. You may never hyphenate a Web address.
Works Consulted


Author’s Last Name ________________________________________________

Author’s First Name ______________________________________________

Title of Book ____________________________________________________

Date of Publication ___________________________ Print.

Sample Works Consulted for a Book


Works Consulted

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Sample Works Consulted for an Encyclopedia


Works Consulted
Title of Article

Title of Database Web.

Date of Access (Day Month Year)

URL <http://>

Sample Works Consulted for an Online Database Article


Works Consulted
Works-Consulted Information for a Web Site
Elementary

Title of Web Site ___________________________________________ Web.

Date of Access ___________________________________________ (Day  Month  Year)

URL <http://______________________________________________>

___________________________________________________________.

Sample Works Consulted for a Web Site

Animals/AsianElephants/>.

Works Consulted

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Works-Consulted Formats (Elementary)

**Book**

______________________________, _______________________.

Author's Last Name          Author's First Name

______________________________. Print.

Title of Book (underline)     Date of Publication

**Encyclopedia**

_______________________________. "___________________________."

Author's Last Name          Author's First Name          Title of Article (quotation marks)

______________________________. Print.

Title of Encyclopedia (underline)     Date of Publication

**Note:** If you can't find the information, just skip that part.
**Web Site Evaluation Checklist – Elementary**

Every web site you visit needs to be looked at closely. Why? Because, anyone can put information on the Web! Just because it's on the web doesn't mean the information is true or current or useful to you. **Have a librarian, a teacher, or a parent help you find your information and answer these questions.**

**URL:**

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<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<td><strong>Authority</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Can you find the author's name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this page written by a group such as NASA or World Wildlife Fund?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the page give information you can use?</td>
<td></td>
<td></td>
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<tr>
<td>Does the page agree with other information that you've already found?</td>
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<tr>
<td>Could you have easily found this information in a book?</td>
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<td><strong>Currency</strong></td>
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<td>Can you tell how old or new the information is?</td>
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<tr>
<td><strong>Other</strong></td>
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</tr>
</tbody>
</table>

**Works-Consulted Information**

Title of Web page  

Date of visit  

Full web address  

<---------------------------------------------------------->

>|
Research Intermediate Division

The tools and information located in this section will assist your students in achieving the following selected Pennsylvania Common Core Standards.

**Writing 1.4.V: Conducting Research**

Grade 4: “Conduct short research projects that build knowledge through investigation of different aspects of a topic."

Grade 5: “Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic."

Grade 6: “Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate."

**Writing 1.4.W: Credibility, Reliability, and Validity of Sources**

Grade 4: “Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources."

Grade 5: “Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources."

Grade 6: “Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.”
**Section 3. Research—Intermediate Division**

A Teacher's Guide to Creating a Research Project ................................................................. 3.1
Research Process Checklist .................................................................................................... 3.2
Research Process Rubric ....................................................................................................... 3.3
Works-Consulted Information Sheets .................................................................................... 3.4
Work-Consulted Formats (Intermediate) ................................................................................ 3.5
Web Site Evaluation Checklist ............................................................................................... 3.6
A Teacher's Guide to Creating a Research Project
Intermediate Division

1. Cooperative planning between the librarian and classroom teacher is necessary for a successful research project. Before assigning research topics, the teacher and librarian should meet to discuss unit objectives, resources needed to support the assignment, and integration of information skills.

2. Pre-search classroom activities will tap students' prior knowledge and prepare them to seek new information. Each student will complete *The Big Six Organizer*.

3. Select and refine a topic for research.
   - What specific information do I need?
   - What keywords can I use to search for information?

4. Identify appropriate sources:

<table>
<thead>
<tr>
<th><strong>Primary Sources</strong></th>
<th><strong>Secondary Sources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>Encyclopedias</td>
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<tr>
<td>Interviews</td>
<td>Dictionaries</td>
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<td>Experiments</td>
<td>Biographies</td>
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<td>Eyewitness accounts</td>
<td>Electronic resources</td>
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<td>Historic documents</td>
<td>Non-fiction</td>
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<td>Works of art, literature,</td>
<td>Magazines and Newspapers</td>
</tr>
<tr>
<td>music</td>
<td>Atlas</td>
</tr>
<tr>
<td></td>
<td>Almanac</td>
</tr>
</tbody>
</table>

5. Locate information utilizing sources:
   - School library
   - Classroom library
   - Public library
   - Home library

6. Select appropriate resources by:
   - Examining the index and table of contents
   - Skim reading information on your topic

7. Fill in *Works-Consulted Information Sheet* for selected resources.
8. Gather notes using the Dot-and-Jot method into a graphic organizer or labeled subtopic packet (extract relevant information by ‘jotting’ down key words or phrases. Each word or phrase is preceded by a dot).

   Example: Topic: Robert E. Lee
   - Confederate General
   - Born Jan. 19, 1807
   - Parents, Henry and Anne Hill Carter Lee


10. Develop paragraphs based on outline.
    - Write rough draft using every other line (double-space if typing)
    - Edit and revise rough draft (using proofreader’s symbols)
    - Write final copy according to formatting guidelines

11. Create a list of sources used and title it “Works Consulted” (see format in Library Handbook).

12. Stress that students self-evaluate Research Project according to assignment requirements and MLA format (Final step of Big Six Organizer).

13. Librarian and classroom teacher complete Unit Assessment.
PLEASANT VALLEY SCHOOL DISTRICT
Research Process Checklist – Intermediate

**Pre-search:** making the connection between your topic and prior knowledge.

1. I understand my assignment and know what is expected of me.
2. I chose a topic that is interesting to me.
3. I completed a graphic organizer listing what I already know about my topic and what I want to know about my topic.
4. I brainstormed my topic using keywords and synonyms on a graphic organizer.
5. I refined my topic for research.

**Search:** identifying and locating information sources.

1. I identified the best sources for the type of information I needed.
2. I searched for information using keywords from my graphic organizer.
3. I skimmed and scanned search results to help me choose the best sources.
4. I found information about my topic using a variety of resources.
   - Books
   - Reference books
   - Encyclopedias
   - Magazines/ Newspapers
   - Web sites
   - Primary Sources
   - Other

**Interpretation:** analyzing and evaluating the relevancy and usefulness of information gathered.

1. I evaluated the information to support my research question.
2. I evaluated information to determine its quality and usefulness.
3. I determined whether I had enough information.
4. I used the dot-jot method to record the needed information.
5. I credited the sources using the works-consulted worksheet.

**Communication:** organizing information to create an original product.

1. I combined my information to create the assigned project.
2. My project was put together for a certain audience.
3. My information supports my introduction and conclusion.
4. I edited and revised, as needed, to create my project.
5. If my project requires a presentation, I made sure I practiced.
6. I included a list of works consulted following the Library Handbook.

**Evaluation:** an ongoing process you use to make revisions to create an effective product and to help you develop independent research skills.

1. I used my research journal to keep track of my progress.
2. I made note of what worked and what didn’t work.
3. I asked others for help and suggestions throughout the project.
4. I have ideas for ways that I can improve a similar project in the future.
## PLEASANT VALLEY SCHOOL DISTRICT
**Research Process Rubric – Intermediate**

To facilitate this process, student researchers are encouraged to keep a research journal to track their progress from beginning to end.

<table>
<thead>
<tr>
<th>Pre-search</th>
<th>Search</th>
<th>Interpretation</th>
<th>Communication</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thorough understanding of assignment and expectations. Clearly evident what researcher wanted to know about this topic and that he/she thought about the topic before research began. Uses a graphic organizer to brainstorm topic with precise keywords and synonyms. Highly refined topic for research.</td>
<td>Independently and efficiently identifies, selects and explores high quality sources in a variety of formats. Effectively skims and scans to choose the best sources. Creates search strategies using keywords from graphic organizer. Revises search plan as needed.</td>
<td>Independently evaluates information to support the research question. Effectively uses the dot-jot note-taking method to summarize and paraphrase information. Correctly completes the MLA works-consulted sheet for each source used.</td>
<td>Highly accurate and detailed information is combined to create the assigned project. Information gathered fully supports the introduction and conclusion. Final product reflects careful editing, practice, and revision as needed. Includes a list of works consulted in proper MLA format.</td>
</tr>
<tr>
<td>3</td>
<td>Understanding of assignment and expectations. Evident what researcher wanted to know about this topic and that he/she thought about the topic before research began. Uses a graphic organizer to brainstorm topic with keywords and synonyms. Refined topic for research.</td>
<td>Identifies, selects and explores quality sources in a variety of formats. Skims and scans to choose the best sources. Creates search strategies with assistance using keywords from graphic organizer. Revises search plan with assistance.</td>
<td>Evaluates information to support the research question. Uses the dot-jot note-taking method to summarize and paraphrase information. Completes the MLA works-consulted sheet for each source used.</td>
<td>Accurate and detailed information is combined to create the assigned project. Information gathered supports the introduction and conclusion. Final product reflects editing, practice, and revision as needed. Includes a list of works consulted in MLA format.</td>
</tr>
<tr>
<td>2</td>
<td>Limited understanding of assignment and expectations. Somewhat evident what researcher wanted to know about this topic and that he/she thought about the topic before research began. Uses a graphic organizer to brainstorm topic with keywords. Somewhat refined topic for research.</td>
<td>Identifies, selects and explores sources in a variety of formats. Skims and scans to choose sources. Creates search strategies with assistance using keywords from graphic organizer.</td>
<td>Difficulty evaluating information to support the research question. Uses the dot-jot note-taking method to summarize and paraphrase information. Partially completes the MLA works-consulted sheet for each source used.</td>
<td>Information is combined to create the assigned project. Information gathered supports the introduction and conclusion. Final product reflects minor editing, practice, and revision. Attempts a list of works consulted in MLA format.</td>
</tr>
<tr>
<td>1</td>
<td>No understanding of assignment and expectations. Unclear what researcher wanted to know about this topic and that he/she thought about the topic before research began. Graphic organizer incomplete or missing. Did not refine topic.</td>
<td>Unable to identify or select sources in a variety of formats. Does not skim and scan to choose the best sources. Cannot create or use search strategies.</td>
<td>Does not evaluate information to support the research question. Does not use the dot-jot note-taking method to summarize and paraphrase information. Does not complete the MLA works-consulted sheet for each source used.</td>
<td>Information is ineffectively combined to create the assigned project. Information gathered does not support the introduction and conclusion. Final product lacks editing, practice, and revision. Does not include a list of works consulted.</td>
</tr>
</tbody>
</table>
Sample MLA Citation for an Article in an Almanac:

Pleasant Valley School District Libraries
Intermediate Division

Article in a Reference Book

_________________________________________ " ____________________________________________
Author's Last Name Author's First Name Title of Article (quotation marks)

_________________________________________
Title of Reference Book (italicize or underline)

_________________________________________
Ed. ___________________________ Vol. ___________:
Editor's First and Last Name (if stated) Vol. # (if stated) City of Publication

_________________________________________
Publisher, ___________________________. Date of Publication. Print.

Sample MLA Citation for an Article in a Reference Book


Pleasant Valley School District Libraries
Intermediate Division

Article in a Reference Book

_________________________________________ " ____________________________________________
Author's Last Name Author's First Name Title of Article (quotation marks)

_________________________________________
Title of Reference Book (italicize or underline)

_________________________________________
Ed. ___________________________ Vol. ___________:
Editor's First and Last Name (if stated) Vol. # (if stated) City of Publication

_________________________________________
Publisher, ___________________________. Date of Publication. Print.

Sample MLA Citation for an Article in a Reference Book

Sample MLA Citation for a Book

Pleasant Valley School District Libraries
Intermediate Division

CultureGrams

"_________________________" __________________________.
Name of Country/State (quotation marks) Name of CultureGrams (italicize or underline)

_________________________: _____________________________. Print.
City of Publication Publisher Date of Publication

Sample MLA Citation for a CultureGrams Article


Pleasant Valley School District Libraries
Intermediate Division

CultureGrams

"_________________________" __________________________.
Name of Country/State (quotation marks) Name of CultureGrams (italicize or underline)

_________________________: _____________________________. Print.
City of Publication Publisher Date of Publication

Sample MLA Citation for a CultureGrams Article

Sample MLA Citation for a General Encyclopedia

Pleasant Valley School District Libraries
Intermediate Division

Online Database Article (e.g., POWER Library)

_____________________________________.

Author's Last Name

Author's First Name

Title of Article (quotation marks)

_____________________________________.

Title of Source (italicize or underline)

Date of Publication (day/month/year)

_______________________________________.

Page Numbers

Title of Database (italicize or underline)

Date of Access (day/month/year)

<_____________________________________

URL (Web Address)

Sample MLA Citation

Pleasant Valley School District Libraries
Intermediate Division

Web Site

Author's/Editor's Last Name Author's/Editor's First Name Title of Article/Work in Web Site (quotation marks)

Title of Web Site (italicize or underline) Sponsoring Organization

Date of Publication (day/month/year) Date of Access (day/month/year)

< URL (Web Address) >.

Sample MLA Citation for a Web Site


**My Grading Rubric For My Works-Consulted Page**

Color in one box in each row that best describes your completed Works-Consulted page. Then add the points from the colored boxes in each column at the bottom of the page. A maximum of 10 points is possible.

<table>
<thead>
<tr>
<th>Below Basic (0 Points)</th>
<th>Basic (1 point)</th>
<th>Proficient (1-5 points)</th>
<th>Advanced (2 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The page is untitled.</td>
<td>I have a title, but it is not centered or worded correctly.</td>
<td>My title is centered and worded correctly.</td>
<td>My title is centered and worded correctly.</td>
</tr>
<tr>
<td>Proper punctuation is not present.</td>
<td>Some punctuation is present, but it does not follow MLA format.</td>
<td>All punctuation is present in MLA format with just a few minor mistakes.</td>
<td>All punctuation is in proper MLA format and correctly done.</td>
</tr>
<tr>
<td>No evidence of proper line spacing and indentation.</td>
<td>Some evidence of proper spacing and indentation, but not consistent.</td>
<td>Spacing and indentation follows MLA guidelines with only a few errors.</td>
<td>All entries are double-spaced and the indentation follows the MLA guidelines.</td>
</tr>
<tr>
<td>Entries are not arranged in alphabetical or any discernable order.</td>
<td>Some evidence of alphabetical order is shown, but not correct for all entries.</td>
<td>Some evidence of alphabetical order is shown, but not correct for all entries.</td>
<td>All entries are in correct alphabetical order by the first word of the citation.</td>
</tr>
<tr>
<td>None of the required types of sources are cited.</td>
<td>One of the required source types is cited.</td>
<td>Some of the required sources are cited, if 3 or more.</td>
<td>All of the required sources are cited.</td>
</tr>
</tbody>
</table>

(points in Below Basic column) (points in Basic column) (points in Proficient column) (points in Advanced column)

**TOTAL OF ALL COLUMNS**

Note: All ratings coordinate with PSSA standards.
Works-Consulted Formats

BOOK

Author's Last Name, Author's First Name. Title of Book (italicize or underline). City of Publication: Publisher, Date of Publication. Print.

GENERAL ENCYCLOPEDIA

Author's Last Name, Author's First Name. "Title of Article (quotation marks). Title of Encyclopedia (italicize or underline). Date of Publication. Print.

ARTICLE IN A REFERENCE BOOK

Author's Last Name, Author's First Name. "Title of Article (quotation marks). Title of Reference Book (italicize or underline). Ed. Editor's First and Last Name (if stated). Vol. Vol. # (if stated). City of Publication: Publisher, Date of Publication. Print.

ALMANAC

"Title of Article (quotation marks). Title of Almanac (italicize or underline). Date of Publication. Print.
CULTUREGRAMS

Name of Country/State (quotation marks) ____________________________ Name of CultureGrams (italicize or underline) ____________________________

_________________________ : ____________________________ . Print.

City of Publication Publisher Date of Publication

WEB SITE

Author's/Editor's Last Name ____________________________ Author's/Editor's First Name ____________________________ Title of Article/Work in Web Site (quotation marks) ____________________________

Title of Web Site (italicize or underline) ____________________________ Sponsoring Organization ____________________________

_________________________ . Web. ____________________________

Date of Publication (day/month/year) ____________________________ Date of Access (day/month/year) ____________________________

< ____________________________ > .

URL (Web Address)

ONLINE DATABASE ARTICLE (e.g., POWER Library)

Author's Last Name ____________________________ Author's First Name ____________________________ Title of Article (quotation marks) ____________________________

Title of Source (italicize or underline) ____________________________ Date of Publication (day/month/year) ____________________________

_________________________ . Web. ____________________________

Page Numbers Title of Database (italicize or underline) Date of Access (day/month/year) ____________________________

< ____________________________ > .

URL (Web Address)

Special Notes

When using a computer italicize titles of books.
Underline titles of books when handwriting.
Use the following abbreviations when appropriate:
n. d. = no date
n. p. = no publication/no publisher
n. pag. = no page
When writing the Web address, you may only break the URL after a slash in the address. You may never hyphenate a Web address.
**Web Site Evaluation Checklist – Intermediate**

Every web site you visit needs to be looked at closely. **Why? Because, ANYONE can put information on the Web!** Just because it’s on the web doesn’t mean the information is true or current or useful to you. Also, do not use Internet sources only! Using different sources like books, reference works, and other electronic sources is a sign of thorough research. Remember to save or print all documents you intend to use as proof that you have cited an authentic source. Use this checklist while online to help decide if the site that you are visiting is a good one. If you have any questions please see your librarian, teacher, or parent.

**URL**

<table>
<thead>
<tr>
<th>Authority</th>
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<td>Is there a link to the home page providing information about the author and sponsor?</td>
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<tr>
<td>Did the author include a list of sources used to create the page?</td>
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<td>Does this page offer information that cannot be found in other sources?</td>
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<td>Is this information useful for your purpose?</td>
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<tr>
<td>Does the site include a search engine?</td>
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</tr>
</tbody>
</table>

3.6
Research
Secondary Division

The tools and information located in this section will assist your students in achieving the following selected Pennsylvania Common Core Standards.

Writing 1.4.V: Conducting Research

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

Grade 8: “Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.”

Grade 9-12: “Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”

Writing 1.4.W: Credibility, Reliability, and Validity of Sources

Grade 7-8: “Gather relevant information from multiple print and digital sources, using search terms effectively; assess 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.”

Grade 9-10: “Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.”

Grade 11-12: “Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.”
Section 4. Research—Secondary Division

Research Process Checklist ................................................................. 4.1
Research Process Rubric .................................................................... 4.2
MLA Style for the List of Works Cited ............................................ 4.3
MLA Style Checklist ......................................................................... 4.4
MLA Report Writing Guidelines ...................................................... 4.5
The MLA Format of the Research Paper ........................................... 4.6
MLA Formatting for Microsoft Word® 2010 ....................................... 4.7
Parenthetical Citations ..................................................................... 4.8
Quoting, Paraphrasing, and Summarizing ....................................... 4.9
Annotated Works Cited Generator .................................................... 4.10
Selected MLA Accepted Forms of Abbreviations ............................. 4.11
Web Site Evaluation Checklist .......................................................... 4.12
PLEASANT VALLEY SCHOOL DISTRICT
Research Process Checklist – Secondary

Pre-search: making the connection between your topic and prior knowledge.
   _____ 1. I chose a topic that is interesting to me.
   _____ 2. I found and read a general reference article on the topic for background information
         and an overview.
   _____ 3. I brainstormed my topic using keywords and synonyms on a graphic organizer.
   _____ 4. I listed questions about my topic that I wanted to answer.
   _____ 5. I refined my topic and developed a clear thesis statement.

Search: identifying and locating information sources.
   _____ 1. I identified the best sources for the type of information I needed.
   _____ 2. I created Boolean strategies to refine and narrow my search.
   _____ 3. I skimmed and scanned search results to determine relevancy.
   _____ 4. I found information about my topic using a variety of resources.
          Books
          Reference books
          Magazines/journals
          Newspapers
          Broadcast media
          Content written for web publications
          Primary Sources
          Other

Interpretation: analyzing and evaluating the relevancy and usefulness of information
               gathered.
   _____ 1. I evaluated the information to support or refute my research question/thesis.
   _____ 2. I evaluated information to determine quality, relevancy, and credibility.
   _____ 3. I determined whether I had sufficient information.
   _____ 4. I extracted needed information and credited the sources.

Communication: organizing information to create an original product.
   _____ 1. I combined my information to effectively address the research question/thesis.
   _____ 2. My project was assembled with a particular audience in mind.
   _____ 3. My conclusion is fully supported by the information I present.
   _____ 4. I edited and revised as necessary to create an effective product.
   _____ 5. I used formatting techniques (e.g. headings, graphics) to aid reader understanding.
   _____ 6. I included a list of works cited.

Evaluation: an ongoing process you use to make revisions to create an effective product and
to help you develop independent research skills.
   _____ 1. I used a tool such as a research journal to track my research process.
   _____ 2. I used self- and peer-evaluation to make revisions throughout the research process.
   _____ 3. I used self- and peer-editing to determine whether the product was effective.
   _____ 4. My evaluation includes plans for improving future research projects.
To facilitate this process, student researchers are encouraged to keep a research journal to track their progress from beginning to end.

<table>
<thead>
<tr>
<th>Pre-search</th>
<th>Search</th>
<th>Interpretation</th>
<th>Communication</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Clear, well-focused topic builds on prior knowledge and background information. Thesis statement and specific research questions reflect higher-level thinking. Brainstorms topic using precise keywords with synonyms and related terms, on a concept map, web or other graphic organizer.</td>
<td>Independently and efficiently identifies, selects and explores high quality sources in a variety of formats. Effectively skims and scans to determine relevancy of information. Creates sophisticated search strategies and revises these as needed.</td>
<td>Independently evaluates adequacy and appropriateness of information. Effectively extracts, records and organizes information. Clearly summarizes and paraphrases notes. Correctly credits sources using MLA style.</td>
<td>Highly accurate and detailed information is restructured into an original product that effectively addresses the research question/thesis and audience. Information gathered is sufficient to fully support the conclusion. Final product reflects careful editing, revision, and formatting.</td>
<td>Self and peer evaluation is ongoing throughout the research process. A detailed research journal tracks each stage of an effective research plan. Evaluation of end product includes plans for changes for future projects highlighting what worked and what did not work.</td>
</tr>
<tr>
<td><strong>3</strong> Focused topic builds on prior knowledge and background information. Thesis statement and specific research questions reflect moderate-level thinking. Brainstorms topic using keywords with synonyms and related terms, on a concept map, web or other graphic organizer.</td>
<td>Identifies, selects and explores high quality sources in a variety of formats. Skims and scans to determine relevancy of information. Creates search strategies and revises these with assistance.</td>
<td>Evaluates adequacy and appropriateness of information. Extracts, records and organizes information. Summarizes and paraphrases notes. Credits sources using MLA style.</td>
<td>Accurate and detailed information is restructured into an original product that addresses the research question/thesis and audience. Information gathered is sufficient to support the conclusion. Final product reflects editing, revision, and formatting.</td>
<td>Self and peer evaluation is ongoing throughout the research process. A research journal tracks each stage of an effective research plan. Evaluation of end product includes plans for changes for future projects highlighting what worked and what did not work.</td>
</tr>
<tr>
<td><strong>2</strong> Topic builds on prior knowledge and background information. Thesis statement and research questions reflect lower-level thinking. Brainstorms topic using keywords on a concept map, web or other graphic organizer.</td>
<td>Identifies, selects and explores sources in a variety of formats. Skims and scans information. Creates search strategies with assistance.</td>
<td>Difficulty evaluating adequacy and appropriateness of information. Extracts, records and organizes information. Summarizes and paraphrases notes. Credits sources using MLA style.</td>
<td>Information is restructured into an original product that addresses the research question and audience. Information gathered is sufficient to support the conclusion. Final product reflects minor editing, revision, and formatting.</td>
<td>Self and peer evaluation is ongoing throughout the research process. A research journal tracks each stage of the research plan. Evaluation of end product includes what worked and what did not work.</td>
</tr>
<tr>
<td><strong>1</strong> Unfocused topic lacks connection to prior knowledge and has limited background information. Thesis statement, research questions and graphic organizer are incomplete or missing.</td>
<td>Unable to identify or select sources in a variety of formats. Does not skim or scan information. Cannot create or use search strategies.</td>
<td>Does not evaluate information for adequacy or appropriateness. Cannot extract, record or organize information. Sources are not credited.</td>
<td>Information does not address the research question or audience. Information is insufficient to support the conclusion. Final product lacks editing, revision, and formatting.</td>
<td>Self and peer evaluation is missing from the research process. The research journal is incomplete and does not include evaluation of the end product.</td>
</tr>
</tbody>
</table>
MLA Style for the List of Works Cited

Note: Be sure to establish an account for NoodleTools to aid you in creating a proper works cited list for any project!

Books and Other Nonperiodical Print Publications

The typical book or pamphlet entry consists of the following items:
1. Name of author, editor, compiler, or translator
2. Title of the work (italicized)
3. City of publication
4. Name of publisher
5. Year of publication
6. Medium of publication consulted (Print)

A Book or Pamphlet by a Single Author or Editor


Two or More Books by the Same Author

---

A Book by Two or More Authors

A Book with More Than Three Authors/Editors

A Book by a Corporate Author

A Work in an Anthology

A Previously Published Article from a Scholarly Journal Reprinted in a Collection
A Previously Published Article from a Magazine Reprinted in a Collection

A Previously Published Essay from a Book Reprinted in a Collection

A Previously Published Article from a Scholarly Journal with a New Title in a Collection

An Article in a General Encyclopedia

An Article in a Reference Book

An Introduction, a Preface, a Foreword, or an Afterword

Cross-References

Anthology From Which Cross-References Were Taken

An Anonymous Book


A Translation
Graphic Narrative


**A Multivolume Work – One Volume Used**


**A Multivolume Work – More Than One Volume Used**


**A Government Publication**


**Periodical Print Publications**

The typical periodical article entry consists of the following items:

1. Author’s name
2. Title of the article (in quotations)
3. Name of the periodical (italicized)
4. Volume number (for a scholarly journal)
5. Issue number (if available, for a scholarly journal)
6. Date of publication (for a scholarly journal, the year; for other periodicals, the day, month, and year)
7. Inclusive page numbers (use the first page number and a plus sign if not continuous; use n. pag. if not available)
8. Medium of publication consulted (Print)

**An Article in a Scholarly Journal**


**An Article in a Newspaper**


**An Article in a Magazine**


**A Review**

Additional Common Sources including Primary Sources

The typical television or radio broadcast entry consists of the following items:
1. Title of the episode or segment (in quotations)
2. Title of the program or series (italicized)
3. Name of the network (if any)
4. Call letters and city of the local station (if any)
5. Broadcast date
6. Medium of reception (e.g., Radio, Television)

A Television or Radio Broadcast


A Sound Recording


A Film or Video Recording
It’s A Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and


Entertainment, 2001. DVD.

A Performance

A Work of Visual Art


A Personal Photograph

A Personal Observation, Experiment, or Survey
Keck, Rebecca and Emily Young. “Grease.” Survey. 11 June 2010.

An Interview
Foss, Lukas. Telephone interview. 27 Jul. 2009.

Page, Oscar. Face-to-face interview. 5 Mar. 2009.


A Map or Chart


A Cartoon or Comic Strip

A Letter, a Memo, or an E-Mail Message


A Published Letter

A Published Speech, Lecture, Address or Reading

A Publication on CD-ROM or DVD-ROM
Web Publications

A Nonperiodical Work on the Web (A work not released on a regular schedule)

An entry for a nonperiodical work on the Web usually contains most of the following items:
1. Name of the author, compiler, director, editor, narrator, performer, or translator
2. Title of the work (italicized if the work is independent; in quotations if the work is part of a larger work; untitled works may be identified by a genre label with no italics or quotation marks, e.g., Home page, Online posting, Podcast)
3. Title of the overall Web site (italicized), if distinct from item 2
4. Version or edition
5. Publisher or sponsor of the site; if not available use N.p.
6. Date of publication (day, month, year); if nothing is available use n.d.
7. Medium of publication consulted (Web)
8. Date of access (day, month, year)
9. URL

A Work Created for the Web


A Work Digitized for the Web


A Periodical Publication in an Online Database

To cite a work from a periodical (such as an article, review, editorial, letter to the editor, etc.) in an online database, begin by determining the original source (journal, magazine, newspaper). Follow the appropriate guidelines for citing a print periodical, but drop “Print” as the medium and complete the entry with the following:
1. Title of Database (italicized)
2. Medium of publication consulted (Web)
3. Date of access (day, month, year)
4. URL (domain level)


A Nonperiodical Publication in an Online Database

To cite a work from a nonperiodical in an online database begin by determining the original source (book, reference article, radio/TV transcript, primary source document, photo, map, flag, film, video, etc.). Follow the appropriate guidelines for citing that source, but drop the medium of original publication and complete the entry with the following:

1. Title of Database (italicized)
2. Medium of publication consulted (Web)
3. Date of access (day, month, year)
4. URL (domain level)


MLA Style Checklist

1. 1" margins
2. 12-point font throughout (Times New Roman)
3. Double-spaced throughout
4. ½" running header with student’s last name and page (right justified)
5. NO title page
6. First page heading with:
   Student’s Full Name
   Teacher’s Name
   Course, Grade, Section
   Date (Day Month Year)
7. Centered Title (with NO underline, italics, or boldface)
8. No first-person language or personal pronouns (e.g. I, you, me, us, we, etc.)
9. All tables, charts, graphs, and pictures are labeled and properly cited.
10. Quotations four (4) lines or more are set-off one inch from left margin.
11. Works-Cited title is centered 1” from the top of the page with NO underline or boldface.
12. The list of works cited is NOT numbered. Each entry ends with a period.
13. Works-cited entries are in alphabetical order by the first word in the citation; if no author is listed, the first word of the title is used.
14. Each works-cited entry has at least one corresponding parenthetical citation in the text of the paper.
15. All web hyperlinks are “turned off” with NO underlining or change in font color.
16. All URLs are complete with NO hyphenation and break only after a slash.
MLA Report Writing Guidelines

I. How to Organize the Report

Organize your report parts in the following order:
A. Title Page (Only if required by your teacher)
B. Outline
C. Body of the Report (the report itself)
D. Appendixes (if any)
E. Works Cited (list of sources cited in the report)
F. Works Consulted (if applicable, list of sources your referred to but did not cite in your paper)

III. How to Punctuate Different Types of Works

A. When to Italicize

Italicize the titles of long written works, publications published as a single work, web sites, online databases, films, television and radio broadcasts, works of music, art, and dance, ships, aircraft, and spacecraft.

Note: When handwriting underline titles of works.

1. Title of a Book: The Hobbit
2. Title of a Play: Romeo and Juliet
3. Title of a Film: Star Wars
4. Title as a Television Series: The Simpsons
5. Title of a Painting: Starry Night
6. Title of a Sea Craft: the Lusitania

B. When to Use Quotation Marks

Use quotation marks around the titles of articles, essays, stories, and poems published within larger works, chapters of books, pages in Web sites, individual episodes of television and radio broadcasts and songs.

1. Title of a Short Story: “The Purloined Letter”
2. Title of an Article: “How to Train Your Dog”
3. Title of a Song: “Night and Day”

IV. How to Hyphenate

A. Do not divide words at the ends of lines.
B. When using a word processing program, make sure the automatic hyphenation feature is turned off.
C. If you choose to divide a word, consult a dictionary.
D. If a URL must be divided between two lines, break it only after a slash.
V. How to Write a Topic Outline

A. The outline is written after your thesis statement. It shows a progression of ideas that support your thesis.
B. Number your outline pages with lowercase Roman numerals beginning with “i”.
C. After your heading, center your title and type “Thesis:” followed by your thesis statement.
D. Write the outline in phrases—not full sentences.
E. Only principal points appear in an outline.
F. Follow each number or letter in the outline with a period.
G. Capitalize the first letter of each phrase.
H. Indentation is a means of showing importance: headings on the same margin are of equal importance.
I. Each heading should be a noun or noun equivalent (gerund or infinitive phrase).
J. A single division is incorrect. Nothing divides into only one part. You cannot have a I without a II; an A without a B, etc.

Example of conventional outline form:

Student’s Name
Teacher’s Name
Course, Grade, Section
Day Month Year

Title

Thesis:
I.
A.
1.
   a.
      (1)
      (a)
      (b)
      (2)
   b.
2.
B.
II.

4.5
The MLA Format of the Research Paper

I. Printing
   A. Standards
      1. Use a high quality printer.
      2. Choose a standard, easily readable typeface. (e.g. Times New Roman)
      3. Use a 12-font size.
      4. DO NOT justify the lines of your paper at the right margin.
      5. Turn off the automatic hyphenation and hyperlinking features.
      6. Keep a back-up copy on disk.
   B. Always keep a hard copy of your paper.

II. Paper
   A. Use only 8½-by-11 inch white paper of good quality.
   B. Print on one side of the paper.

III. Margins
   A. Set one inch margins at the top, bottom, and on both sides.
   B. Indent the first word of each paragraph one-half inch from the left margin. When using a word processing program, you may use the Tab key to indent for each paragraph.
   C. Indent set-off quotations one inch from the left margin. The right margin should remain normal.
   D. For an example, see the sample first page of a research paper in the Library Handbook.

IV. Spacing
   A. A research paper must be double-spaced throughout, including quotation, notes, outline, and the list of works cited.
   B. See the sample pages of a research paper in the Library Handbook.

V. Heading and Title
   A. A research paper does not need a title page. If your teacher requires a title page, format it according to the instructions you are given.
   B. Beginning one inch from the top of the first page and flush with the left margin, type on separate lines and double space between each line
      1. Your name
      2. Your teacher’s name
      3. The course number
      4. The date (Day Month Year)
   C. Double space again and center the title.
   D. Double space between the title and the first line of the text.
   E. Do not underline your title or put it in quotations marks or type it in all capital letters.
   F. If you include an outline with your paper, it should precede the paper itself.
VI. Page numbers
A. Number all pages consecutively throughout the research paper in the upper right-hand corner, one-half inch from the top and flush with the right margin.
   1. Type your last name before the page number.
   2. Do not use the abbreviation p. before a page number.
   3. Do not add a period, a hyphen, or any other mark or symbol.
B. Position the first line of text one inch from the top of the page.
C. When using a word processor, create a running head that consists of your last name followed by a space and the page number. The word processor may automatically insert your running head on every page of your paper if you do not specify otherwise.
D. Number your outline pages with lowercase Roman numerals beginning with “i”.

VI. Tables and illustrations
A. Place tables and illustrations as close as possible to the parts of the text to which they relate.
B. Label the tables and illustrations as follows.
   1. A table is usually labeled Table, given an arabic numeral, and captioned.
   2. Any other type of illustrative visual material – for example, a photograph, map, line drawing, graph, or chart – should be labeled Figure (abbreviated Fig.)
   3. Musical illustrations are labeled Example (abbreviated Ex.)
   4. Type both label and caption flush left on separate lines above the table.
   5. Capitalize the label and caption as you would a title. Do not use all capital letters.
   6. Give the source of the table and any notes immediately below the table.
   7. Designate notes to the table with lowercase letters rather than numerals.
   8. Double space.

VII. Writing Numbers in Text
A. Do not begin a sentence with a numeral.
B. Sentences beginning with a number are spelled out.
C. Spell out numbers that can be written in one or two words (ex. one, two thousand).
D. Use arabic numbers for 3 or more words (ex. 2 ½, 101, 2.543).
E. Large numbers may use a combination of numerals and words (ex. 4.5 million).
F. Express related numbers in the same style (ex. 5 out of 250 students...).
G. Always use numbers with abbreviations (ex. 6 lbs., 4:20 p.m., 2", 8 KB, $9, 3%).
H. Spell out centuries in lower case (ex. twentieth century).
I. Write dates in the order of day, month, year (ex. 4 July 2006).
J. Use commas in arabic numbers (ex. 1,104). Exceptions are addresses, 4-digit years, and page numbers (ex. 1014 Broadway Avenue, 1999, on page 1014).
K. Hyphenate centuries when used as adjectives before nouns (ex. nineteenth-century literature).
L. Above all, stay consistent throughout your paper.
MLA Formatting for Microsoft Word® 2010

Step 1
- Change font to Times New Roman 12

Step 2
- Open the Paragraph Dialog Box to set line spacing

Step 3
- Change Line Spacing to Double with no spacing after or between paragraphs

Step 4
- Double Click at the top of the Page to edit the Header

Step 5
- Click Page Number
MLA Formatting for Microsoft Word® 2010

Step 6: Select Top of Page Plain Number 3

Step 7: Type your last name. Press the space bar once.

Step 8: Right Click to Change the font to Times New Roman 12

Step 9: Click Different First Page To remove the header from the first page.

Step 10: Click to close the header.

Step 11: Type your Heading:
- Your first and last name
- Your teacher's name
- Your class title
- Due date for assignment—military style

4.7
MLA Formatting for Microsoft Word® 2010

Step 12: Title of Paper is Centered

Step 13: Left Align for body of paper

Step 14: Open Paragraph Dialog Box

Step 15: Set Indentation for First Line

Save
- Click File—Save As
- Select your destination
- Make a new folder for the project
- Save as “First Draft” in your folder
- You will need to follow these steps each time you are required to write a paper in MLA format.

MLA Formatting is complete!
Parenthetical Citations

What are parenthetical citations?
Parenthetical citations are short references included in the text of your paper or project to show your reader where you found each piece of information that you have paraphrased, summarized, or quoted.

Why do I need to include parenthetical citations?
Parenthetical citations direct your reader to the source in your alphabetical list of works cited. This allows your reader to locate the exact source for further study. You need to give credit to the original source of information; otherwise, you will be plagiarizing or stealing another person’s work.

When do I need to use a parenthetical citation?
Whenever you paraphrase, summarize, or quote information from a source and include it in your work.

How do I create proper citations?
Usually the author’s last name and a page reference are enough to identify the source and the specific location from which you borrowed material. However, if your source has no author, generally you will use the first word in the title from your works cited list. See specific examples below.

Where do I place parenthetical citations?
Citations are placed in parentheses at the end of the sentence following the borrowed material.

Remember:
For each entry in your list of Works Cited, you must have at least one corresponding parenthetical citation within the body of your paper. The purpose of a parenthetical citation is to point your reader to referenced work in the list of Works Cited.

<table>
<thead>
<tr>
<th>Parenthetical Predicament</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author in Reference</strong></td>
<td>The sinking of the Titanic has been called one of the greatest disasters of all time (Benton 28).</td>
</tr>
<tr>
<td>When you do NOT mention the author’s name in your sentence, the author’s name and page number are placed in parentheses at the end of your sentence followed by a period.</td>
<td></td>
</tr>
<tr>
<td><strong>Author in Text</strong></td>
<td>Benton asserts that the Titanic has been called one of the greatest disasters of all time (28).</td>
</tr>
<tr>
<td>When you mention the author’s name in your sentence, the page number is placed in parentheses at the end of the sentence followed by a period.</td>
<td></td>
</tr>
<tr>
<td><strong>Two or More Works by the Same Author</strong></td>
<td>Baseball players and wrestlers have traditionally been heavy users of chewing smokeless tobacco (Nardo, Drugs 68).</td>
</tr>
<tr>
<td>When you cite more than one work by the SAME AUTHOR you need to include a word from the title to distinguish between/among resources. Place a comma between the author’s name and the title.</td>
<td>“Pro wrestling’s transformation from a sport into a form of entertainment caused major newspapers and serious sports journalists to lose interest” (Nardo, Wrestling 75).</td>
</tr>
<tr>
<td>Parenthetical Predicament</td>
<td>Example</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Two or Three Authors</strong></td>
<td>Others, like Lord and Padfield (310), stated that the Titanic really was not unsinkable as first believed. Others stated that the Titanic really was not unsinkable as first believed to be true (Lord and Padfield 310).</td>
</tr>
<tr>
<td><strong>More than Three Authors</strong></td>
<td>(Smith et al. 23).</td>
</tr>
<tr>
<td><strong>Work Listed by Title</strong></td>
<td>International espionage was as prevalent as ever in the 1990s (&quot;Decade&quot; 26). As discussed in &quot;Decade of the Spy,&quot; international espionage was as prevalent as ever in the 1990s (26).</td>
</tr>
<tr>
<td><strong>Same Article Title with No Author</strong></td>
<td>At one time, it was believed that the mind simply turned off during sleep, or that the soul left the body during sleep (&quot;Sleep,&quot; Gale 3397). Modern research suggests that sleep deprivation lasting up to 10 days shows no serious, prolonged consequences (&quot;Sleep,&quot; World 1085).</td>
</tr>
<tr>
<td><strong>Anonymous Books whose Titles Begin with the Same Word</strong></td>
<td>The mid-1960s saw a great revival of interest in the folk blues, leading to the rediscovery of many very talented performers (History of Blues 53). &quot;The last years of the Babylonian Empire witnessed far-reaching changes&quot; (History of the Jewish 164).</td>
</tr>
<tr>
<td><strong>Indirect Source</strong></td>
<td>As Alexander Solzhenitsyn once said, &quot;One word of truth outweighs the world&quot; (qtd. in Roy 381).</td>
</tr>
<tr>
<td>Parenthetical Predicament</td>
<td>Example</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Direct Quote</strong></td>
<td></td>
</tr>
<tr>
<td>To indicate short quotations enclose the direct quote within double quotation marks, and provide the author and specific page citation.</td>
<td>It may be true that “Poe’s ghost stories are among the most famous in the world” (Sheldon 9).</td>
</tr>
<tr>
<td>If you incorporate the author’s name in your text, simply provide the page reference.</td>
<td>It may be true, as Sheldon maintains, that “Poe’s ghost stories are among the most famous in the world” (9).</td>
</tr>
<tr>
<td>Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation.</td>
<td>According to some, dreams express “profound aspects of personality” (Foulkes 184), though others disagree.</td>
</tr>
<tr>
<td>Question marks and exclamation points should appear within the quotation marks if they are part of the quoted passage but after the parenthetical citation if they are part of your text.</td>
<td>Is it possible that dreams may express “profound aspects of personality” (Foulkes 184)?</td>
</tr>
<tr>
<td><strong>Long Quote</strong></td>
<td></td>
</tr>
<tr>
<td>When you cite a long quotation (four lines or more) that is set off from the text, omit the quotation marks. Generally, a colon introduces a long quotation. Your parenthetical citation should come after the closing punctuation mark.</td>
<td>Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:</td>
</tr>
<tr>
<td></td>
<td>They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw’s door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)</td>
</tr>
<tr>
<td><strong>Shortened Quote</strong></td>
<td></td>
</tr>
<tr>
<td>Whenever you omit a word, phrase, sentence or more from a passage, use ellipsis points to indicate the missing portion of the original quotation. Use three periods with a space before each and a space after the last.</td>
<td>In surveying various responses to plagues in the middle ages, Barbara W. Tuchman writes, “Medical thinking . . . stressed air as the communicator of disease, ignoring sanitation or visible carriers” (101-02).</td>
</tr>
<tr>
<td>The examples show a quotation with an ellipsis in the middle and a quotation with an ellipsis at the end.</td>
<td>In surveying various responses to plagues in the middle ages, Barbara W. Tuchman writes, “Medical thinking, trapped in the theory of astral influences, stressed air as the communicator of disease . . .” (101-02).</td>
</tr>
<tr>
<td>Parenthetical Predicament</td>
<td>Example</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Literary and Religious Works</strong></td>
<td>Raskolnikov first appears in <em>Crime and Punishment</em> as a man contemplating a terrible act but frightened of meeting his talkative landlady on the stairs (Dostoevsky 1; pt. 1, ch.1).</td>
</tr>
<tr>
<td>When you cite a literary work: it is helpful to provide more information than just the page number so that the reader will be able to locate the passage in any edition.</td>
<td>Shakespeare's Hamlet seems resolute when he declares, &quot;The play's the thing/Wherein I'll catch the conscience of the King&quot; (2.2.633-34).</td>
</tr>
<tr>
<td>When citing classic poems and plays, omit page numbers and cite by act; scene, book, or part; and line numbers separating the various numbers with periods.</td>
<td>Ezekiel saw &quot;what seemed to be four living creatures,&quot; each with faces of a man, a lion, an ox, and an eagle (<em>New Jerusalem Bible</em>, Ezek. 1.5-10).</td>
</tr>
<tr>
<td>When citing the Bible, make clear which Bible you're using in the first parenthetical citation, followed by chapter and verse.</td>
<td>The history of roller coasters can be traced back to the times of Catherine the Great of Russia (Lindsay).</td>
</tr>
<tr>
<td>When you cite information from a web document, page numbers of a printout should not be cited.</td>
<td>Unearthing the mummies may take years (Phelps, par. 23). Beethoven has been called the &quot;first politically motivated composer,&quot; for he was &quot;caught up in the whole ferment of ideas that came out of the French Revolution&quot; (Gardiner, screens 2-3).</td>
</tr>
<tr>
<td><strong>Web Site with Counted Paragraphs/ Screens</strong></td>
<td>&quot;Private duty nursing affords me the opportunity to tailor my work schedule around my family's needs&quot; (Jones).</td>
</tr>
<tr>
<td>If an electronic source counts paragraphs or screens, put the author's name plus the appropriate paragraph/screen.</td>
<td>(Smith 27; Jones 83)</td>
</tr>
</tbody>
</table>
Quoting, Paraphrasing, and Summarizing

There are three ways of incorporating other writers’ work into your own writing. You will want to carefully blend source material you find through your research with your own writing. Make sure that your own voice is heard.

Quotations
Quotations must be identical to the original source. Quote only words, phrases, lines, and passages that are particularly interesting or unusual and keep all quotations as brief as possible. Changes must not be made in the spelling, capitalization, or punctuation of the quote. You must attribute all quotes to the original author. Avoid over quoting. Weaving quotes into your own writing will ensure that your voice is heard.

Paraphrasing
Paraphrasing involves putting a passage—phrase by phrase—from your source into your own words. Your paraphrase should be of equal or shorter length than the original passage. Remember: a paraphrase is a complete rewriting, not just a rearrangement of the words. A paraphrase must also be attributed to the original source.

Summarizing
Summarizing involves putting the main idea(s) of a passage into your own words. Summaries are significantly shorter than the original because they are limited to only the main ideas. You must be careful not to change or distort the meaning of the original work. Again, it is necessary to attribute summarized ideas to the original source.

Some Important Reminders:
- Never leave a quote or paraphrase by itself—you must introduce it, explain it, and show how it relates to your thesis.
- You need not always reproduce complete sentences. Sometimes you may want to quote just a word or phrase as part of your sentence.
- A colon usually precedes quoted material if it is formally introduced. Otherwise, a comma precedes a quotation if it is integrated into your sentence.
- If a quotation runs to more than four lines in your paper, set it off from your text by beginning a new line, indenting one inch from the left margin and typing it double-spaced, without adding quotation marks.
- Use double quotation marks around quotations incorporated into the text, single quotation marks around quotations within those quotations.
- If you find the same information in three or more different sources you can conclude that this information is “common knowledge.” Common knowledge information does not require documentation. If you are not sure whether particular information is common knowledge, give credit to your source with a citation!
- Direct quotations should be used selectively; the majority of your paper should be written in your own words.

➤ Remember: All quotations, paraphrases, and summaries must be attributed to the original source with parenthetical citations.
Annotated Works Cited Generator

An annotated list of works cited is a list of sources used in the preparation of a research project. Each citation is followed by a brief description and critique of the source. An annotated list of works cited justifies the quality and value of the source to your research.

**Directions:** Use the following questions as prompts for writing your annotation. Items marked with an asterisk *must* be included in your annotation.

1. Author’s credentials—*What makes the person qualified to write about the topic?*

2. Scope and purpose of the work—*Is it an overview or a detailed treatment of the topic? Is it persuasive, informational, scholarly or popular? Is it an editorial?*

3. Comparison of the work with others dealing with the same topic or others on your list—*How much information did you get from this source compared to your other sources? (This part may be written in first person)*

4. Intended audience—*Who was it written for? Doctors? Lawyers? Teachers? Scientists? The general public?*

5. * Brief summary of contents—*What is it about?*


7. Evaluation of scope—*Did the author do a good job of covering all aspects of your topic?*

8. * Evaluation of author bias—*Is it obvious that the author is on one side or the other?*

9. * Relative value of the work to the thesis—*Did you use a lot of information from this source? Or, did it just help you to better understand what your topic was about? (This part may be written in first person)*

4.10
**Selected MLA Accepted Forms of Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>abr.</td>
<td>abridgment, abridged, abridged</td>
</tr>
<tr>
<td>adapt.</td>
<td>adapter, adaptation, adapted by</td>
</tr>
<tr>
<td>anon.</td>
<td>anonymous</td>
</tr>
<tr>
<td>assn.</td>
<td>association</td>
</tr>
<tr>
<td>attrib.</td>
<td>attributed to</td>
</tr>
<tr>
<td>c. (ca.)</td>
<td>circa, or around</td>
</tr>
<tr>
<td>chor.</td>
<td>choreographer, choreographed</td>
</tr>
<tr>
<td>coll.</td>
<td>college</td>
</tr>
<tr>
<td>comp.</td>
<td>compiler, compiled by</td>
</tr>
<tr>
<td>cond.</td>
<td>conductor, conducted by</td>
</tr>
<tr>
<td>conf.</td>
<td>conference</td>
</tr>
<tr>
<td>Cong. Rec.</td>
<td><em>Congressional Record</em></td>
</tr>
<tr>
<td>Const.</td>
<td>Constitution</td>
</tr>
<tr>
<td>dir.</td>
<td>director, directed by</td>
</tr>
<tr>
<td>distr.</td>
<td>distributor, distributed by</td>
</tr>
<tr>
<td>ed.</td>
<td>editor, edition, edited by</td>
</tr>
<tr>
<td>e.g.</td>
<td>for example</td>
</tr>
<tr>
<td>e-mail</td>
<td>electronic mail</td>
</tr>
<tr>
<td>encyc.</td>
<td>encyclopedia</td>
</tr>
<tr>
<td>et al.</td>
<td>and others</td>
</tr>
<tr>
<td>etc.</td>
<td>and so forth</td>
</tr>
<tr>
<td>ex.</td>
<td>example</td>
</tr>
<tr>
<td>fig.</td>
<td>figure</td>
</tr>
<tr>
<td>fwd.</td>
<td>foreword, foreword by</td>
</tr>
<tr>
<td>govt.</td>
<td>government</td>
</tr>
<tr>
<td>GPO</td>
<td>Government Printing Office</td>
</tr>
<tr>
<td>H. Doc.</td>
<td>House of Representatives Document</td>
</tr>
<tr>
<td>HR</td>
<td>House of Representatives</td>
</tr>
<tr>
<td>H. Rept.</td>
<td>House of Representatives Report</td>
</tr>
<tr>
<td>H. Res.</td>
<td>House of Representatives Resolution</td>
</tr>
<tr>
<td>i.e.</td>
<td>that is</td>
</tr>
<tr>
<td>illus.</td>
<td>illustrator, illustration, illustrated by</td>
</tr>
<tr>
<td>inc.</td>
<td>including; incorporated</td>
</tr>
<tr>
<td>inst.</td>
<td>institute, institution</td>
</tr>
<tr>
<td>intl.</td>
<td>international</td>
</tr>
<tr>
<td>introd.</td>
<td>introduction, introduced by</td>
</tr>
<tr>
<td>jour.</td>
<td>journal</td>
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<tr>
<td>Jr.</td>
<td>Junior</td>
</tr>
<tr>
<td>lib.</td>
<td>library</td>
</tr>
<tr>
<td>MS, MSS</td>
<td>manuscript, manuscripts</td>
</tr>
<tr>
<td>n, nn</td>
<td>note, notes</td>
</tr>
<tr>
<td>narr.</td>
<td>narrator, narrated by</td>
</tr>
<tr>
<td>n.d.</td>
<td>no date of publication</td>
</tr>
<tr>
<td>no.</td>
<td>number (cf. numb.)</td>
</tr>
<tr>
<td>n.p.</td>
<td>no place of publication; no publisher</td>
</tr>
<tr>
<td>n. pag.</td>
<td>no pagination</td>
</tr>
<tr>
<td>op.</td>
<td>opus (work)</td>
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<tr>
<td>orch.</td>
<td>orchestra, orchestrated by</td>
</tr>
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<td>orig.</td>
<td>original, originally</td>
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<td>P</td>
<td>Press</td>
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<tr>
<td>par.</td>
<td>paragraph</td>
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<tr>
<td>perf.</td>
<td>performer, performed by</td>
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<tr>
<td>pref.</td>
<td>preface, preface by</td>
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<tr>
<td>prod.</td>
<td>producer, produced by</td>
</tr>
<tr>
<td>pt.</td>
<td>part</td>
</tr>
<tr>
<td>pub. (publ.)</td>
<td>publisher, publication, published by</td>
</tr>
<tr>
<td>Pub. L.</td>
<td>Public Law</td>
</tr>
<tr>
<td>qtd.</td>
<td>quoted</td>
</tr>
<tr>
<td>rec.</td>
<td>record, recorded</td>
</tr>
<tr>
<td>rev.</td>
<td>review, reviewed by; revision, revised by</td>
</tr>
<tr>
<td>rpt.</td>
<td>reprint, reprinted, reprinted by</td>
</tr>
<tr>
<td>S</td>
<td>Senate</td>
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<tr>
<td>sc.</td>
<td>scene</td>
</tr>
<tr>
<td>S. Doc.</td>
<td>Senate Document</td>
</tr>
<tr>
<td>sec. (sect.)</td>
<td>section</td>
</tr>
<tr>
<td>ser.</td>
<td>series</td>
</tr>
<tr>
<td>sess.</td>
<td>session</td>
</tr>
<tr>
<td>sic</td>
<td>thus in the source</td>
</tr>
<tr>
<td>soc.</td>
<td>society</td>
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<tr>
<td>Sr.</td>
<td>Senior</td>
</tr>
<tr>
<td>S. Rept.</td>
<td>Senate Report</td>
</tr>
<tr>
<td>S. Res.</td>
<td>Senate Resolution</td>
</tr>
<tr>
<td>st.</td>
<td>stanza</td>
</tr>
<tr>
<td>Stat.</td>
<td>Statutes at Large</td>
</tr>
<tr>
<td>supp.</td>
<td>supplement</td>
</tr>
<tr>
<td>trans. (tr.)</td>
<td>translator, translation, translated by</td>
</tr>
<tr>
<td>TS, TSS</td>
<td>typescript, typescripts (cf. MS, MSS)</td>
</tr>
<tr>
<td>UP</td>
<td>University Press</td>
</tr>
<tr>
<td>USC</td>
<td>United States Code</td>
</tr>
<tr>
<td>vers.</td>
<td>version</td>
</tr>
<tr>
<td>vol.</td>
<td>volume</td>
</tr>
<tr>
<td>vs. (v.)</td>
<td>versus (v. preferred in legal cases)</td>
</tr>
</tbody>
</table>

**Months of the Year**

- Apr.
- Aug.
- Dec.
- Feb.
- Jan.
- July (no abbreviation)
- June (no abbreviation)
- Mar.
- May (no abbreviation)
- Nov.
- Oct.
- Sept.

All abbreviations can be located in *the MLA Handbook for Writers of Research Papers* 7th ed.

4.11
Web Site Evaluation Checklist – Secondary

Anyone can publish a page on the Internet. There are no editors checking for the accuracy or validity of information on web sites.

The checklist below will help you to determine the usefulness of each site you consider for your research. If you need more specific criteria, The Library Web Site contains checklists to evaluate different types of web sites including: advocacy, business/marketing, informational/reference, news and personal pages.

Do not use Internet sources only! Using different sources like books, reference works, magazine and newspaper articles, and other electronic sources is a sign of thorough research. Remember to save or print all documents you intend to use as proof that you have cited an authentic source.

Please note that there is no guarantee that material from an educational site (.edu) is always reliable. Often, academic sites include students’ unsupervised personal pages as well as scholarly projects.

URL ________________________________

<table>
<thead>
<tr>
<th>Authority</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you easily identify the author?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the author qualified to write about this topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a link to the home page providing information about the author and sponsor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the author include a list of sources used to create the page?</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
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<tr>
<th>Content</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Does the information appear to be accurate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the page agree with other information that you've already found?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this page offer information that cannot be found elsewhere?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this information useful for your purpose?</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

<table>
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<th>Purpose</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this page provide unbiased information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this page try to persuade the reader to a particular viewpoint?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this page try to sell anything?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this page designed mainly to entertain?</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Currency</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>Is the information current?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you identify when this page was written?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the page been recently updated or revised?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the site include a table of contents or index?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the site include a search engine?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
</table>
Other Research Tools & Information

The research tools and information located in this section will assist your students in achieving Pennsylvania Common Core Standards from the following selected categories.

**Reading Informational Text 1.2**
“Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.”

**Writing 1.4**
“Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.”

**Speaking and Listening 1.5**
“Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.”
Section 5. Other Research Tools and Information

What is Plagiarism? And Why You Should Care................................................................. 5.1
Fair Use Guidelines for Educational Use.............................................................................. 5.2
Copyright for Kids .................................................................................................................. 5.3
Multimedia Guidelines.......................................................................................................... 5.4
Creative Commons.................................................................................................................. 5.5
Works-Cited FAQ ................................................................................................................ 5.6
General Rules for Creating a List of Works Cited ................................................................. 5.7
A Basic 10-Step Research Strategy....................................................................................... 5.8
Secondary vs. Primary Sources of Information.................................................................... 5.9
Primary Research Activities and Primary Sources............................................................... 5.10
Conducting a Research Interview.......................................................................................... 5.11
Is This a Scholarly Publication?............................................................................................ 5.12
Use CARRDS to Help You Evaluate Your Sources .............................................................. 5.13
A Big6 Skills Overview ......................................................................................................... 5.14
Big6 Assignment Organizer .................................................................................................. 5.15
My Big6 Assignment Organizer .......................................................................................... 5.16
Task Analysis.......................................................................................................................... 5.17
Research Task Requirements Checklist .............................................................................. 5.18
Research Project Idea Sheet................................................................................................. 5.19
Think Like a Researcher........................................................................................................ 5.20
Research Checkbric ............................................................................................................... 5.21
Planning a Research Assignment: Teacher Checklist ......................................................... 5.22
Best Practice for Research-Based Instruction: A Checklist for Teacher Reflection .............. 5.23
Fifty Ways to Leave Your...Term Paper or Book Report....................................................... 5.24
Types of Presentations for Research.................................................................................... 5.25
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Planning a Visual Presentation (Poster)................................................................................ 5.27
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Library-Visit Log (E-Z) ........................................................................................................ 5.30
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Power Searching Tips for the Web and Online Databases..................................................... 5.34
URLs as Clues to Content...................................................................................................... 5.35
Detecting Bias......................................................................................................................... 5.36
Fact and Opinion .................................................................................................................. 5.37
Nonfiction Book Evaluation Checklist.................................................................................. 5.38
Double-Sided Research Journal........................................................................................... 5.39
Note Taking............................................................................................................................ 5.40
Note Card Format.................................................................................................................. 5.41
As long as you document when you:

- **Quote**: Quotes are the exact words of an author, copied directly from a source, word for word. Quotations must be cited!

- **Paraphrase**: When you rephrase the words of an author, putting his/her thoughts in your own words. When you paraphrase, you rework the source's ideas, words, phrases, and sentence structures with your own. Paraphrased material must be cited!

- **Summarize**: When you put the main idea(s) of one or several writers into your own words, including only the main point(s). Summaries are significantly shorter than the original and take a broad overview of the source material. Summarized material must be cited!

Remember to keep careful records of your sources and quotes as you research. It may be very hard to retrace your research steps!

---

**About In-Text/In-Project Documentation**

What it is: The brief information in in-text documentation should match full source information in the Works Cited page.

Purpose: to give immediate source information without interrupting the flow of a paper or project.

Why bother? The academic world takes in-text documentation seriously. Readers look for authority in your writing.

Inaccurate documentation is as serious as having no documentation at all.

How to do it: Parenthetical citations are usually placed at the end of a sentence.

- Cite the author's last name and the page number in parentheses. (Smith 72)
- In the absence of an author, cite the title and the page number. (Citing Sources 72)
- If you are using more than one book by the same author, list the last name, comma, the title, and the page. (Smith, Citing Sources 72)
- If you identify the author and title in the text, just list the page number: According to Smith in Citing Sources, citing is critical when you refer to statistics (72).
- When citing a Web source in-text, you are not likely to have page numbers, just include the first part of the entry. (Smith)

Confused? Check your Library Handbook or consult your teacher or librarian for more information!
Two types of plagiarism:

Intentional
- Copying a friend’s work
- Buying or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting
- Media “borrowing”

Unintentional
- Careless paraphrasing
- Poor documentation
- Quoting excessively
- Failure to use your own “voice”—your work should be original!

Academic Integrity Counts!
- Education is not an “us vs. them” game!
- When you copy, you are cheating yourself; you limit your own learning!
- The consequences are not worth the risk. Your academic reputation follows you.
- Giving credit to authors whose ideas you use is the right thing to do!
- Citing gives the information you present authority.
- Citing makes it possible for your readers to locate your source.
- Cheating is unethical behavior.

It’s not worth the possible consequences:
- “0” on the assignment
- Parent notification
- Referral to administrators
- Suspension or dismissal from school activities—sports and extracurricular
- Note on student record
- Loss of reputation in our school community

But do I have to cite everything?

NO! Facts that are widely known and information and judgments that are considered “common knowledge” do NOT have to be documented!

If you see a fact in more than five sources, it is likely to be “common knowledge.”

You don’t need to cite when you are writing about your own experiences, observations, conclusions, and reactions.

When in doubt, cite!
# Fair Use Guidelines for Educational Use

<table>
<thead>
<tr>
<th>Text for Use in Multimedia Projects</th>
<th>What You Can Do</th>
<th>According to</th>
<th>Fine Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same rights as &quot;Printed Material&quot; above</td>
<td>Students may incorporate text in multimedia projects. Teachers may incorporate into multimedia for teaching courses.</td>
<td>Fair Use Guidelines for Educational Multimedia</td>
<td>Teachers may use for two years, after that permission is required. Students may keep in portfolio for life.</td>
</tr>
<tr>
<td>Video (&quot;Motion Media&quot;) for Use in Multimedia Projects</td>
<td>Students &quot;may use portions of lawfully acquired copyrighted works in their academic multimedia&quot;, defined as 10% or three minutes (whichever is less) of &quot;motion media&quot;</td>
<td>Fair Use Guidelines for Educational Multimedia</td>
<td>&quot;Proper attribution and credit must be noted for all copyrighted works included in multimedia, including those prepared under fair use.&quot; (Tina Ivany, UC San Diego 12/08/85)</td>
</tr>
<tr>
<td>Videotapes</td>
<td>Students &quot;may use portions of lawfully acquired copyrighted working in their academic multimedia&quot;</td>
<td>Fair Use Guidelines for Educational Multimedia</td>
<td>The material must be legitimately acquired (a legal copy, not bootleg or home recording).</td>
</tr>
<tr>
<td>Videotapes DVD Laser Discs QuickTime Movies Encyclopedias (CD ROM)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Video for Integration into Video Projects

<table>
<thead>
<tr>
<th>Illustrations and Photographs</th>
<th>Students may use portions of lawfully acquired copyrighted working in their academic multimedia</th>
<th>Fair Use Guidelines for Educational Multimedia</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs</td>
<td>Single works may be used in their entirety but not more than 5 images by an artist or photographer, From a collection, not more than 15 images or 10%, whichever is less.</td>
<td>Fair Use Guidelines for Educational Multimedia</td>
<td>Older illustrations may be in the public domain, but the collection may be copyrighted.</td>
</tr>
<tr>
<td>Illustration Collections of photographs Collections of Illustrations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Music for Integration into Multimedia / Video Projects

| Music | Up to 10% of a copyrighted musical composition may be reproduced, performed and displayed as part of a multimedia program produced by an educator or student for educational purposes. | Fair Use Guidelines for Educational Multimedia | Some authorities site a maximum length of 30 seconds. (www.indiana.edu), some do not mention a maximum (Tina Ivany, UCSD, 12/08/95). See below. |

### Internet

| Internet connections World Wide Web | Images may be downloaded for student projects. Sound files may be downloaded for use in projects (see portion restrictions above). | Fair Use Guidelines for Educational Multimedia & DMCA | Images may not be reposted onto the Internet without permission. Sound or music files may not be copied and posted on the Internet without permission. |

Sources: United States Copyright Office Circular 21; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational Multimedia; and cable systems (and their associations).
Copyright for kids

When you work very hard on a project, you are very proud of yourself. You want your teacher, your classmates and your parents to appreciate the hard work you put into your project. You don’t like it when someone takes your work without your permission. It isn’t fair. It isn’t nice. It isn’t OK. It’s stealing.

When an author writes a book, or an artist paints a painting, or a photographer creates a photograph, they are also proud of their work. Not only do they want people to appreciate their work, they want to be paid for it. Writing and creating pictures are their jobs, and selling their writing, or painting, or photographs is how they are paid. An author or artist owns a right to decide how their works will be used. This right is called “copyright” and it is part of the laws of the United States. When someone takes the work of an author, an artist, or a photographer without permission, the author, artist or photographer doesn’t get paid. It isn’t fair. It isn’t nice. It isn’t OK. It’s stealing.

Students must read the works of authors, and look at paintings and photographs in books. They must often use small bits of information from books and pictures to do their schoolwork. Authors and artists understand this. An exception in the law, called “fair use,” says that students can use these small pieces in certain ways if the student tells whose work it really is. If you don’t tell whose work it is, you are pretending the work is your own. This pretending is called “plagiarism,” and it is just like cheating. It’s not fair. It’s not nice. It isn’t OK. It’s stealing.

So, how can students use the works of authors and artists to complete schoolwork without breaking the law? Here are some tips:

• Always say where you got the information you use. Tell the author, the book, and the page number.
• Use as little information as you possibly can and still make the same point.
• Don’t change the author’s words or the artist’s pictures without permission.
• Don’t make copies of the schoolwork you have that uses materials from other sources.
• Don’t forget that everything you write or create is yours to decide how it should be used, except for the parts you borrowed from others.
• If you make a presentation on the computer, there are very clear rules to tell you how much of someone else’s work you may use.
• Ask nicely for permission to use more of someone’s work. A polite request is often granted.
Multimedia Guidelines

When creating multimedia projects for classroom purposes, students may use small portions of copyrighted works with proper attribution.

Specifically students may use:
- 10% or three (3) minutes of motion media;
- 10% or 1,000 words of text materials;
- An entire poem of less than 250 words; but, no more than three poems by one poet, or five poems from any anthology;
- Five images by an artist or photographer or 10% or 15 images from a collective work;
- 10% or 2,500 fields or cell entries from a copyrighted database or data table;
- 10% or 30 seconds of music and lyrics from one work or from several extracts from one work.

Students must:
- Have a notice on the opening screen and accompanying print materials that “certain materials are included under the fair use exemption...have been prepared according to the educational multimedia fair use guidelines and are restricted from further use.”
- Credit sources, display the notice, and copyright ownership information, either on each screen or on a credits screen;
- Use multimedia projects for educational purposes (not commercial ones);
- Destroy multimedia projects after two years unless used for a student portfolio;
- Obtain permission to duplicate a work whose pattern of links substantially duplicates a copyrighted work.
Creative Commons

Creative Commons is a nonprofit organization that has developed a new licensing model that allows creators to specify which rights they wish to reserve in order to promote sharing of creative work.

The Licenses

**Attribution**: You may copy, distribute, display, and perform the copyrighted work — and derivative works based upon it — but only if you give credit the way the author requests.

**Non Commercial**: You may copy, distribute, display, and perform the copyrighted work — and derivative works based upon it — but only for noncommercial purposes.

**No Derivatives**: You may copy, distribute, display, and perform only exact copies of the original work; you may not create other works made from the original.

**Share Alike**: You may distribute derivative works only under license identical to the license of the original work.

For more information on finding and using Creative Commons-licensed work go to http://creativecommons.org

**Copyright Definitions**

**Copyright**—The owner’s legal right to reproduce, display, transmit, perform, and modify a work as well as publicly perform a sound recording by digital transmission. A work is automatically copyrighted at the moment of creation, as long as it exists in a fixed, tangible format.

**Fair Use**—Enables students and teachers to make legal use of copyrighted materials without permission or payment for educational purposes.

**Public domain**—Works that are no longer protected by copyright.
Works-Cited FAQ

Q. What is Works Cited?

A. The Pleasant Valley School District has adopted the Modern Language Association (MLA) style for completing a works-cited list. The works cited is an alphabetical list of materials placed at the end of your paper, project, or presentation. It includes only those works actually cited in the body of your paper, speech, presentation, etc. If your list includes works consulted but not actually cited, use the title “Bibliography” or “Works Consulted.”

Q. How are the terms Works Cited, Works Consulted, and Bibliography used?

A. All are lists of resources used in conducting research. The Works-Cited list may only include those materials you actually documented within the text of your paper. The title Works Consulted indicates that the list is not confined to works cited in the paper. A bibliography, on the other hand, is a selected list of resources on a given topic.

Q. What is an Annotated List of Works Cited?

A. An annotated list of works cited includes summaries which describe, explain, or evaluate each resource. Basically, in three to five sentences, you should state how the resource supported your thesis and why it was a good source for your research.

Q. When do I need a Works Cited?

A. A works-cited list should be included with each paper, project, or presentation.

Q. Why do I need a Works Cited?

A. You must document sources by indicating what information you have used—whether facts, opinions, or quotations—and where you found this information. Works Cited also provides the reader with a list of sources for further information. To use another person’s ideas or expressions in your writing without acknowledging the source is plagiarism.

Q. Where do I place a Works Cited?

A. The list of works cited is the last page of a paper. It is attached to a project. Multi-media presentations will include a Works Cited screen at the end of the presentation.

Q. Are there other styles of documentation besides MLA?

A. Yes, every scholarly field has its preferred style, or set of guidelines for writing. The MLA style is widely accepted in humanities disciplines. You will encounter other styles in college depending on your selected major and/or professors’ requirements. Selected copies of other style manuals such as the Publication Manual of the American Psychological Association and The Chicago Manual of Style are available in your school library’s reference collection.
General Rules for Creating a List of Works Cited

1. **Author’s Name**
   Omit titles, affiliations, and degrees that precede or follow names, e.g. PhD, Reverend, Sir, etc. Suffixes that are an essential part of a name (Jr. or III) appear after the given name, e.g. Rockefeller, John D., IV.

2. **Title**
   Capitalize the first word, the last word, and all important words of all titles and subtitles. Articles (a, an, the), prepositions (e.g. against, between, in, of, to, etc.), and coordinating conjunctions (e.g., and, but, or, nor, for, so, yet) do **not** have to be capitalized. Separate the title from the subtitle with a colon, unless the main title ends in a question mark, an exclamation point, or a dash. Italicize titles of works published independently such as books, periodicals and web sites. Use quotation marks for the titles of works published within larger works, e.g., articles, essays etc. When citing books, use the exact title as written on the title page. Do not use the title information on the book cover or spine.

3. **Place of Publication**
   Use the first city listed. If no place of publication is given use the abbreviation n.p.

4. **Publisher**
   Omit articles (a, an, the) business abbreviations (Co., Corp., Inc., Ltd.) and descriptive words (Books, House, Press, Publishers). Use standard abbreviations whenever possible (Acad., Assn., Soc., UP). If the publisher’s name includes the name of a person, use only the last name (John Wiley = Wiley). If more than one publisher is listed, use the first one. If no publisher is given use the abbreviation n.p.

5. **Date of Publication**
   If the year of publication does not appear on the title page look on the copyright page. Use the latest copyright date available. If no date of publication is given use the abbreviation n.d.

6. **Medium of Publication**
   Each entry in the list of works cited must include a medium of publication, e.g., Print, Web, DVD

7. **URLs**
   When writing an electronic address, you may only break the URL **after a slash** in the address. You may never hyphenate a web address. If the URL is long and complicated give instead the URL of the site’s search page. For subscription and searchable databases, you may truncate the URL to the domain level, e.g., <http://www.galegroup.com>. Be sure to remove any active hyperlinks throughout your paper as well as in your works-cited list.

8. **Punctuation**
   Commas and periods go inside closing quotation marks, ALWAYS.
A Basic 10-Step Research Strategy

I. SELECT YOUR TOPIC
A. Define your task. State your topic as a question.
B. Identify what kind of information you need.

II. CREATE A MIND MAP FOR YOUR TOPIC
A. Brainstorm all possible keywords and concepts.
B. Think of synonyms and related terms.

III. FIND BACKGROUND INFORMATION
A. To get an introduction or broad overview of your topic.
B. To help identify keywords, synonyms and cross-references.
C. To get bibliographies for further information.
D. Use reference sources.
   1. Encyclopedias
      a. General Encyclopedias provide:
         (1) Brief articles on virtually every topic;
         (2) Easy-to-read, non-technical language;
         (3) Excellent basic bibliographies.
            e.g. World Book, Encarta, Columbia
      b. Special Encyclopedias provide:
         (1) Subject specific articles;
         (2) Longer, more detailed articles;
         (3) More technical language;
         (4) More extensive bibliographies.
            e.g. Encyclopedia of Science
   2. Dictionaries
      Provide concise information on words or topics.
      a. General: abridged and unabridged.
         e.g. Webster’s, Oxford English Dictionary
      b. Subject: highly specialized.
         e.g. The Oxford Dictionary of Art

IV. DETERMINE THE FOCUS OF YOUR TOPIC
A. Create a working outline or concept map.
B. Develop an essential question or thesis statement.

V. FIND BOOKS AND PERIODICALS
A. Books
   1. Dewey Decimal Classification Summary
      a. Classifies books under ten major subject headings.
      b. Useful for browsing when you have no specific subject in mind.
   2. On-line Catalog
      a. Search by keywords from your mind map.
         (1) Boolean operators
            AND will narrow your results.
            OR will broaden your results.
            AND NOT will limit your results.
(2) *Truncation* (wild card *) will provide all variants of a word root or term.
   e.g. comput* = computer, computers, computing, computation

(3) *See* and *see also references* will refer you to other terms.
   e.g. acid rain, see also: water pollution

b. Sort your results by call number.
   Note the different types of materials
   e.g. B = Biography, R = Reference

c. Write down the call number for the items you select.
   (1) Note the circulation status.
   (2) Note books placed on reserve.

d. Locate the books on the shelf.

3. Search the *ACCESS PA* database <http://www.accesspa.pa.state.us> for books in other libraries
   a. Start your search at the district level.
   b. Complete a blue interlibrary loan form.

B. Periodicals
   1. Select the index best suited to your topic.
      a. Online Subscription Databases
         (1) POWER Library Databases
         (2) School Library Databases
      b. Print resources (Ready Reference).
         e.g. *National Geographic Index, American Heritage Index*

   2. Select articles.
      a. Examine the citations and read the abstracts (summaries) to determine suitability for your needs.
      b. Print, email or save your articles.
      c. Complete a request slip for articles available only via hardcopy, microfiche, or interlibrary loan.

VI. FIND INFORMATION ON THE INTERNET
A. Use the Library Website as a gateway to selected Internet sites
B. Types of Search Tools
   1. Search Engines and Meta-Search Engines
      a. Database of web pages compiled by a robot
      b. Search by keyword to match words on a web page
      c. Search engines vary by size, currency, speed, and features
   2. Subject Directories
      a. Human-selected sites picked by experts
      b. Organized into hierarchical subject categories

C. Search Tips
   1. Use the advanced search page for more searching options
   2. Use field searching to limit your search results
   3. Refer to the PVHS Library Website for links to search tools and tutorials

5.8
VII. EVALUATE WHAT YOU HAVE FOUND
A. Select materials appropriate for your information needs by examining:
   1. Author—authority, qualifications.
   2. Copyright—currency.
   3. Forward or preface—author’s purpose.
   4. Table of Contents—list of topics covered.
   5. Index—more detailed alphabetical list of topics.
B. Distinguish between types of material.
   1. Factual vs. Interpretative.
   2. Primary (original) vs. Secondary (second-hand).
C. Consider the quantity of material found.
   1. Too many sources: you should narrow your topic.
   2. Too few sources: you should broaden your topic.
D. Evaluate Internet information with extra care using an appropriate checklist.

VIII. RECORD YOUR INFORMATION
A. Take relevant notes using:
   1. Note cards;
   2. Dot-jot method;
   3. Highlighter method;
   4. Graphic organizer;
   5. Cut and paste;
   6. Other recording device.
B. Write down complete bibliographic citations for all sources for possible use in your list of works cited.

IX. ORGANIZE YOUR NOTES TO CREATE A FINAL OUTLINE
A. Chronological—discusses events in the order in which they happened (by time or date of occurrence).
B. Spatial—presents information in geographical or physical order (from north to south, largest to smallest, etc.).
C. Cause/effect—one by one, discusses the effects of a series of individual events or actions.
D. Problem/solution—presents a series of problems and possible solutions.
E. Compare/contrast—discusses the similarities and differences between people, things, or events.

X. WRITE YOUR PAPER
A. Rough draft—get your ideas down on paper.
B. Revision—pay attention to style, transitions, mechanics.
C. Final copy—make it your best; follow MLA guidelines.
D. Proof-read—look for all possible errors.
E. Follow the MLA guidelines in this handbook to format your paper.
F. Questions? Ask your librarian or teacher for help.
Secondary vs. Primary Sources of Information

Secondary Source Information — (Secondhand Information)
Secondary sources are derived from someone else’s research, after the fact. Secondary sources consist of primary source information gathered and restuctured by someone else. They represent someone else’s thinking. Because students are learning the information from someone else who observed or researched it, the information is secondary. Secondary source information can be found in a variety of formats including books, periodicals, videos, CD-ROM and other electronic formats.

Examples of secondary sources include:
- Biography
- Critical evaluation of a work of literature, art, or music
- Edited visual or audio footage of an event
- Models, dioramas, drawings of original artifacts or specimens
- Secondhand account of an experience or experiment
- Summary, news report or re-creation of an event by someone who was not present at the event

Primary Source Information — (Firsthand Information)
An important component to the research process is primary research. Primary research involves learning by watching what people say and do, asking them questions, and drawing conclusions. Primary research involves conducting original research to find information not available from other sources.

Examples of primary research methods include:
- Interview or letter of inquiry
- Observation or experiment
- Survey or questionnaire

Observing and collecting firsthand knowledge about a topic is the core activity of primary research. Primary research might also involve examining primary sources and drawing conclusions from them. Primary sources are original documents or firsthand accounts created at the time of the event. Primary sources are in their original form, often without any interpretation or explanation. This means that students must interact with the source, extract information, and draw their own conclusions. Students should be aware that primary sources are often one-sided and emotional because of a limited perspective. It is helpful to read background material (secondary sources) before using primary sources to clarify understanding and recognize bias.

Examples of primary sources may include:
- Artifact
- Autobiography
- Census Report
- Diary
- Historical document
- Letter
- Original works of literature, music, or art
- Original, unedited film or audio recording of an event
- Press Release
- Report of an event by one who witnessed the event
- Speech
- Telegram
Primary Research Activities and Primary Sources

1. Who can I talk to that may have information?

Name: 
Address: 
Phone #: 

Name: 
Address: 
Phone #: 

2. Where can I visit that may give me firsthand information?

Location: 
Details: 

Location: 
Details: 

3. What events can I attend or participate in to learn more?

Location: 
Details: 

Location: 
Details: 

4. What primary documents might provide information about my topic?

Item: 
Where I can find it: 

Item: 
Where I can find it: 

Item: 
Where I can find it: 

5. Are there any surveys or other data collection I can do that will help provide information on my topic?

Method: 
Details: 

Method: 
Details: 

Method: 
Details: 

5.10
Conducting a Research Interview

Planning the Interview
1. Decide what information you want or need to learn.
2. Develop a good list of questions. Consider these points when writing your questions:
   - Are your questions clearly stated?
   - Do you understand what you are asking?
   - Will your questions allow for a variety of answers?
   - Do your questions encourage stories or sharing facts?
   - Will your questions require more than a “yes” or “no” answer?
   - Be prepared with follow-up questions.
   - Use telling phrases such as “please tell” or “please describe.”

Arranging the Interview
1. Decide who can best provide the information you need.
   - What makes this person an expert?
   - What type of advance degrees, if any, does this person hold?
   - How many years of experience does this person have?
   - Is this person affiliated with any professional associations?
   - How can this person help you?

2. Contact your person by writing a letter or making a phone call.
3. Introduce yourself using your first and last names.
4. Explain why you are writing or calling. Mention the school’s name and that you are working on a research project. Briefly describe your project.
5. Tell how long you think the interview will take. (Allow at least a few minutes for each question.)
6. Ask what day, time, and place are convenient for the person you want to interview.
7. Thank the person for their time.

Conducting the Interview
1. Have your questions written on paper with plenty of space for answers.
2. Remember to have a pen or pencil with you.
3. If you must travel to get to the interview be there on time and dress appropriately.
4. If you plan to use a tape recorder in the interview, always ask the person for permission to tape the interview.
5. Even if you are using a tape recorder, it’s still a good idea to take notes during the interview. If the recorder doesn’t work properly or you lose the tape, you still have information.
6. If the person offers more information than you really need, listen politely, then ask your next question.
7. When you are done, thank the person for helping you.
8. Always be courteous and polite!
9. Follow up your interview with a handwritten thank-you note and send it.
<table>
<thead>
<tr>
<th></th>
<th>SCHOLARLY JOURNALS</th>
<th>NEWS/GENERAL INTEREST PERIODICALS</th>
<th>POPULAR MAGAZINES</th>
<th>SENSATIONAL PUBLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVERTISING</td>
<td>Contain selective advertising</td>
<td>Contain some advertising</td>
<td>Contain extensive advertising</td>
<td>Contain advertising as lurid and startling as the stories</td>
</tr>
<tr>
<td>AUTHORS</td>
<td>Written by scholars or researchers in the field or discipline; often published by an association or society devoted to a field</td>
<td>Written for an educated, general audience by staff, free-lance, or scholarly writers</td>
<td>Written by the staff or free-lance writers for a broad-based audience</td>
<td>Written by free-lance or staff writers</td>
</tr>
<tr>
<td>FORMAT</td>
<td>Have unadorned, serious formats</td>
<td>Are attractive in appearance</td>
<td>Generally slick and glossy with an attractive format</td>
<td>Cheap newspaper format</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>Contain graphs, formulas, charts to illustrate concepts</td>
<td>Include photos, illustrations, and graphics to enhance the article</td>
<td>Contain photos, illustrations, and drawings to enhance the publication's image</td>
<td>Contain melodramatic, lurid, or &quot;doctored&quot; photos</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Use terminology, jargon, and language of the discipline. Reader is assumed to have similar background</td>
<td>Use language appropriate for an educated readership</td>
<td>Use simple language for minimal educational level. Articles are short with little depth</td>
<td>Contain language that is simple, easy-to-read and understand. Inflammatory or sensational style is often used</td>
</tr>
<tr>
<td>PUBLISHERS</td>
<td>Generally published by professional organizations</td>
<td>Published by commercial enterprises for an educated readership</td>
<td>Published for profit</td>
<td>Published for profit</td>
</tr>
<tr>
<td>PURPOSE</td>
<td>To inform, report, or make original research available to the scholarly world</td>
<td>Provide general information to a wide interested audience</td>
<td>Designed to entertain or persuade, to sell products or services</td>
<td>Arouse curiosity and interest by distorting the truth. Outrageous headlines: e.g. &quot;President Talked with Aliens&quot; &quot;Jesus' face on Dark Side of Moon&quot;</td>
</tr>
<tr>
<td>SOURCES</td>
<td>Cite sources with footnotes and/or bibliographies</td>
<td>Occasionally cite sources, but not as a rule</td>
<td>Rarely cite sources. Original sources may be obscure</td>
<td>Rarely cite sources of information</td>
</tr>
</tbody>
</table>

USE CARRDSS TO HELP YOU EVALUATE YOUR SOURCES!

**CREDIBILITY:** Who is the author? What are his or her credentials?

**ACCURACY:** Can facts, statistics, or other information be verified through other sources? Based on your knowledge, does the information seem accurate?

**RELIABILITY:** Does the source present a particular view or bias?

**RELEVANCE:** Does this information directly support my hypothesis/thesis or help to answer my question?

**DATE:** When was this information created? When was it revised? Are these dates meaningful in terms of the subject matter?

**SOURCES BEHIND THE TEXT:** Did the author use reliable, credible sources?

**SCOPE:** Does this source address my hypothesis/thesis/question in a comprehensive or peripheral way? Is it a scholarly or popular treatment?

SOURCE: Developed in collaboration with Carol H. Rohrbach, K–12 Language Arts Coordinator, School District of Springfield Township, Erdenheim, PA.
A Big6 Skills Overview

by Mike Eisenberg

THE BIG6

Developed by Mike Eisenberg and Bob Berkowitz, the Big6 is the most widely known and widely used approach to teaching information and technology skills in the world. Used in thousands of K–12 schools, higher education institutions, and corporate and adult training programs, the Big6 information problem-solving model is applicable whenever people need and use information. The Big6 integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate information for specific needs and tasks.

WHY BIG6?

We all suffer from information overload. There’s just too much “stuff” out there, and it’s not easy to keep up. At the same time, there’s an irony—yes, we are surrounded by information, but we can never seem to find what we want, when we want it, and in a form we want it so that we can use it effectively.

One solution to the information problem—the one that seems to be most often adopted in schools (as well as in business and society in general)—is to speed things up. We try to pack in more and more content, to work faster to get more done. But, this is a losing proposition. Speeding things up can only work for so long. Instead, we need to think about helping students to work smarter, not faster. There is an alternative to speeding things up. It’s the smarter solution—one that helps students develop the skills and understandings they need to find, process, and use information effectively. This smarter solution focuses on process as well as content. Some people call this smarter solution information literacy or information skills instruction. We call it the Big6.

THE BIG6 SKILLS

The Big6 is a process model of how people of all ages solve an information problem. From practice and study, we found that successful information problem solving encompasses six stages with two sub-stages under each:

Big6 Skills

1. Task Definition
   1.1 Define the information problem
   1.2 Identify information needed in order to complete the task (to solve the information problem)

2. Information Seeking Strategies
   2.1 Determine the range of possible sources (brainstorm)
   2.2 Evaluate the different possible sources to determine priorities (select the best sources)
3. Location and Access
   3.1 Locate sources (intellectually and physically)
   3.2 Find information within sources

4. Use of Information
   4.1 Engage (e.g., read, hear, view, touch) the information in a source
   4.2 Extract relevant information from a source

5. Synthesis
   5.1 Organize information from multiple sources
   5.2 Present the information

6. Evaluation
   6.1 Judge the product (effectiveness)
   6.2 Judge the information problem-solving process (efficiency)

People go through these Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision. It’s not necessary to complete these stages in a linear order, and a given stage doesn’t have to take a lot of time. We have found that in almost all successful problem-solving situations, all stages are addressed.

In addition to considering the Big6 as a process, another useful way to view the Big6 is as a set of basic, essential life skills. These skills can be applied across situations—to school, personal, and work settings. The Big6 Skills are applicable to all subject areas across the full range of grade levels. Students use the Big6 Skills whenever they need information to solve a problem, make a decision, or complete a task.

The Big6 Skills are best learned when integrated with classroom curriculum and activities. Teachers and library media specialists can begin to use the Big6 immediately by:

- Using the Big6 terminology when giving various tasks and assignments
- Talking students through the process for a particular assignment
- Asking key questions and focusing attention on specific Big6 actions to accomplish.

Various computer and information technology skills are integral parts of the Big6 Skills. For example, when students use word processing to compose a letter, that's Big6 #5, Synthesis. When they search for information on the World Wide Web, that's Big6 #3, Location and Access. When they use e-mail to discuss an assignment with another student or the teacher, that's Big6 #1, Task Definition. Using computers can "turbo-boost" students’ abilities.

Big6 Assignment Organizer

Directions: Fill out Big Six #1-5 before you begin to work on your assignment. Fill out Big Six #6 before you turn in your assignment.

Name: __________________________________________

Today’s Date: ______________ Class: ______________

Big Six #1: Task Definition
What am I supposed to do? __________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

What information do I need in order to do this? (Create a list of questions that need to be answered.)
1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

7. __________________________________________

8. __________________________________________

Big Six #2: Information-Seeking Strategies
What sources can I use to find this information? (Check off those you feel will be the best)
1. __________________________________________ 4. __________________________________________

2. __________________________________________ 5. __________________________________________

3. __________________________________________ 6. __________________________________________

If using web sites, how will I know that they are good enough for my project?
☐ I will use only those evaluated by and provided by my teachers.
☐ I will use a web site evaluation checklist.

Big Six #3: Location and Access
Where will I find these sources?
☐ School library ☐ Provided by my teachers
☐ Public library ☐ Internet
☐ Personal library
☐ Other: __________________________________________

Who can help me find what I need?
☐ I can find the sources myself
☐ My librarian
☐ My teacher
☐ My parent(s)
☐ Other: __________________________________________
What will I use to find the information within the sources?
☐ Index  ☐ Table of contents
☐ Keywords

Big Six #4: Use of Information
How will I record the information that I find?
☐ Take notes using dot-jot method  ☐ Draw pictures/diagrams
☐ Take notes using a graphic organizer  ☐ Use a tape recorder, video, or digital camera
☐ Other: ____________________________

How will I keep track of my sources?
☐ Complete the works-consulted information sheet for each source
☐ Record sources used in my research journal

Big Six #5: Synthesis
How will I show my results?
☐ Written paper  ☐ Multimedia presentation
☐ Oral presentation  ☐ Performance
☐ Other: ____________________________

How will I give credit to my sources in my final product or performance?
☐ Include a Works Consulted list or screen
☐ After a performance or presentation, announce which sources I used
☐ Other: ____________________________

Materials I will need for my presentation or performance
1. ____________________________  4. ____________________________
2. ____________________________  5. ____________________________
3. ____________________________  6. ____________________________

How much time do I estimate it will take to find the information and create the project? ________ hours

Timeline for assignment:
Ideas for project (task definition) completed by: ____________________________
Information searching and note taking completed by: ____________________________
First draft due: ____________________________
Complete assignment due: ____________________________

Big Six #6: Evaluation
How will I know if I have done my best? Before turning in my assignment, I need to check off all of these items.
☐ I created an appropriate product for my assignment.
☐ The information I used answered my questions about this topic
☐ Credit is given to all my sources written according to the Library Handbook
☐ My work is neat, complete, and includes heading information (name, date, etc.)
☐ I would be proud for anyone to view this work.
#1. My Job?

________________________________________________________

________________________________________________________

My Essential Questions?

________________________________________________________

________________________________________________________

#2. My Resources?

________________________________________________________

________________________________________________________

My Keywords? (for an index, table of contents, database, or search engine)

________________________________________________________

________________________________________________________

□ Web Evaluation Checklist?

#3. My Access Places?

☑ School Library

☐ Teachers

☐ Public Library

☐ Parents

☐ Home Library

☐ Librarian

☐ Internet

☐ Classroom Library
#4. My Recordkeeping?
- Take notes using the dot-jot method
- Take notes using a graphic organizer
- Draw pictures, diagrams
- Use a tape recorder, video or digital camera
- Other

My Citation Information?
(Giving credit to my resources)
- Complete Works Consulted Information worksheets

#5. My Project Presentation?
- Written paper
- Oral presentation
- Multimedia presentation
- Performance
- Other

My Citations?
- Include a Works Consulted list or screen
- After a performance or presentation, announce sources
- Other

#6. My Evaluation?
- I created a research project according to instructions.
- I answered all of my essential questions.
- I gave credit to my sources.
- My work is neat, complete, and includes my name and date.
- I am proud of my hard work.


Task Analysis

Do I understand my task (job)?

Do I work alone or in a group?

Who is my audience?

What will my final product be?

Due date?

How long do I have to complete this task?

What do I have to hand in with my final copy?

- Dot/jot notes
- Works-Consulted Information Sheets
- First draft
- Other

What will my final presentation be?

- Oral
- Written
- Visual

Oral

How long must my presentation be?

May I read from note cards?

Can I use posters or interesting items when presenting?

Written

What format will I use?

- Handwritten
- Word-processed

How long should it be?

Visual

What format will I use?

- Poster
- Model/Construction
- Photos/Diagrams
- Multimedia
- Other

5.17
Research Task Requirements Checklist

Project title: _______________________________________

1. What is the due date for the completed project? ________________

2. In-process steps/research package requirements. Are specific materials due during different stages of the research process?

   Date

   Preliminary or working thesis due
   Pre-write/first draft due
   Second draft due
   Note cards/source cards due
   Storyboard_outline/organizer due
   Working bibliography/works cited/consulted due
   Research conference form due

3. What are the format requirements for the project? Must it be a formal paper, oral presentation, video, multimedia project? May I choose the format?

4. What is the required length in words or pages? ________________
   Are there specific word processing requirements?

5. Are a specific number of sources required? ________________

6. Are specific source types required? For instance, magazine articles, newspaper articles, primary sources (speeches, letters, legislation, interviews, etc.) websites, books, scholarly journals.

   Other __________________________________________________________________

7. Are there any source types my teacher prefers that I do not use? (encyclopedias, SparkNotes, etc.?)

8. What form should my documentation take? Works Cited and/or Consulted? Annotations? In-text or in-project documentation?

9. Will your teacher require you to formally defend your research? (explain your conclusions, your choice of sources and how and why they were used)

10. Will you have to include a reflection on the research process as part of your final product? This might take the form of a cover sheet or journal and should describe the strategies you used, the successes and frustrations you experienced in your writing and your research, which research tools were most effective, and what you might do differently next time.
Research Project Idea Sheet

NAME ___________________________________ DATE ______________________

After looking at a few ideas about a research project, I would like to create a project on

________________________________________________________

________________________________________________________

________________________________________________________

I got this idea from the following resource:

□ Book □ Encyclopedia □ Website

□ Media □ Resource Person □ Other

Fill in the name of your resource.

Title of Book ________________________________

Author of Book ________________________________

OR

Title of Encyclopedia __________________________

Copyright of Encyclopedia __________________________

OR

Title of Website _______________________________

Address of Website _______________________________

OR

Title of Media Source __________________________

Copyright of Media Source __________________________

OR

Name of Resource Person _________________________

Title of his/her job ________________________________

How you know this person __________________________

OR

Other resource ________________________________

5.19
Think Like a Researcher

Sometimes everyday things are the most interesting research subjects. Pick something in your home—like the TV set or your brother’s socks—and follow the steps below to discover things you didn’t even know about it.

1. I am investigating

2. Here are three questions I have about it:
   a. 
   b. 
   c. 

3. Here are three things I notice about it by using my senses (sight, sound, smell, hearing, touch):
   a. 
   b. 
   c. 

4. I interviewed __________________ about my subject, and found out:

5. Here’s one fact I found about my subject from a book (at home or in the library):

   (source of fact)

6. Here’s one fact I found about my subject from somewhere other than a book (a magazine, a video, a website, etc.): 

   (source of fact)

7. My opinion (write what you think of the topic based on your research):

   5.20

From Your Reader Now, Feb. 2005 www.scholastic.com/read
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<tr>
<td>Researcher(s) formulated a thoughtful hypothesis, question, or tentative thesis.</td>
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<td>_____question/hypothesis or thesis prompted a meaningful &quot;how&quot; or &quot;why&quot; exploration</td>
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<td>_____question/hypothesis or thesis focused</td>
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<td>_____question/hypothesis or thesis did not lend itself to readily available answers</td>
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<td>Researcher(s) gathered information from a full range of quality electronic and print sources, including appropriate subscription databases and primary sources.</td>
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<td>_____used effective search strategies for locating information</td>
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<td>_____brainstormed key words, subject categories, related terms</td>
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<td>_____used appropriate syntax for search tools</td>
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<td>_____used appropriate search tools</td>
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<td>_____evaluated resources (Sources defendable according to CARRDSS)</td>
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<td>_____consulted balanced resources (books, journals, websites, primary sources, etc.)</td>
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<td>_____used structured format(s) for extracting information from sources</td>
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<td>Researcher(s) processed and synthesized ideas and information from various sources to answer question or prove thesis.</td>
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<td>_____avoided &quot;research holes&quot; (All important sources are included.)</td>
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<td>_____paraphrased effectively</td>
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<td>_____used &quot;quotable&quot; quotations (quotes truly worthy of quoting)</td>
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<td>_____integrated researcher's own ideas with quoted and paraphrased material</td>
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<td>_____synthesized information to convey new understanding (researcher's voice)</td>
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<td>_____used effective supporting evidence</td>
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<td>_____used structuring tool (graphic organizers, outlines)</td>
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<tr>
<td>Researcher(s) used information ethically</td>
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<td>_____credited ideas, text, graphics, media</td>
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<td>_____followed in-text documentation format correctly</td>
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<td>Researcher(s) reflected thoughtfully and specifically on the process</td>
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Developed in collaboration with Carol H. Rohrbach, Language Arts Coordinator, School District of Springfield Township.
Planning a Research Assignment: Teacher Checklist

The Communication of the Assignment to Students

______ Have you developed a student-friendly, explicit assignment sheet?
  ______ Does it provide a context (explanation/background/rationale) for the activity?
  ______ Does it give details about final form expectations (external features, requirements)?
  ______ Does it include reminders?
  ______ Does it describe the task explicitly?
  ______ Are the discipline’s relevant content standards included?
  ______ Are the Language Arts Standards included?
  ______ Is/Are the Essential Question(s) of the course/unit included?
  ______ Have you built in opportunities for conferencing?

______ Must students submit (CHECK THOSE THAT APPLY):
  ______ notes
  ______ print-outs
  ______ tentative thesis or hypothesis or question
  ______ outline/organizer
  ______ multiple drafts
  ______ Works Cited/Works Consulted
  ______ Annotations
  ______ Draft of Works Consulted/Works Cited
  ______ Do you give students a checkpoint calendar?

______________________________________________________________

Higher Order Thinking Prompted by the Assignment

______ Does the activity ask students to use higher order thinking skills? CHECK THOSE THAT APPLY:
  ______ Analyze

5.22
Synthesize
Compare and contrast
Evaluate/Assess/Judge/Critique/Appraise
Make connections
Propose/Persuade
Justify
Conclude
Infer
Deduce/Induce
Design/Compose
Construct/Plan/Invent

Research Skills Required by the Assignment

Does the activity require a research process?
Planning
Gathering

Does the activity require multiple sources?

Does it specify a required number of online and library sources?

Does it specify a required percentage of online and library sources including both print and materials from subscription databases?

Does the activity require students to weigh/manipulate more than one perspective?

Organizing
Documenting
Reflecting

Does the activity include a reflective component (e.g., Acknowledgements, Preface, Introduction, Commentary, journal, etc.)?

5.22
The Assessment—The Rubric

_____ Have you provided an explicit rubric at the start of the activity so that students know how their work will be assessed?

_____ Is the rubric assignment-specific (as opposed to a generic rubric)?

_____ Is the rubric specific in its criteria?

_____ Are all required aspects of the assignment assessed?

_____ Does the rubric describe performance levels?

_____ Does the rubric value and assess process

_____ Does the rubric value high quality (scholarly) sources? (See CARRDSS)

_____ Does the rubric value accurate in-text/in-project documentation?

_____ Does the rubric assess a reflective component?

_____ Have you avoided assumptions and anticipated misunderstandings

_____ Have you asked a colleague to role play a student’s perspective on the clarity of the assignment and rubric?

Adapted from Carol H. Rohrbach and Joyce Kasman Valenza, School District of Springfield Twp. (2002)
Best Practice for Research-Based Instruction: A Checklist for Teacher Reflection

In their research-based products we want students to demonstrate ethical behavior, individual thought, evidence for assertions, accuracy in documentation, and problem-solving process. How can teachers ensure that students have both the experiences and the tools to help them develop these qualities?

_____ PROVIDE—challenging assignments that require students to manipulate and synthesize information.

_____ Develop inquiry-driven (thesis-driven or hypothesis-driven) assignments for papers, projects, and presentations. Ask students to compare/contrast, evaluate, justify, conclude rather than to regurgitate or report.

_____ Give the assignment a voice that allows and encourages students to see themselves as detectives: asking questions, evaluating and weighing evidence, making inferences.

_____ Change the approach, format, perspective, and/or time period.

(e.g., the "What if?" approach—What if Othello were the protagonist in Hamlet and Hamlet were the protagonist in Othello? a thesis based on unlikely pairs; a dialogue between the mayors of the same city in different decades with a concluding piece of commentary/analysis/evaluation/prediction, etc.; a short story in which the conflict involves five different characters affected by the Alaskan oil spill; a scientist whose theory went unrecognized during his/her lifetime gets his/her say in a forum; what a specific historical figure or literary character would/should do differently; a filmmaker responds to reviews; a teenager of today time travels to 19th c. Paris; a baby in utero criticizes pre-natal care available to his/her given socio-economic situation or nation or time period, etc.).

_____ Require primary sources (letters, maps, interviews, etc.).

_____ Require specific primary and secondary sources or types of sources or combination of sources; vary the requirements each time you give the assignment.

_____ Add an oral and/or in-class piece

(Student leads a discussion based on his/her product, prepares an abstract of the work, summarizes learning, defends conclusions or aspects of the process or aspects of the product, defends sources.)

_____ Keep the assignment fresh and meaningful.

_____ Make regular and frequent changes to the particulars of the assignment; vary the particulars from class to class, from one year to the next.

_____ Make the assignment "unique" to the experience of these students in this class during this year/semester. Allow assignments to grow out of the classroom activities and experiences of this particular group of students as a distinct community of learners in this time and place.

_____ Consider individual differences in learning style, experiences, interest, readiness, etc. Give differentiated learning options and individual choice.
COMMUNICATE—explicit expectations.

- Provide an explicit assignment sheet that specifies the requirements and expectations and includes a context that connects the paper/project/presentation to class work and to instructional goals.
- Make sure that students understand why the assignment is valuable and that research takes time and focused attention.
- Include a checkpoint calendar for various aspects of the process.
- Provide an explicit rubric that values process and product; give it to students in advance.
- Create a climate that values ethics—model it, talk about it regularly, monitor it, and specify what constitutes acceptable collaboration.
- Require documentation ("Works Cited," "Works Consulted") for all research-based work including posters, videotapes, skits, panels, debates, etc.
- Require an "Acknowledgments" page where students specify the help they received from others (peers, siblings, parents, etc.).
- Distribute an explicit policy that states the consequences of plagiarism.
- Encourage students to seek help from you, from the librarian, and from peers and other adults as appropriate. Provide opportunities for help.
- Use peer revision/edit groups, problem-solving groups, pair chores, conferences in class, adjusting checkpoint stages to accommodate individual needs/weaknesses/difficulties, phone calls to parents.

FOCUS INSTRUCTION—and provide the tools that students will need to be successful during the process and in completion of the product.

- View yourself as a facilitator for students. Help them to think through the issues, problem-solve, etc. (Provide graphic organizers, structures, resources, etc. as the individual need arises.)
- Teach or review as necessary and require precision in the technical aspects of ethical documentation (in-text documentation format, Works Cited and Works Consulted pages, paraphrase, summary, common knowledge) particularly as they relate to your discipline and in relation to graphs, charts, maps, visuals, etc.
- Manage the process (require checkpoints, conferences; accomplish tasks during class).
- Use time management intervention (parent contact, workshop points, detention with production requirement).
- Require students to submit with the final product all checkpoint aspects.
- Help students locate materials meaningful to them and appropriate to their developmental level. With assistance from the librarian, create a "research hotspot" for students (Guiding Readers and Writers: Grades 3–6, Fountas and Pinnell 433).
- Give students strategies and graphic organizers for note-taking, weighing ideas, looking for absences and tailor these to your content perspective (e.g., How does a historian approach these issues, this time period, this contradiction? How does a parent weigh conflicting theories about child-rearing?)
- Teach mini-lessons as needed and remind students to use chunking, highlighting, topic sentences, chapter heading, paraphrasing, etc. independently as reading tools.
- Communicate with your colleagues to establish grade level/course/cross-curricular expectations, commonality of terminology, co-teaching opportunities, etc.
 PROVIDE PRACTICE—that is content-based.

Teach/expect/assess higher level thinking on a regular basis (see Bloom’s Taxonomy or Marzano’s Dimensions of Learning 3, 4). As you develop curriculum and plan instruction in the content/process/skills of your content area, include inducting, deducting, abstracting, inferring, analyzing, synthesizing (e.g., class discussion points), applying (e.g., students write alternative scenarios as homework after reading a history text chapter rather than complete end-of-chapter questions; write entrance slip summaries of last night’s reading and make one prediction; write paraphrases of conflicting opinions in class using correct documentation format; then evaluate the opinions; etc.).

Create research projects that grow out of classroom activities and expectations that students will extend through:

Analysis (identify the parts and their relationships; what makes it work or not; find the errors or absences. Use to study a poem, painting, music score, legal case, government policy, scientific theory, mathematical process, etc.)

Synthesis (pull several sources or ideas together and “make sense” of them)

Evaluation (develop criteria, weigh issue or works)

Develop class activities throughout the course/grade level to give students multiple opportunities for judgment and evaluation (e.g., determine the effectiveness of . . . ; justify the . . . ; judge the performance of . . . ; develop criteria for . . . ; defend (answer questions about assumptions, facts, research, conclusions); look for bias, separate fact from opinion; compare and contrast).

Work with primary documents as resources for information (letters, interviews, documents, notebooks/journals, logs).

Use paraphrase, summary, and quotation as tools for learning content.

Use mini-papers/projects/presentations and/or develop multi-stage, scaffolded, research-based class performance activities for curricular learning. (Debates, interview with a historical figure, create a comic strip, etc.)

REFLECT—on the efficacy of your practice.

Use your students’ work (process and product) to inform you about the challenge and clarity of the assignment, the effectiveness of the communication, focused instruction, and everyday classroom practice strategies. On the basis of what students have accomplished and what they have not, determine how specific revisions to assignments, rubrics, expectations, instructional practice will improve student performance next time.

SOURCE: Developed by Carol H. Rohrbach, K–12 Language Arts Coordinator, School District of Springfield Township, Erdenheim, PA.
Fifty Ways to Leave Your . . . Term Paper or Book Report

Dear Classroom Teacher,

Although we believe that students need to develop the skills to prepare a thoughtful, well-written research paper, there are other product options. Students can acquire subject knowledge and develop transferable information literacy and technology skills through a variety of creative activities. The following is a list of some enriching assignment ideas for your class. For any research products or response to literature, consider how technologies like video, desktop publishing, web development, or multimedia presentations might enhance students' communication of the knowledge they have gained. Stop by the library information center, and together we can plan and discuss project ideas, available resources, and assessment options.

**Annotated bibliography:** Students search for the best materials relating to their question or thesis and evaluate them for relevance, scope, point of view, and credentials of the author. Posted on the Web, these bibliographies may be useful for future researchers.

**Pathfinder:** Students create a path for future researchers on a defined area of knowledge. Students carefully evaluate available resources and select and annotate the best print and online sources, offering search strategies, context for the topic, question or thesis, and concluding summaries reflecting on the issues they discover while researching.

**Newsletter:** Using a desktop publishing program, students set their newsletters in another time or place. They create classified ads, theater and book reviews, sports stories, and business information. This is a perfect collaborative project.

**Debate:** Choosing two historic figures and an issue, students "duke it out." The rest of the class is responsible for asking questions and judging the debate. Videotape the debate for later discussion.

**Brochure:** Using a desktop publishing program, students create flyers to advertise a product they've developed, a place they've researched, a period of time, a solution to a problem, or to offer health advice.

**Résumé:** Using a desktop publishing program, students create professional-looking (print, online or multimedia) résumés for a famous person and attach cover letters in the individual's voice. They might simulate interviews of the historical figure applying for a job at a university or business.

Students present the résumés and "sell" their character's qualifications.

**Database:** Students collect and organize facts on any topic with an eye toward comparing information for patterns. They create a chart or graph to illustrate conclusions. For example, the topic of Italian Renaissance artists could be presented through charts to compare style, training, support of patrons, colors used, and subjects of paintings.

**Family tree:** Students design a tree for a character in a novel. They can make the boxes large enough for illustrations and descriptions of characters and their relationships.

**Press conference (with famous people of a time period):** Select a group of famous people to be interviewed and have the bulk of the class prepare questions. Students being interviewed should prepare well enough to imagine how their famous person would respond to provocative questions.

**Trip itinerary:** Students studying countries, states, or time periods prepare a detailed itinerary listing sites of importance, what to pack, costs considering exchange rates, temperature for the
season, where to stay, how to get from place to place, special events, etc.

Detailed journal entries or online blog: For a fictional or historical character, students imagine what a real week would be like and create a series of entries in the life of a person present at a historical event or that a book character might have kept during a specific period. Include interaction and quotes from family and friends. Reveal deep feelings, thoughts about others, and respond to big events.

Mock trial for a controversial historical figure or fictional character: Bring Napoleon, Hitler, Socrates, Lee Harvey Oswald, Saddam Hussein, Galileo, or Richard Nixon in front of a well-prepared class made up of jurors, attorneys, witnesses, and a judge. Or hold a court simulation with students deciding a major issue, such as affirmative action, assisted suicide, or major constitutional controversies.

Board game: Let an event in history or a novel inspire a truly playable game. Host an hour of game playing in the classroom as your evaluation.

Web home page: Web pages can advertise fictitious businesses, invented products, or present electronic résumés for historical or fictional characters.

Visit by a person in history to the school (à la Bill and Ted's Excellent Adventure): Students plan an entire visiting day and record the visitor's reactions to gym, lunch, your classes, the mall, etc. Get cameras ready. Present as a skit, video, web page, or monologue.

A day in the life of plant/machine/disease/person: Students prepare an essay or speech in first person to give the class a better idea of the history and daily life of the AIDS virus, for instance.

Awards event: Students plan a science fair for famous scientists; Grammy awards for classical musicians; or Latino culture awards for a Spanish class. Students present rationale for their selected person to win; they write detailed acceptance speeches, and plan the entertainment.

Dinner party: Students invite people from a particular period and plan what to serve and who will sit next to whom. Design the invitations. And describe the entertainment. Re-create the conversation. Or hold live and teachers may evaluate the interaction among characters.

Historic experience simulation: Try a Civil War battle or a day at Ellis Island. Assign each student a role. The teacher should assume the role of a critical player to ensure the continuation of the action.

Skit: Students represent a typical day at a job for a career project or a major historical event.

Online threaded discussion: Teacher poses questions among a group of related historical figures or characters in a play or novel. Students maintain assigned roles as they respond to each others' posts in threaded discussion.

Film treatment: For a historical event or a novel, have a critical character or the author plan the film version. Address a letter to a producer suggesting and defending choice of actors based on knowledge of characters, select locations, and describe how you would stage specific scenes. Design the movie poster. Plan the trailer. (Avoid books that have already been made into movies.)

News article: Write an authentic newspaper-style article about a historic event or event from a novel. Include quotes from the major players. (Require primary sources if this is historical.)

Dear Abby letter: Have a novel protagonist or historical figure write to an advice columnist. Present the character's problems and create a sincere, researched response from the columnist. Expect the advice columnist to use historic or book evidence and furnish serious insights.

Letter from one character or historical figure to another: Characters can share deep thoughts and reveal their personalities and rationale for their actions in personal letters. The letter should reveal something about the recipient's character, as well.

You are the president, the general, the inventor, the senator: Create two reasonable alternate scenarios for a historic event or decision. How else might Lee have responded at Gettysburg? After the student presents the three possible scenarios, have the class determine the most reasonable choice, or the choice actually made.

Write a short story about people who lived during a particular period or event or in a particular place: For instance, describe the last few minutes of the
Space Shuttle disaster from the perspectives of three of the astronauts.

You are the author, playwright, or filmmaker:
Respond to newspaper and magazine reviews of your work.

What if? If you could change one aspect of an event or book, would you choose to change the setting—place or time? Would you alter a character’s personality or one of his choices? What if Richard III were the protagonist in Macbeth and Macbeth were the protagonist in Richard III? What if the Pilgrims met more hostile Native Americans? How would one change affect the big picture?

Lesson plan: Have students creatively present the results of their research in a lesson of their own. The lesson should not be a lecture; it should actively engage the class.

Original song or rap: Ask students to describe an event, a person, a concept, or a character musically. A refrain goes a long way toward getting the class involved.

Oversized baseball card or wanted poster: What is the essence of the person you’ve studied or met through a novel? Capture those qualities economically in the form of a large baseball card (with quotes, stats, image) or wanted poster. The baseball card should include statistics and quotes, and use the border effectively.

Alternate book jacket with blurb: Ask students to create new art to advertise a book—fiction or nonfiction. A compelling blurb to draw readers in.

Advertising campaign: Ask students to create a full-blown campaign for an invention or industry or a book. Or choose an important person and run his or her campaign for a major political office.

Postage stamp for a person or event in history:
Students attach a desktop-published stamp design to a three-paragraph essay describing why the subject was important enough to deserve a commemorative stamp.

Picture book: Students explain a concept or event through artistic illustration and economic language.

Phone message or telegram: Students write a lengthy message from one historic character to his or her spouse or other contemporary about an important event.

CD or album cover with inside background pages:
Students design a cover to represent an event and plan the songs with descriptions. They decide who would be the producer and musicians.

Crossword puzzle or word search: Students use related vocabulary to create a puzzle for the class to attempt.

Petition: Students lobby for or against an issue they have researched with a formal petition.

“This Is Your Life” television show: Students videotape or enact the show complete with guests, illustrations, and special surprises.

“Survivor” television show: Place teams of your students in a historic time or far off place. Provide challenges to solve to see who knows enough to “outwit, outplay, outlast.”

Epitaph and obituary or eulogy: Focusing on a person in history, students write epitaphs for tombstones, write newspaper obituaries, and deliver well-researched eulogies.

Recipe: What ingredients and conditions would students need to create the French Revolution? How would they prepare and cook their recipes?

Photograph album or scrapbook: Students seek authentic historical photographs and label all the pictures in their albums, sharing “personal anecdotes” with the class, and including journal entries and letters. This assignment could be creatively extended to be the album of a character, a teen of a period in history, a disease, animal, or invention.

Political cartoon: Students satirize a political or historic person or event.

Monologue: More-dramatic students may opt to create a scene from the life of a famous person or a fictional person caught up in a real event.

Want ad: Students compose an ad requesting personnel to solve a problem in history.

Time line: Students create a wall-sized, annotated, and illustrated time line, including important quotes.

Soap opera based on a historical event: Students can add lots of drama and over-the-top characters.
# Types of Presentations for Research

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Fact file</th>
<th>Picture book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art gallery</td>
<td>Fairy tale</td>
<td>Picture dictionary</td>
</tr>
<tr>
<td>Art product</td>
<td>Family tree</td>
<td>Poem</td>
</tr>
<tr>
<td>Article</td>
<td>Flag</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Autobiography</td>
<td>Flannel board story</td>
<td>Position paper</td>
</tr>
<tr>
<td>Banner</td>
<td>Flip chart</td>
<td>Postcard</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Flow chart</td>
<td>Poster</td>
</tr>
<tr>
<td>Blueprint</td>
<td>Food labels</td>
<td>Prediction</td>
</tr>
<tr>
<td>Book</td>
<td>Formula</td>
<td>Puzzle</td>
</tr>
<tr>
<td>Book jacket design</td>
<td>Game</td>
<td>Rebus story</td>
</tr>
<tr>
<td>Book review</td>
<td>Glossary</td>
<td>Recipe</td>
</tr>
<tr>
<td>Bookmark</td>
<td>Greeting card</td>
<td>Resume</td>
</tr>
<tr>
<td>Brain teaser</td>
<td>Guessing game</td>
<td>Riddle</td>
</tr>
<tr>
<td>Brochure</td>
<td>Idea checklist</td>
<td>Scrapbook</td>
</tr>
<tr>
<td>Budget</td>
<td>Illustrated story</td>
<td>Seating chart</td>
</tr>
<tr>
<td>Bulletin board</td>
<td>Interview</td>
<td>Shadow box</td>
</tr>
<tr>
<td>Calendar</td>
<td>Invention</td>
<td>Skit or play</td>
</tr>
<tr>
<td>Cartoon</td>
<td>Inventory</td>
<td>Slide show</td>
</tr>
<tr>
<td>Certificate</td>
<td>Jokes</td>
<td>Small database</td>
</tr>
<tr>
<td>Choral reading</td>
<td>Journal</td>
<td>Song lyrics</td>
</tr>
<tr>
<td>Chronology chart</td>
<td>Labeled diagram</td>
<td>Sonnet</td>
</tr>
<tr>
<td>Classification</td>
<td>Lesson plan</td>
<td>Story</td>
</tr>
<tr>
<td>Classroom museum</td>
<td>Letter</td>
<td>Story problem</td>
</tr>
<tr>
<td>Code or secret message</td>
<td>Letterheads</td>
<td>Suitcase of artifacts</td>
</tr>
<tr>
<td>Coins</td>
<td>Machine</td>
<td>Survey</td>
</tr>
<tr>
<td>Collage</td>
<td>Magazine</td>
<td>Tall tale</td>
</tr>
<tr>
<td>Commercial</td>
<td>Map</td>
<td>Terrarium</td>
</tr>
<tr>
<td>Comparisons</td>
<td>Matching game</td>
<td>Time capsule</td>
</tr>
<tr>
<td>Contrast</td>
<td>Mini-center</td>
<td>Time line</td>
</tr>
<tr>
<td>Costume</td>
<td>Mobile</td>
<td>Tongue twister</td>
</tr>
<tr>
<td>Court trial</td>
<td>Model</td>
<td>Totem pole</td>
</tr>
<tr>
<td>Critique</td>
<td>Montage</td>
<td>Transparency</td>
</tr>
<tr>
<td>Debate</td>
<td>Mosaic</td>
<td>Travelogue</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Movie</td>
<td>TV script</td>
</tr>
<tr>
<td>Diagram</td>
<td>Mural</td>
<td>Verdict</td>
</tr>
<tr>
<td>Diagram</td>
<td>Musical instrument</td>
<td>Videotape</td>
</tr>
<tr>
<td>Diary</td>
<td>Newspaper</td>
<td>Vocabulary list</td>
</tr>
<tr>
<td>Diorama</td>
<td>Notes</td>
<td>Web page</td>
</tr>
<tr>
<td>Directory</td>
<td>Oral report outline</td>
<td>Word scramble</td>
</tr>
<tr>
<td>Editorial</td>
<td>Pamphlet</td>
<td>Word search</td>
</tr>
<tr>
<td>Exhibition</td>
<td>Panel discussion</td>
<td>Wordless book</td>
</tr>
<tr>
<td>Experiment</td>
<td>Photo album</td>
<td></td>
</tr>
<tr>
<td>Fable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planning an Oral Presentation

Planning:
- Audience?
- Purpose?
- Planning?

Designing:
- Clear, logical information?
- Good reasons for my ideas?
- Note cards — list of points?
- More interesting?
  - Posters, models, diagrams
- Props?
  - Hat, coat, etc.

Presenting:
- DON'T READ note cards.
- Keep head up and look at audience — make eye contact.
- Use gestures for emphasis, but don't overdo it.
- Try to vary voice — volume and pace.
- Speak loudly enough for those at the back to hear clearly.

Outline for:

Introduction: ________________________________

Point 1: ________________________________

Point 2: ________________________________

Point 3: ________________________________

Conclusion: ________________________________

From Information Literacy Toolkit, published by the American Library Association. Copyright © 2001 by Jerzy Ryan and Steph Capra. All rights reserved except those which may be granted by Sections 107 and 108 of the Copyright Revision Act of 1976.
Planning a Visual Presentation (Poster)

Planning:

Purpose?

Audience?

Layout

Designing:

Clear, logical information

Text to explain illustrations

Illustrations to support text

Design tips: (For flexibility, always attach pieces to poster)

To organize: Heading, Subheading, Column, box, flow chart, label, caption

To emphasize: Colored lines, colored background, border

To separate: White space

To connect: Arrows, lines

To illustrate: Photo, Cross section, Diagram, Drawing, Graph

Techniques: Paint, felt pen, pencil, crayon, collage, 3D

Layout plan for:

Notes:

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<table>
<thead>
<tr>
<th>Support #1: With factual evidence from an authoritative source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of source:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support #2: With factual evidence from an authoritative source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of source:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support #3: With factual evidence from an authoritative source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of source:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposing Argument with Refutation With factual evidence from an authoritative source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of source:</td>
</tr>
</tbody>
</table>
## Keyword Organizer

**Thesis Statement:**

<table>
<thead>
<tr>
<th>Support #1</th>
<th>Keywords:</th>
<th>OR</th>
<th>OR</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support #2</th>
<th>Keywords:</th>
<th>OR</th>
<th>OR</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support #3</th>
<th>Keywords:</th>
<th>OR</th>
<th>OR</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposing Support</th>
<th>Keywords</th>
<th>OR</th>
<th>OR</th>
<th>OR</th>
</tr>
</thead>
</table>
PLEASANT VALLEY SCHOOL DISTRICT
Library-Visit Log

Name ________________    Teacher ________________    Class _______    Date ____________

Topic/Thesis ________________________________________________________________

Progress Made During Today's Visit to the Library:

1. Questions answered:

2. New questions developed:

3. Sources found today:

4. Databases/indexes used:

5. Plan for next visit:

6. Evaluation of my efforts today:

5.29
Library-Visit Log

Progress Made During Today’s Visit to the Library:

Topic

1. The most interesting thing I learned today about my topic is

2. The sources that helped me most are

3. When I visit the library the next time I want to find out more about

4. Evaluation of my efforts today:

😊 🙁 😞

5.30
Pleasant Valley School District Libraries
Cooperative Planning Form

Return to your librarian's mailbox by ________________ Thank you.

In order to meet the Pennsylvania Common Core standards each student is required to complete short and sustained research projects during the school year. Please indicate the instructional units that you would like to collaboratively teach.

This information will enable the librarian to accommodate all teachers by coordinating use of library resources within the school year. In addition, this information will also be used to coordinate scheduled library curricular lessons.

School ________________________________

Name ________________________________  Grade __________________

<table>
<thead>
<tr>
<th>Curricular Unit</th>
<th>Month to begin</th>
<th>Research Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Choice</td>
<td>2nd Choice</td>
</tr>
</tbody>
</table>

Other suggestions and/or comments:

5.31
COOPERATIVE PLANNING GUIDE

Teacher Name

Content Objectives

Information Skills

Activities

Unit of Study

Special Needs Adjustments

Teacher Materials

Library Resources

Assessment

Grade/Subject

Special Equipment

No. of Students

LMS Handouts

Timeframe (Month/No. of Periods Needed for Each Section/Schedule Time Periods Needed)
Research Unit Teacher's Assessment Form

Teacher_________________________ Unit/Lesson_________________________ Date____________________

1. How would you rate the success of the unit? [ ] Poor [ ] 2 [ ] 3 [ ] 4 [ ] 5
   Excellent

2. How would you rate the quality of student projects? [ ] Poor [ ] 2 [ ] 3 [ ] 4 [ ] 5

3. Should we attempt this project again next semester/year? [ ] Yes [ ] No
   Comments:

4. What recommendations do you have for improving the assignment for next time?

5. Were your subject area and information skills goals reached? [ ] Yes [ ] No

6. What materials/activities worked best?

7. What materials would you like the library to add to better support this project?

Please return this form to the library.
POWER Library Databases

Remote access to POWER Library databases is available to current public library cardholders through your public library at <http://www.wpcl.lib.pa.us>. You must enter your 14-digit public library card number.

AP Images—Current and historical photographs, maps, timelines, logos, and graphs for every discipline. Updated daily.

Access Pennsylvania Database—Catalog holdings of almost 3,000 Pennsylvania school, public, academic and special libraries.

Ask Here PA—Connect online with a real librarian for help with any topic or information need. Provides fast answers to your questions in 15 minutes.

Contemporary Authors—Current writers of fiction, nonfiction, poetry, journalism, drama, motion pictures, and television.

EBSCO - Auto Repair Reference Center—Chilton® information for domestic / imported vehicles as far back as 1945.

EBSCO - Consumer Health Complete—Health and wellness information such as drugs and alcohol, fitness, nutrition, and diseases.


EBSCO - GreenFILE—A collection of scholarly, government and general-interest titles covering all aspects of human impact on the environment.


Gale - InfoTrac Newsstand—Search major U.S. regional, national and local full-text newspapers by title, headline, date, author, and section.

HW Wilson - OmniFile Mega—Multi-disciplinary full-text database covering art, education, social science, humanities, business, science, etc. Contains indexing from 1982; abstracts from 1984; and full coverage from 1994.

HW Wilson - OmniFile Select—100% full-text database covering art, education, social science, humanities, business, science, etc.

HW Wilson - Readers' Guide Select—Full text database containing popular general interest periodicals from the U.S. and Canada.

HW Wilson - Science Full Text Select—Full text database covering applied science, biology, agriculture and general science.

ProQuest ABI/INFORM—A source for major trade and industry news with in-depth coverage of companies, products, executives, and trends.

ProQuest SIRS Discoverer—Articles are assigned a reading level - Easy, Moderate or Challenging.

Western Pocono Community Library Databases

Remote access to WPCL databases is available to current public library cardholders through your public library at <http://www.wpcl.lib.pa.us>. You must enter your 14-digit public library card number.

African American Experience—African American history and culture.

The American Indian Experience—History and contemporary cultures of the indigenous peoples of the United States.

Daily Life Online—Cross-disciplinary resource that supports history, social studies, English, and language students.

EBSCOhost Web—A variety of databases, including MasterFILE Premier, Primary Search, ERIC, Business Source Premier, Middle Search Plus, Newspaper Source, Teacher Reference Center, and Magazine Article Summaries Ultra School Edition.

Global Issues in Context—International viewpoints on a broad spectrum of global issues, topics, and current events.

Gale Biography in Context—Search for people based on name, occupation, nationality, ethnicity, birth/death dates and places, gender or keyword.

Heritage Quest Online—Large genealogy database with in-house access to ancestry.com.

Latino American Experience—History and culture of Latinos living in the United States.

LearningExpress Library—Practice tests, exercises, skill-building courses to help you exceed at school work, and life.

Literature Resource Center—Literary biographies and full-text literary criticism and reviews.

Opposing Viewpoints Resource Center—Viewpoint articles, topic overviews, statistics, primary documents, and articles on social issues.

P4A Antiques Reference—Auction records and prices for antiques.

Pop Culture Universe—American and world popular culture, past and present.

TumbleBookLibrary—Animated, talking picture books.

What Do I Read Next—Search for books by genre, subject, author, title, series.

World Folklore and Folklife—Features holidays, festivals, language, stories and fairy tales, proverbs, foodways, and folk remedies.
### Power Searching Tips for the Web and Online Databases

If you are not happy with your results, try another search engine, check your spelling, or try synonyms or related, broader, or narrower terms. Mine your results for new keywords. By all means, use some strategy. Though they have many quirks, most engines allow users the following advanced techniques. Check the "search tips," "cheat sheet," or "help" pages of your favorite search tools for the proper way to express these strategies. Remember: You can use these strategies more easily in the advanced search screens.

<table>
<thead>
<tr>
<th>Boolean Operator/Strategy</th>
<th>Why You'll Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>limits your search, requiring that all words appear</td>
</tr>
<tr>
<td>AND</td>
<td>Vietnam AND protest AND students</td>
</tr>
<tr>
<td></td>
<td>+Japan +cooking</td>
</tr>
<tr>
<td></td>
<td>+eagles +habitat +endangered</td>
</tr>
<tr>
<td></td>
<td>In Google, use + to include common words overlooked by search engines</td>
</tr>
<tr>
<td></td>
<td>A growing number of search engines assume an AND. You still need to express AND in databases!</td>
</tr>
<tr>
<td>~</td>
<td>is used to capture synonyms or related words</td>
</tr>
<tr>
<td></td>
<td>car OR automobile</td>
</tr>
<tr>
<td></td>
<td>coronary OR heart</td>
</tr>
<tr>
<td></td>
<td>Google uses ~ to expresses synonyms</td>
</tr>
<tr>
<td>-</td>
<td>eliminates possibilities that will cause problem results</td>
</tr>
<tr>
<td>NOT</td>
<td>Martin Luther NOT King</td>
</tr>
<tr>
<td>AND NOT exclude</td>
<td>+ eagles -Philadelphia -football</td>
</tr>
</tbody>
</table>

(Most search engines allow you to use "*" and "~" for AND and NOT. These characters must appear immediately before your search terms. Do not separate them with spaces.) Some search engines allow you to exclude words in their advanced search screens.

#### Wildcards, Truncation, Stemming

Many search tools allow you to use an asterisk (*) to stand for any character or string of characters. This method is especially useful if you are uncertain of spelling or if you want to pick up various forms of a word or word endings.

- teen* (picks up teenage, teenagers, or teens)
- Herz* (for Herzegovina)

#### Phrases

Very often you will want words to appear together in specific order. Quotation marks (" ") set words off as phrases to be searched as a whole. A great strategy for names and titles too:

- "vitamin A"
- "raisin in the sun"
- "George Washington Carver"

---

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### Proximity
Words are often not meaningful in a search unless they appear near each other in a document. In large documents, words separated by lots of text are generally unrelated.

NEAR/25 specifies that two words appear within 25 words of each other (Used in AltaVista and AOL Search)

---

### Field Searching
This strategy restricts searches to certain portions of Web documents. It allows you to specify that search terms appear, for instance, in the title or URL of your results. (Used in a variety of ways in AltaVista, Alltheweb, and Google and often easier to use in the advanced screen.)

- title: cancer
- URL: epa
- domain: edu + "graphic organizers"
- inurl: nasa (used in Google)
- filetype: pdf

### Case Sensitivity
Most search engines are case insensitive by default; that is, they treat upper- and lowercase letters the same. However, there are some that recognize uppercase and lowercase variations. It is good practice to search using lowercase letters unless you have a specific strategy in mind. In case sensitive search tools:

- Baker (retrieves name and eliminates most references to cake and bread makers)
- AIDS (eliminates reference to helpers)
- China (eliminates references to dishes)

### Combining Strategies
Check to see if the search tool allows you to combine strategies. For instance, you might find it helpful to combine Boolean operators. Use () to nest, or group your ORs and ANDs in more sophisticated searching. Like in algebra, what's in parentheses gets processed first.

- +dolphins +behavior OR behaviour) -miami

Sample using Google syntax:
- inurl: nasa +saturn

### Searching within Your Search
If you have a long result list, and even if you don’t, you might choose to search for targeted words within your search. Several search engines offer a handy feature to help you narrow your result lists. After you perform your first search, look for a “search within results” feature. If no such feature exists, you can use your browser’s own “find” feature to search within each page.

### Natural Language Searches
Some search engines (Ask Jeeves or IxQuick, for instance) allow you to type questions as you would think or speak them.

- "Why is the sky blue?"

---

**TIP ABOUT TIPS**

Every search engine is slightly different. For instance, Google uses an automatic AND. Some search engines allow for “natural language” searching. Remember to carefully read the “tips page” of the search tools you use most frequently. These pages discuss the syntax, or the specific search language, used by that particular search engine or directory.
URLs as Clues to Content

How can I assess the validity of a source in my result list?

You can use the end, or suffix of a domain name, to help you judge the validity of the information and the potential bias of a website.

Remember, this strategy is only a guideline. People can easily purchase domains that do not reflect their actual purpose.

- .com=commercial sites (vary in their credibility)
- .gov=U.S. government site
- .org=organization, often nonprofit. (Some .orgs have strong bias and agendas)
- .edu=school or university site (Was it created by a K–12 class? By a college student? By a university department? By a scholar?)
- .store=retail business
- .int=international institution
- .ac=educational institution, usually higher education (like .edu)
- .mil=U.S. military site
- .net=networked service provider, Internet administrative site
- .museum=museum
- .name=individual Internet user
- .biz=a business
- .pro=professional's site
- .~=personal site (Be a little suspicious of personal sites. They are not endorsed by the institution on whose server they reside. For example, many college students have personal websites posted on their college's site.)

If the page you are on gives few clues about its value, truncate (or cut back) the URL to each of the next slash marks to see where the site originates.

Also be on the lookout for sponsored, or paid results. The creators of these sites pay to have their sites listed more prominently in search engine results.

Be wary of documents from free hosting sites: Geocities, AOL Members, and Tripod. Recognized institutions generally host reliable sites and professionals tend to pay for their Web hosting services. Your teacher will likely question such sites in your works-cited pages.
Detecting Bias

Most authors represent a viewpoint when writing. It is important to be aware of the point of view when taking notes from different sources. Point of view may be subtle or obvious. Obvious point of view becomes bias.

REVIEW

Author: __________________________________________________________

Title: __________________________________________________________

Date of Publication: _____________________________________________

Qualifications (if any) of author: ________________________________

Membership of organization: ________________________________

Example of vocabulary expressing bias: ____________________________

Example of ideas expressing bias: ______________________________

Facts supported by other writers:

1. ________________________________
2. ________________________________

Overall is the writing biased? Using the information gained in the previous two points, discuss whether the bias outweighs the supported facts.

What point of view if the author trying to convey?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

5.36
Adapted from Information Literacy Toolkit, published by the American Library Association © 2001
**Fact and Opinion**

**Topic:**

**Focus Question:**

**Source Citation #1**

**Source Citation #2**

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.37

Adapted from *Information Literacy Toolkit*, published by the American Library Association © 2001
Nonfiction Book Evaluation Checklist

**Research Question:**

Consider the following criteria to determine the usefulness of each book you find.

**Title:**

**Library Call Number:**

<table>
<thead>
<tr>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The author is qualified to write on this topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The copyright date is current enough for my topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The foreword or preface provided the author’s purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The table of contents lists topics covered in the book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The index provides a detailed alphabetical list of topics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The book contains factual information I can use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reading level of the book is appropriate for me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The illustrations add to my understanding of the book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, this book would be a good source for my research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Title:**

**Library Call Number:**

<table>
<thead>
<tr>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
<th><strong>Comments</strong></th>
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<td>The author is qualified to write on this topic.</td>
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</tr>
<tr>
<td>The index provides a detailed alphabetical list of topics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The book contains factual information I can use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reading level of the book is appropriate for me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The illustrations add to my understanding of the book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, this book would be a good source for my research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Title:**

**Library Call Number:**

<table>
<thead>
<tr>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The author is qualified to write on this topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The copyright date is current enough for my topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The foreword or preface provided the author’s purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The table of contents lists topics covered in the book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The index provides a detailed alphabetical list of topics.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<td>The illustrations add to my understanding of the book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, this book would be a good source for my research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Double-Sided Research Journal

Directions: Set aside several pages in your notebook or research folder for your journal. Make a separate page for each topic of your double-sided journal.

For each journal entry, note the author’s last name and page number in a parenthetical citation. If the author’s name is not given, note the title of the article and the page number. Refer to your Library Handbook’s section on parenthetical citations if that information is not available.

<table>
<thead>
<tr>
<th>Quotes:</th>
<th>Paraphrase/Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>(Citation)</td>
<td></td>
</tr>
</tbody>
</table>

Topics for Double-Sided Journal Entries:

1. Background Information
   - Historical development of the controversy
   - Important dates
   - Important laws
   - Technical jargon or terminology

   Number of required journal entries: _________________
   Due Date: __________________________

2. Persuasive ideas that support and prove your position.
   - Evidence
   - Facts
   - Arguments
   - Reasons
   - Expert Testimony
   - Statistics

   Number of required journal entries: _________________
   Due Date: __________________________

3. Persuasive ideas that oppose your position on the controversy.
   - Evidence
   - Facts
   - Arguments
   - Reasons
   - Expert Testimony
   - Statistics

   Number of required journal entries: _________________
   Due Date: __________________________
Note Taking

After you have developed your thesis statement and working outline you are ready to take notes. You may take notes by hand on cards or paper or you may prefer to use the computer. *NoodleTools* is an online program that allows you to record, organize, and synthesize information using online note cards. It also provides tools to format your MLA works-cited list.

Below are some general guidelines for writing notes.

- Record publication information and page or reference numbers of the source
- Limit one idea per note card
- To avoid accidental plagiarism always place quotation marks around information you copy directly from a source
- Summarize if you only want to record the general idea of a large amount of material
- Paraphrase specific details and passages by restating in your own words
- All quotes, paraphrases, and summaries must be attributed with citations to the original source

<table>
<thead>
<tr>
<th>Topic:</th>
<th>This topic will come from your outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source:</td>
<td>This will link to a source in your works cited</td>
</tr>
<tr>
<td>URL:</td>
<td>If applicable</td>
</tr>
<tr>
<td>Pages:</td>
<td>If given</td>
</tr>
<tr>
<td>Direct Quotation</td>
<td>Copy information word for word and enclose in quotation marks</td>
</tr>
<tr>
<td>Paraphrase or summary</td>
<td>Rewrite the quotation by restating or summarizing in your own words</td>
</tr>
<tr>
<td>Personal comments or ideas</td>
<td>Interpret, evaluate and reflect on what you just learned. Make note of information you question or want to investigate further.</td>
</tr>
</tbody>
</table>
**Note Card Format**

After you have developed your thesis statement and working outline you are ready to take notes. Below are some general guidelines for writing note cards.

- Use lined 3”x 5” or 4”x 6” index cards.
- Write on only one side of the card.
- Limit each card to one sub-topic from your working outline.

1. **Be sure to follow any specific instructions from your teacher.**

<table>
<thead>
<tr>
<th>Heading (Subtopic from outline)</th>
<th>B 19</th>
</tr>
</thead>
</table>

2. Notes written here should be expressed in your own words. If you quote directly you must use quotation marks. The written material should not exceed the space on the card. Enter one single fact or thought you'd like to include in your paper.

   (Author 324)

3. Use this space for an optional comment.

---

1. **Slug Line**
   This is a heading of a sub-topic taken from your working outline. It serves as a title for your card so that
   - you do not have to re-read all of your cards.
   - you can arrange your cards by topic, not by numbers.

2. **Body of Card**
   Put only one idea on a card. Be sure to include the author's name and the page number at the bottom right in parenthesis.

3. **Source Designation**
   Assign a letter to each source from your *Works-Cited Information Sheet* or source cards and put the corresponding letter here for the purpose of identifying a parenthetical citation.

4. **Note Card Number**
   After all notes have been taken, order your cards to coincide with your outline and number each card.

5. **Additional Comments**
Graphic Organizers

Graphic organizers are useful visual tools to help students process and synthesize information and ideas. These organizers will assist your students in meeting the following Pennsylvania Common Core Standards.

Writing 1.4: 11-12.A: Informative/Explanatory

"Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately."

Writing 1.4:11-12.G: Opinion/Argumentative

"Write arguments to support claims in an analysis of substantive topics."

Writing 1.4.11-12.M: Narrative

"Write narratives to develop real or imagined experiences or events."

Reading Informational Text 1.2.11-12.G: Integration of Knowledge and Ideas: Diverse Media

"Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem."

Writing 1.4.11-12.V: Conducting Research

"Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation."
# Section 6. Graphic Organizers

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWLS</td>
<td>6.1</td>
</tr>
<tr>
<td>Essential Questions, Question Builders</td>
<td>6.2</td>
</tr>
<tr>
<td>Changing the Questions</td>
<td>6.3</td>
</tr>
<tr>
<td>PICO and the Focused Question</td>
<td>6.4</td>
</tr>
<tr>
<td>Essential Question Brainstorming Tool</td>
<td>6.5a</td>
</tr>
<tr>
<td>Essential Question Reflection Tool</td>
<td>6.5b</td>
</tr>
<tr>
<td>Thesis Statement Generator</td>
<td>6.5c</td>
</tr>
<tr>
<td>Thesis Supports Organizer</td>
<td>6.5d</td>
</tr>
<tr>
<td>Informational Writing Organizer</td>
<td>6.6</td>
</tr>
<tr>
<td>Persuasive Writing Organizer</td>
<td>6.7</td>
</tr>
<tr>
<td>Narrative Writing Organizer</td>
<td>6.8</td>
</tr>
<tr>
<td>Search Strategy Plan</td>
<td>6.9</td>
</tr>
<tr>
<td>Project Outline</td>
<td>6.10</td>
</tr>
<tr>
<td>Report Outline</td>
<td>6.11</td>
</tr>
<tr>
<td>Keyword Search Plan</td>
<td>6.12</td>
</tr>
<tr>
<td>Brainstorming Topics/Subtopics</td>
<td>6.13</td>
</tr>
<tr>
<td>Brainstorming Topic (E-Z)</td>
<td>6.14</td>
</tr>
<tr>
<td>Topic Organizer</td>
<td>6.15</td>
</tr>
<tr>
<td>Topic Tamer</td>
<td>6.16</td>
</tr>
<tr>
<td>Time Line/Chronology</td>
<td>6.17</td>
</tr>
<tr>
<td>Debate Organizer</td>
<td>6.18</td>
</tr>
<tr>
<td>Thesis and Four Supporting Arguments Organizer</td>
<td>6.19</td>
</tr>
<tr>
<td>Thesis and Evidence Organizer</td>
<td>6.20</td>
</tr>
<tr>
<td>Thesis and Three Supporting Arguments Organizer</td>
<td>6.21</td>
</tr>
<tr>
<td>Series of Events Chart</td>
<td>6.22</td>
</tr>
<tr>
<td>Compare and Contrast Outline</td>
<td>6.23</td>
</tr>
<tr>
<td>Classifying by Categories</td>
<td>6.24</td>
</tr>
<tr>
<td>Idea Clusters</td>
<td>6.25</td>
</tr>
<tr>
<td>Current Events</td>
<td>6.26</td>
</tr>
<tr>
<td>Problems, Problems</td>
<td>6.27</td>
</tr>
<tr>
<td>Forming an Opinion</td>
<td>6.28</td>
</tr>
<tr>
<td>That’s Good—That’s Bad</td>
<td>6.29</td>
</tr>
<tr>
<td>Inductive Reasoning</td>
<td>6.30</td>
</tr>
<tr>
<td>K</td>
<td>W</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(What I know or think I know)</td>
<td>(What I want to know)</td>
</tr>
</tbody>
</table>
Research Topic: ____________________________

From your brainstorming mind map, generate a list of questions you would like to answer about your topic. Good research questions begin with which one, how, what if, should and why. Rich essential questions will challenge you to use information meaningfully - to think, analyze, evaluate and invent.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

6.2
<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>How</th>
<th>Why</th>
<th>Which</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is did can would will might

Your best questions for this project:
<table>
<thead>
<tr>
<th><strong>Question Builder for</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td><strong>is, are, was, were</strong>&lt;br&gt;<strong>did, does</strong>&lt;br&gt;<strong>can, could</strong>&lt;br&gt;<strong>would, should</strong>&lt;br&gt;<strong>will, might</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>is, are, was, were</strong>&lt;br&gt;<strong>did, does</strong>&lt;br&gt;<strong>can, could</strong>&lt;br&gt;<strong>would, should</strong>&lt;br&gt;<strong>will, might</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>is, are, was, were</strong>&lt;br&gt;<strong>did, does</strong>&lt;br&gt;<strong>can, could</strong>&lt;br&gt;<strong>would, should</strong>&lt;br&gt;<strong>will, might</strong></td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td><strong>is, are, was, were</strong>&lt;br&gt;<strong>did, does</strong>&lt;br&gt;<strong>can, could</strong>&lt;br&gt;<strong>would, should</strong>&lt;br&gt;<strong>will, might</strong></td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td><strong>is, are, was, were</strong>&lt;br&gt;<strong>did, does</strong>&lt;br&gt;<strong>can, could</strong>&lt;br&gt;<strong>would, should</strong>&lt;br&gt;<strong>will, might</strong></td>
</tr>
<tr>
<td><strong>How</strong></td>
<td><strong>is, are, was, were</strong>&lt;br&gt;<strong>did, does</strong>&lt;br&gt;<strong>can, could</strong>&lt;br&gt;<strong>would, should</strong>&lt;br&gt;<strong>will, might</strong></td>
</tr>
<tr>
<td><strong>Which</strong></td>
<td><strong>is, are, was, were</strong>&lt;br&gt;<strong>did, does</strong>&lt;br&gt;<strong>can, could</strong>&lt;br&gt;<strong>would, should</strong>&lt;br&gt;<strong>will, might</strong></td>
</tr>
</tbody>
</table>

*Put a star (*) by the best questions for your project:*
# Changing the Questions (Some Sample Responses)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Topic #1 Civil War</th>
<th>Topic #2 Shakespeare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which one?</strong> (Collect information to make an informed choice.) &lt;br&gt; <em>E.g.</em>, Which 20th-century president did the most to promote civil rights?</td>
<td>Which Civil War general was the best military strategist?</td>
<td>Which of Shakespeare's tragedies has the most relevance for today's politicians? &lt;br&gt; Which of the characters in <em>Romeo and Juliet</em> is most worthy of punishment?</td>
</tr>
<tr>
<td><strong>How?</strong> (Understand problems and perspectives, weigh options, and propose solutions.) &lt;br&gt; <em>E.g.</em>, How should we solve the problem of water pollution in our neighborhood?</td>
<td>How did the scientific advances of the 19th century affect the outcome of the Civil War? (Students might choose among advances in communications, transportation, weaponry, etc.)</td>
<td>How does Shakespeare's subplot help us better understand the themes of _____?</td>
</tr>
<tr>
<td><strong>What if?</strong> (Use the knowledge you have to pose a hypothesis and consider options.) &lt;br&gt; <em>E.g.</em>, What if the Declaration of Independence abolished slavery?</td>
<td>What if General Lee had better intelligence at Gettysburg?</td>
<td>What if Brutus had made the final funeral oration in <em>Julius Caesar</em>?</td>
</tr>
<tr>
<td><strong>Should?</strong> (Make a moral or practical decision based on evidence.) &lt;br&gt; <em>E.g.</em>, Should we clone humans?</td>
<td>Should Confederate symbols be used in official state flags and logos today?</td>
<td>Should Hamlet have minded his own business?</td>
</tr>
<tr>
<td><strong>Why?</strong> (Understand and explain relationships to get to the essence of a complicated issue.) &lt;br&gt; <em>E.g.</em>, Why do people abuse children?</td>
<td>Why did Great Britain favor the South during the Civil War?</td>
<td>Why do Shakespeare's plays continue to have meaning for today's students? &lt;br&gt; Why does Shakespeare use so many references to the natural and unnatural in <em>Macbeth</em>?</td>
</tr>
</tbody>
</table>

Brainstorm two topics related to the unit we are studying. Use the cues to develop essential questions that will help you focus your research. You don't need to fill in every box.
<table>
<thead>
<tr>
<th>Question Type</th>
<th>Topic #1</th>
<th>Topic #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which one?</strong> (Collect information to make an informed choice.)</td>
<td><em>E.g.</em>, Which 20th-century president did the most to promote civil rights?</td>
<td></td>
</tr>
<tr>
<td><strong>How?</strong> (Understand problems and perspectives, weigh options, and propose solutions.)</td>
<td><em>E.g.</em>, How should we solve the problem of water pollution in our neighborhood?</td>
<td></td>
</tr>
<tr>
<td><strong>What if?</strong> (Use the knowledge you have to pose a hypothesis and consider options.)</td>
<td><em>E.g.</em>, What if the Declaration of Independence abolished slavery?</td>
<td></td>
</tr>
<tr>
<td><strong>Should?</strong> (Make a moral or practical decision based on evidence.)</td>
<td><em>E.g.</em>, Should we clone humans?</td>
<td></td>
</tr>
<tr>
<td><strong>Why?</strong> (Understand and explain relationships to get to the essence of a complicated issue.)</td>
<td><em>E.g.</em>, Why do people abuse children?</td>
<td></td>
</tr>
</tbody>
</table>

Brainstorm two topics related to the unit we are studying. Use the cues to develop essential questions that will help you focus your research. You don’t need to fill in every box.
**PICO Focused Question**
*A method for generating researchable clinical questions in the medical field*

Your question *before* focusing:

---

**P** is for Person or Problem

---

**I** is for Issue or Intervention

---

**C** is for Comparison

---

**O** is for Outcome

---

Your question *after* focusing:

---

*Example:*

Question *before* focusing: Do copper bracelets work?

- **P** is for Person or Problem: Persons suffering from arthritis
- **I** is for Issue or Intervention: Wearing a bracelet made of copper
- **C** is for Comparison: Not wearing a bracelet
- **O** is for Outcome: Reduction in pain

Question *after* focusing:

In arthritis sufferers, does wearing a copper bracelet lead to a reduction in reported pain intensity?
Essential Question Brainstorming Tool

Directions:
1. Based on your reading, brainstorm a list of essential questions relating to your topic.
2. Using the Essential Question Reflection Tool evaluate your first choice from the questions you generate.
3. Write your final essential question for your paper in the My Essential Question box below.

My Essential Question:
**Essential Question Reflection Tool**

**Directions:** Consider the criteria below for your essential question. Answer each question in two to three sentences and then rate your response.

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
<th>Interest</th>
<th>Focus</th>
<th>Knowledge</th>
<th>Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your Research Question:</td>
<td>Are you excited about your question?</td>
<td>Will your question help to focus your research?</td>
<td>Will your question help you learn?</td>
<td>Will your question help you understand your topic better?</td>
</tr>
<tr>
<td>Level 4</td>
<td>Will continue to interest you after the project</td>
<td>Specific topic that considers all relevant perspectives</td>
<td>Motivates you to take personal action</td>
<td>Requires in-depth analysis and synthesis</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Stimulates curiosity and enthusiasm</td>
<td>Specific topic that considers different perspectives which may or may not be relevant</td>
<td>Encourages you to form an opinion</td>
<td>Requires a general comparison of data</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Creates some personal interest</td>
<td>Manageable topic with little potential for exploration</td>
<td>Requires just a collection of facts and opinions from other sources</td>
<td>Requires classification of data</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Has little or no personal interest</td>
<td>Too broad and unmanageable OR too narrow</td>
<td>Requires just basic facts</td>
<td>Requires just a collection of data</td>
<td></td>
</tr>
</tbody>
</table>
**Thesis Statement Generator**

Once you have determined your essential question you will need to answer it in the form of a thesis statement. A thesis statement expresses the main idea of your paper. Your thesis statement should state the topic and describe your position in third person.

A well-written thesis statement has two parts. The first part is the answer to your essential question and the second part is your reasons. Everything in your paper should support your position.

**Example:**

**My Essential Question:**

Should smoking be banned in public places?

<table>
<thead>
<tr>
<th>Part One</th>
<th>Part Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer to your question</td>
<td>Your reasons</td>
</tr>
<tr>
<td>Smoking should be banned in public places</td>
<td>because it jeopardizes the health of nonsmokers</td>
</tr>
</tbody>
</table>

**Working Thesis:**

Smoking should be banned in public places because it jeopardizes the health of nonsmokers.

**My Essential Question:**

<table>
<thead>
<tr>
<th>Part One</th>
<th>Part Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer to your question</td>
<td>Your reasons</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Working Thesis:**


Informational Writing Organizer

Opening Paragraph
Gives an introduction to the topic and mentions each of the details

Detail #1

Detail #2

Detail #3

Conclusion
Tells a personal statement, gives a summary
Persuasive Writing Organizer

Position or Opinion

Reason #1

Reason #2

Reason #3

Conclusion
Includes a personal statement, a prediction, a summary
Narrative Writing Organizer

**Introduction**
Choose an interesting way to introduce your topic:
- A question
- An announcement
- A bold and challenging statement
- A quotation
- A riddle or puzzle
- A personal experience
- A statement telling how you felt

**Event:**

**Details:**

**Event:**

**Details:**

**Conclusion**
Choose an interesting way to end your piece:
- A question that involves the reader
- A statement echoing an idea from your piece
- A personal comment or response
- A forceful argument
- A final conclusion you want the reader to remember
Search Strategy Plan

1. State your problem in one sentence

2. Databases you plan to search

3. Brainstorm keywords/topics

   Main Idea

   Keywords
   &
   &
   &
   or
   &
   &
   &
   or
   &
   &
   &
   or

   Consider synonyms, related terms, phrases, alternate spellings, plurals/singualrs, truncation

4. Topic vs. keyword search

5. Refine your search online by considering
   other usable keywords

   terms to broaden and narrow

   related names/proper nouns

6. Evaluation (offline)
   What worked/what didn’t

   What to do next time
Project Outline

Problem/Thesis:
(Quote or attention grabber)

1. Topic:
   a. Detail:
   b. Detail:
   c. Detail:

2. Topic:
   a. Detail:
   b. Detail:
   c. Detail:

3. Topic:
   a. Detail:
   b. Detail:
   c. Detail:

4. Topic:
   a. Detail:
   b. Detail:
   c. Detail:

5. Conclusion (restate thesis, clincher sentence):
Keyword Search Plan

Before you begin your search it is important to have a plan. Brainstorm your main concepts across, connected with “and.” Synonyms and related terms (“ors”) can be listed in the vertical columns.
# Time Line/Chronology

**THEME:**

<table>
<thead>
<tr>
<th>Major dates:</th>
<th>Events:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion/Analysis:**

---

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Debate Organizer

PROPOSITION/ISSUE:

<table>
<thead>
<tr>
<th>Affirmative arguments</th>
<th>Negative arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusions:
## Thesis and Four Supporting Arguments Organizer

**Main Thesis:**

<table>
<thead>
<tr>
<th>Argument 1</th>
<th>Argument 2</th>
<th>Argument 3</th>
<th>Argument 4</th>
</tr>
</thead>
</table>

**Conclusion/Analysis:**
Thesis and Three Supporting Arguments Organizer

MAIN THESIS:

<table>
<thead>
<tr>
<th>Argument 1</th>
<th>Argument 2</th>
<th>Argument 3</th>
</tr>
</thead>
</table>

Conclusion/Analysis:
Current Events

Complete the following to help you analyze the event you've selected:

<table>
<thead>
<tr>
<th>ARTICLE CITATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHO?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHERE?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE? What did you already know about this topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAIN POINTS: Use keywords and “bullets,” not full sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUTHOR BIAS? support/opposes/neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUOTE: Identify a quote to back up your assessment of the author's view or a quote that sums up the essence of the article.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SO WHAT? (Why is this news important? Who is likely to feel the impact of this news? What difference does it make?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REACTION: What is your personal reaction to this news? How does the new information change your understanding this topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS: What issues remain unanswered? What else would you like to know? What bothers you about this article?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Problems, Problems

Book/Story: .................................................................
Author: .................................................................

Problem

Causes

Effects

<table>
<thead>
<tr>
<th>Solution Ideas</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
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<tr>
<td>3)</td>
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<tr>
<td>4)</td>
<td></td>
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<tr>
<td>5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The best solution idea...

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Forming an Opinion

Use this organizer to help you draw conclusions.

<table>
<thead>
<tr>
<th>Inquiry Question/Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I examined all relevant points of view? Can I identify patterns and trends?</td>
</tr>
<tr>
<td>Based on this evidence, what conclusions can I draw?</td>
</tr>
<tr>
<td>What do I believe is important? Why? How can I share my opinion with others?</td>
</tr>
</tbody>
</table>

Adapted from *InfoTasks for Successful Learning*, Pembroke Publishers

6.28

From *Ban Those BirdUnits*, Copyright © 2005 by Hi Willow Research. All rights reserved except those which may be granted by Sections 107 and 108 of the Copyright Revision Act of 1976.
Conclusion:

Be careful. Don't jump to faulty conclusions. Do you have enough quality data to back your reasoning?

Organize the data and test out your ideas.

Observations:

Make some inferences based on your observations.

What is probable?

Given the links you have discovered, what else do you see? How can you explain the relationships you observe?

Relationships:

Look for patterns, connections, and relationships in your data.

Guiding Question:

Inductive Reasoning:

Then...

If...

Examine your data.
Multimedia Resources and Assessment Tools

The resources and assessment tools located in this section assist your students in achieving the following selected Pennsylvania Common Core Standards.

Writing 1.4.11-12.U: Technology and Publication

"Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information."

Speaking and Listening 1.5.11-12.F: Integration of Knowledge and Ideas Multimedia

"Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence."

Reading Informational Text 1.2.11-12.G: Integration of Knowledge and Ideas: Diverse Media

"Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem."
Section 7. Multimedia Resources and Assessment Tools

Visual Aid Checklist ................................................................................................................. 7.1
PowerPoint® Presentation Guidelines ........................................................................................... 7.2
Storyboard for a Multimedia Presentation .................................................................................... 7.3
Multimedia/Web Page Research Rubric ......................................................................................... 7.4
PA Computer Fair Digital Movie Scoring Guidelines ............................................................... 7.5
PA Computer Fair Graphic Design Scoring Guidelines ............................................................ 7.6
**Visual Aid Checklist**

**Design**

- Project is balanced, uncluttered, neat and clean.

**Graphics/Media**

- All graphics/media are used effectively to enhance message, support thesis, and convey meaning.

**Text**

- Text is presented in a legible font utilizing appropriate style, size, and color.

**Mechanics**

- Presentation has no misspellings or grammatical errors.

**Completion**

- Project is completely finished and includes an adequate number of slides.

**Quality of Information**

- All information is clear, appropriate, and correct.

**Organization/Presentation of Content**

- Visuals are introduced at appropriate times to enhance concepts throughout the presentation.

**Originality**

- The product is original, inventive, and does not rehash other people's ideas (the project follows copyright guidelines).

**Documentation**

- All text, charts, graphs, pictures, and other media are labeled within the presentation and properly cited in an MLA list of works cited (last screen of the presentation).
PowerPoint Presentation Guidelines

Presentation Layout:
- Layout continuity from frame to frame conveys a sense of completeness
- Headings, subheadings, and images should show up in the same spot on each slide
- Margins, fonts, font size, and colors should be consistent with graphics located in the same general position on each frame
- Lines, boxes, borders, and open space should be consistent throughout

Slide Layout:
- Limit each slide to one idea
- Use bullet points to cover components of each idea
- Make no more than six points per slide and use no more than six words per line
- Use the same background for each slide
- Use the same transitions for each slide
- Limit animation — more than one can be distracting
- Do not clutter the slide

Design:
- Font should be clear (e.g., Arial, Tahoma, Verdana)
- Font size should be readable from the back of the room
  - 40 point is a good title size
  - 32 point is a good subtitle or bullet point size
  - Content text should be no smaller than 24 point
  - Use small fonts for source citations within the presentation and the final works-cited screen
- Do not use all CAPITAL LETTERS
- Use italics for book, journal, or magazine titles
- Choose a color scheme that is easy on the eyes
  - White backgrounds can be blinding in a dark room
  - Dark backgrounds with light colored text works best (reduces glare)
- Keep the style of the graphic images consistent throughout the presentation
- Illustrations should relate to the message and help make the point
- If using video clips, presentation should contain no more than 2 minutes total of video

Presenting:
- Speak slowly and clearly when presenting so your audience can hear you
- Prepare notes to help deliver an effective and dynamic presentation
- Rehearse your presentation before delivering it to your audience
- Have a classmate proofread and critique your presentation before you present it

Remember,
the media should ENHANCE the presentation,
not BE the presentation!
<table>
<thead>
<tr>
<th>Slide</th>
<th>Slide Image and/or Description</th>
<th>Slide Text/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Slide</td>
<td></td>
<td></td>
</tr>
<tr>
<td># _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td># _____</td>
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<td># _____</td>
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</tr>
<tr>
<td># _____</td>
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</tr>
</tbody>
</table>

Remember to credit all sources used in your presentation on the last slide.
<table>
<thead>
<tr>
<th>Slide</th>
<th>Slide Image and/or Description</th>
<th>Slide Text/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>#_____</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide</th>
<th>Slide Image and/or Description</th>
<th>Slide Text/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>#_____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide</th>
<th>Slide Image and/or Description</th>
<th>Slide Text/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>#_____</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide</th>
<th>Slide Image and/or Description</th>
<th>Slide Text/Source</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide</th>
<th>Slide Image and/or Description</th>
<th>Slide Text/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>#_____</td>
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<td></td>
</tr>
</tbody>
</table>

7.3
# Multimedia/Web Page Research Rubric

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Self ___ Peer ___ Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanical/Technical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project or page runs/loads smoothly. Student checked for all possible technical bugs.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Navigation is intuitive and logical for content. All links work. Titles, subtitles, and sections are meaningful.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling, and punctuation are correct.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>All technical requirements set by the teacher are met or exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appearance/Creativity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screens or pages display elements of effective design. Choices of fonts, colors, and backgrounds are effective, tasteful, and consistent. Text and media are artistically balanced, appropriately sized, and consistent with message.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>All media carefully selected to enhance message, support thesis, convey meaning.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Project visually communicates student creativity. Student(s) used original art.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

7.4
<table>
<thead>
<tr>
<th>Organization and Presentation of Content</th>
<th>Scale</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is presented in logical sequence or structure. Project demonstrates evidence of use of an organizer or note taking strategy.</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>Project uses media to effectively structure information. Branching/hyperlinking or sections work to communicate information effectively.</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>Textual content is clearly and effectively written.</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>The work of others is effectively and selectively paraphrased, summarized, or quoted.</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>Evidence of Quality Research</td>
<td>Scale</td>
<td>Score</td>
</tr>
<tr>
<td>Student(s) developed a question or thesis worthy of research.</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>No research “holes.” The most important sources were consulted.</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>Sources were critically evaluated. Student(s) used a full range of quality electronic and print sources, including appropriate databases and primary sources. Students consulted resources that showed a variety of perspectives.</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>Student(s) displayed original thought in analyzing material from a variety of sources, drawing conclusions, and displaying deep understanding. Project is not merely a rehash of data; &quot;student voice is heard.&quot;</td>
<td>5 4 3 2 1 0</td>
<td>Comments:</td>
</tr>
<tr>
<td>Documentation</td>
<td>Scale</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>All ideas, text, and media are properly cited following MLA style.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Web project or media broadcast, all permissions to use text, graphics, audio and video, not in the public domain, are obtained and clearly noted.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Work (if collaborative)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members collaborated effectively. Each assumed appropriate roles and contributed in a significant ways.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation (if presented)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student(s) used effective presentation strategies—opening clincher, strong closing.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students monitored audience for reaction, maintained eye contact, and projected voice to be clearly heard.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation displayed evidence of rehearsal. Language was appropriate. Delivery was smooth.</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Project-Specific Criteria</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Title</td>
<td>PA Computer Fair</td>
<td>Digital Movie Scoring Guidelines</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Judge #</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background and staging elements are unique and further support understanding of the concepts; design elements add continuity to video. Storyboard is completed and gives detailed information on the creation of the project.</td>
<td>Background is relevant to subject and not distracting; fonts are appropriate in color and size. Storyboard is present, but includes broad details about how the project was created.</td>
<td>Shows an attempt to make background and staging support understanding of the concept, but elements are distracting and inconsistent. Storyboard is present, but it is partially completed.</td>
<td>Background is inappropriate for subject; colors, props, and other elements of staging are distracting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, concise, well-written, no spelling or grammatical errors.</td>
<td>Few syntax, spelling or grammatical errors.</td>
<td>Moderate amount of spelling, syntax, and/or grammatical errors.</td>
<td>Many spelling, syntax and grammatical errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Elements</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera is clear, crisp and in focus; camera angles enhance the point of view. Music and images were selectively chosen to add depth and meaning to the project. Music is clear and images are not distorted. Speech is clearly articulated.</td>
<td>Camera is steady and in focus. Music stirs a rich emotional response to somewhat enhance the project. Images mostly coordinate with the music and somewhat creates a tone or atmosphere. Speech is clear.</td>
<td>Camera is occasionally unsteady or out of focus. Music is present, and not distracting. However, it does not add much to the story. An attempt was made to use images, but does not enhance the project. Speech is muffled.</td>
<td>Camera is very unsteady; focus is irregular and distracting. Music is distracting, inappropriate, or was not used. No attempt to use images to create an appropriate atmosphere/tone. Speech is inaudible.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project has a clear focus related to the chosen topic and one or more of the following elements: reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.</td>
<td>The project has a clear focus related to the chosen topic or issue. Information included has been compiled from several relevant sources. Substantial evidence of student learning and efforts are reflected in student's project.</td>
<td>There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidence of student learning and efforts are reflected in student's project.</td>
<td>The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flow</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project includes hooks that are used throughout to build interest and attention. Segments are long enough to make each point clear. There is a solid closing that leaves the viewer engaged.</td>
<td>Project moves at a steady pace with a hook. The ending is apparent.</td>
<td>Project moves at a slower pace to hold the audience's attention but the hook is not intriguing and/or there is a vague ending that does not sum up the project.</td>
<td>Project does not engage the audience. There is no hook and the movie ends without a closing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project compels the audience's attention.</td>
<td>The project is interesting to an audience beyond the students who created it.</td>
<td>The project is interesting to the students who created it.</td>
<td>The project is lacking in its ability to create interest.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developed by PA Computer Fair Committee - Revised 9/2011

Comments:

Total: _____
<table>
<thead>
<tr>
<th>Judge #</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Project presents information that is clear, effective and meets the objectives stated in the narrative.</td>
<td>Project presents information that is effective and meets most of the objectives stated in the narrative.</td>
<td>Project presents information satisfactorily but does not meet stated objectives.</td>
<td>Project presents information that is neither clear nor effective in meeting stated objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Clear, concise, well-written, no spelling or grammatical errors.</td>
<td>Few syntax, spelling or grammatical errors.</td>
<td>Moderate amount of spelling, syntax, and/or grammatical errors.</td>
<td>Many spelling, syntax and grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity/Originality</strong></td>
<td>The project reflects an exceptional degree of student creativity/originality.</td>
<td>The project reflects a limited degree of student creativity/originality.</td>
<td>The project is based on the designs or ideas of others and does not demonstrate original ideas.</td>
<td>The project does not demonstrate any original thought or creativity.</td>
<td></td>
</tr>
<tr>
<td><strong>Layout/Design</strong></td>
<td>The project is exceptionally attractive in terms of design, layout, neatness, unity, and consistency. The project demonstrates a clear understanding of the use of design tools and principles. Text and graphic elements are arranged to create an organized &quot;white space&quot;.</td>
<td>The project is attractive in terms of design, layout, unity, and consistency. The project demonstrates an understanding of the use of design tools. Text and graphic elements are arranged but lack appropriate &quot;white space&quot; appearing cluttered.</td>
<td>The project is attractive though it is slightly disorganized. The project demonstrates minimal understanding of design tools and principles. Project has text and graphics however they lack or have too much &quot;white space&quot;.</td>
<td>The project is disorganized and/or devoid of necessary elements and very poorly designed. The project does not demonstrate a clear understanding of design tools and principles. Project lacks text or graphics with no organized &quot;white space&quot;.</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Elements</strong></td>
<td>Advanced design tools and techniques are used often and effectively. Images enhance published document and strongly support all elements.</td>
<td>Design tools are used to connect graphic elements effectively. Images have strong relation to text, images have proper size resolution, colors and cropping.</td>
<td>Limited use of design tools is evident. Images are unrelated to page text. Images are too big/small in size or resolution images poorly cropped or have color problems.</td>
<td>Project exhibits no evidence of design manipulation. No images employed when images are needed to support content.</td>
<td></td>
</tr>
<tr>
<td><strong>Logo Elements</strong></td>
<td>The logo successfully captures the project's purpose and is artistically balanced - one part does not overpower another. The colors are visually appealing and the design is recognizable throughout the entire project to establish a brand. The logo is highly effective, simple, and scalable.</td>
<td>The logo is mostly relevant to the project's purpose and is mostly balanced. The colors complement each other and the design is adequately represented throughout the project. The logo is clean, simple, and scalable.</td>
<td>The logo is somewhat relevant to the project's purpose and may lack balance. The design is represented throughout some of the project but does not establish a brand. The logo may have too many elements that distort the purpose. It loses some quality when resized.</td>
<td>The logo is not relevant to the project's purpose and is imbalanced. The colors are distracting or clashing and the design is inconsistent or not represented throughout the entire project. The logo is cluttered, overly complex, and becomes distorted or illegible when resized.</td>
<td></td>
</tr>
</tbody>
</table>

Developed by PA Computer Fair Committee - Revised 9/2011

Comments:

Total: ___
Speaking and Listening Assessment Tools

The resources and assessment tools located in this section will assist your students in achieving the Pennsylvania Common Core Standards from the 1.5 Speaking and Listening category.

**Speaking and Listening 1.5**

“Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.”
FORMAL SPEECH SCORING GUIDE – GRADES K-3

Student Name ______________________________ Date ____________________________

Purpose _______________________________ Grade ____________________________

Intended Setting: Whole class Small group One-on-one

Standard: Speaks clearly and concisely to express self

4 — Exceeds the Standard
- Uses animation, shows enthusiasm
- Interacts with the audience, using consistent eye contact
- Presents with poise
- Uses appropriate and accurate vocabulary
- Presents information clearly in logical order

3—Meets the Standard
- Makes eye contact with the audience through most of the presentation
- Uses proper pace, volume, and articulation
- Presents information clearly in logical order

2—Making Progress
- Most of the presentation is audible
- Some eye contact is made
- Presents information that can be understood
- May not always be in logical order

1—Not Demonstrated
- Inaudible
- No eye contact made
- Information confusing

Comments: ______________________________________________________________

________________________________________________________

________________________________________________________
FORMAL SPEECH SCORING GUIDE – GRADES 4-6

Student Name__________________________________________ Date ____________________________

Purpose_________________________________________________ Grade ____________________________

Intended Setting: Whole class Small group One-on-one

Standard: Speaks clearly and concisely to express self

4 — Exceeds the Standard
- Uses animation, shows enthusiasm
- Interacts with the audience, using consistent eye contact
- Enunciates clearly, correctly and efficiently
- Varies tone, volume, and speed to enhance presentation
- Uses body language which enhances the presentation
- Presents with poise
- Uses appropriate and accurate vocabulary
- Presents information clearly in logical order
- If applicable, all visual aids (tables, charts, graphs, etc.) are labeled correctly with accurate spelling, capitalization, punctuation, and grammar

3—Meets the Standard
- Makes eye contact with the audience through most of the presentation
- Enunciates clearly, correctly and efficiently through most of the presentation
- Varies tone, volume, and speed to enhance the majority of the presentation
- Presents information clearly in logical order
- If applicable, all visual aids (tables, charts, graphs, etc.) are labeled correctly with accurate spelling, capitalization, punctuation, and grammar

2—Making Progress
- Most of the presentation is audible
- Some eye contact is made
- Presents information that can be understood
- May not always be in logical order

1—Not Demonstrated
- Inaudible
- No eye contact made
- Information confusing

Comments: __________________________________________________________

____________________________________________________________________

8.2
# Oral Presentation Evaluation Form: 7-12

**Student Name** 
**Date** 

**Presentation Title**

## Communication

<table>
<thead>
<tr>
<th>Statement</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins presentation with a clearly defined thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports each major point with information or data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cites major sources to show how experts and studies support thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate and accurate vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates importance, value, and impact of the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizes with a concluding statement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Effective Speaking

<table>
<thead>
<tr>
<th>Statement</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks clearly, correctly, and efficiently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses body language to enhance the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains consistent eye contact with members of the audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varies tone, volume, and speed to enhance presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents oneself with poise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Organization

<table>
<thead>
<tr>
<th>Statement</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses an engaging beginning and a thoughtful ending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly focuses around the thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranges information in a logical manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flows smoothly from one idea to the next</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of presentation meets teacher’s requirements (No more than 2 minutes of total video)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Visual Aid

<table>
<thead>
<tr>
<th>Statement</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual aid is introduced at an appropriate time during the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective use of media/graphic design with attention to layout, color scheme, and appropriate font style and size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly, accurately, and precisely communicates significant information or data to enhance presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All illustrations, tables, charts, and graphs are labeled within the presentation and properly cited in an MLA list of works cited (last screen of the presentation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual aid is free of errors with correct spelling, capitalization, punctuation, and grammar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Response to Questions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively responds to all questions from the audience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Oral Presentation Score

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comments:

---

8.3
Formal Listening Rubric
Grades K – 12

Name: ________________________________

Date: ________________________________

Grade: ________________________________

Purpose: ________________________________

Intended Setting: Whole class Small group One on one

Standard: Listen to gain information/understanding

4 – Exceeds the Standard
• Uses active listening skills consistently
• Insightfully responds to material presented
• Follows all directions

3 – Meets the Standard
• Shows evidence of active listening
• Responds to material appropriately
• Follows most directions

2 – Making Progress
• Inconsistent use of active listening
• Limited response to material
• Follows few directions

1 – Not Demonstrated
• Lack/minimal evidence of active listening
• Response not connected to material
• Does not follow oral directions

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8.4
Oral Presentation Peer-Feedback Form

Speaker ________________________________________________________________

Title of Presentation ______________________________________________________

Peer Observer ____________________________________________________________

Did the speaker appear prepared and credible? Did the visual aid enhance your understanding of the topic? Why or why not?

Could you follow the organization of the speech? What did the speaker do well?

How did the speaker do supporting her/his thesis? What does the speaker need to work on?

What did you learn from this presentation? Rank the presentation: 1 2 3 4 5

Oral Presentation Peer-Feedback Form

Speaker ________________________________________________________________

Title of Presentation ______________________________________________________

Peer Observer ____________________________________________________________

Did the speaker appear prepared and credible? Did the visual aid enhance your understanding of the topic? Why or why not?

Could you follow the organization of the speech? What did the speaker do well?

How did the speaker do supporting her/his thesis? What does the speaker need to work on?

What did you learn from this presentation? Rank the presentation: 1 2 3 4 5

8.5
### Oral Presentation Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>No</th>
<th>If No, what needs to be done? Who can help?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have gathered all information necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am thoroughly familiar with the information and can talk about <em>it in my own words</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can <em>pronounce</em> all of the words in my presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation has an <em>introduction</em>, a <em>main body</em>, and a <em>conclusion</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation includes <em>visual aids</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual aids follow the <em>visual aids guideline sheet</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have <em>written five possible follow-up questions</em> and turned them in to my teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have <em>practiced my presentation</em> in front of a mirror.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have practiced my presentation in front of two classmates and had them <em>rate my performance using the rubric</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have <em>made changes</em> in my presentation based on feedback from my classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have made sure my <em>entire group will be in school</em> on the day we present.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a <em>complete works-cited page</em> typed in MLA format.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional notes or reminders** (example: bring memory stick, make sure PowerPoint works, etc.):
Writing Assessment Tools

The assessment tools located in this section will assist your students in achieving following selected Pennsylvania Common Core Standards.

Writing 1.4: 11-12.A: Informative/Explanatory

“Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.”

Writing 1.4:11-12.G: Opinion/Argumentative

“Write arguments to support claims in an analysis of substantive topics.”

Writing 1.4.11-12.M: Narrative

“Write narratives to develop real or imagined experiences or events.”
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# Teacher/Student Writing Assessment Guide
## KINDERGARTEN

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
<th>Evident</th>
<th>Some Evidence</th>
<th>Not Yet</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus/Content/Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses drawings to communicate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>2. Uses scribble writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>3. Uses random lettering.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>4. Randomly copies words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>5. Letter sound correspondence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>6. Uses inventive spelling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>7. Leaves space between words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>8. Begins to use punctuation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>9. Writes sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prompt: ____________________________

Month: ____________________________
Name: __________________________  Date: ____________

Directions: Circle the face that fits the sentence.

I wrote my letters correctly.

😊 😐 😞

I proofread my spelling, capitalization, and punctuation.

😊 😐 😞

I wrote about the topic.

😊 😐 😞

I wrote 1 to 3 sentences to tell what I think.

😊 😐 😞

The words make clear pictures in my mind.

😊 😐 😞

My writing makes sense.

😊 😐 😞
# Teacher/Student Writing Assessment Guide
## Grade 1

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
<th>O</th>
<th>S</th>
<th>NI</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus/Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The prompt (or picture) and composition are clearly stated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Writes in complete sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The composition has 1 to 3 sentences that &quot;flow&quot; logically.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Some details are present.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Writes a letters correctly and legibly (upper and lower case).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses non-standard spelling, not phonetically correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. High frequency words are spelled correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. End punctuation is used correctly (.?).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Capital letters are used correctly (beginning of sentences, &quot;I&quot;, Proper names).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prompt: ____________________________

Month: ____________________________

**Key**
- "O" – Outstanding
- "S" – Satisfactory
- "NI" – Needs Improvement
Name: ________________________________

Date: __________________

Directions: Circle the face that fits the sentence.

I wrote my letters correctly.

😊 ☹ ☹

I proofread my spelling, capitalization, plurals, and punctuation.

😊 ☹ ☹

I wrote about the topic.

😊 ☹ ☹

I wrote 3 to 5 sentences to tell what I think.

😊 ☹ ☹

The words make clear pictures in my mind.

😊 ☹ ☹

My writing makes sense.

😊 ☹ ☹

I can tell what happens (1st, 2nd, 3rd).

😊 ☹ ☹
# Teacher/Student Writing Assessment Guide
## Grade 2

<table>
<thead>
<tr>
<th>Focus/Content</th>
<th>Date:</th>
<th>O</th>
<th>S</th>
<th>NI</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write a response to a prompt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The composition has 3 to 5 sentences that are complete, coherent and original.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The sequence of events is logical.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The composition contains descriptive language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Write all letters correctly and legibly (upper and lower case).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses standard spelling most of the time, but when needed shows invented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. End punctuation is used correctly (. ?!).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Capital letters are used correctly (beginning of sentences, “I”, Proper nouns).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Forms plurals by adding “s”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Subject and verbs agree.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prompt: ____________________________

Month: ____________________________

**Key**

"O" – Outstanding
"S" – Satisfactory
"NI" – Needs Improvement
Teacher/Student Writing Assessment Guide
Grade 3

Focus
□ My purpose and ideas are clear.
□ I know who is reading this paper.

Content
□ I use details to support my main point(s).
□ I explain my ideas.
□ My paper shows that I know what I'm talking about.

Organization
□ I have an introduction.
□ My paper is written in sequence (first, second, next).
□ I have an ending.

Style
□ I use a variety of nouns, verbs, and adjectives.
□ The paper sounds like "I" write it.
□ I write in a way that interests my readers.
□ It's easy to picture what I'm talking about.

Conventions
□ My paper has no errors in spelling, punctuation, or capitalization.
□ My paper has no usage errors (subject-verb; pronoun references).
□ I use complete sentences.
## Pleasant Valley Elementary School Grade 3
Pennsylvania Writing Assessment Holistic Scoring Guide

<table>
<thead>
<tr>
<th>Focus</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Demonstrates an awareness of audience and task ✓ Establishes and maintains a clear purpose ✓ Exhibits clarity of ideas</td>
<td>✓ Information and ideas are specific to topic ✓ Information and details are relevant to focus ✓ Ideas are fully developed</td>
<td>✓ Logical order is sequenced and maintained ✓ Introduction and conclusion are evident</td>
<td>✓ Variety of vocabulary ✓ Effective word choice ✓ Voice, tone, originality of language</td>
<td>✓ Mechanics, spelling, capitalization, punctuation ✓ Usage (e.g., pronoun references, subject-verb agreement) ✓ Sentence completions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Clear focus</td>
<td>Specific topic with some explanation of ideas and details</td>
<td>Logical and appropriate organization</td>
<td>Strong evidence of creative and original word choice</td>
<td>Minor errors in grammar, mechanics, spelling, usage and sentence formation that do not interfere with the meaning</td>
</tr>
<tr>
<td>3 Adequate focus</td>
<td>Sufficient topic with some explanation of ideas and details</td>
<td>Appropriate organization</td>
<td>Some evidence of creative and original word choice</td>
<td>Mechanical and usage errors not severe enough to interfere significantly with the writer's purpose</td>
</tr>
<tr>
<td>2 Vague of confused focus</td>
<td>Limited topic with few descriptions and details</td>
<td>Inconsistent and/or confused organization</td>
<td>Limited evidence of creative and original word choice</td>
<td>Repeated mechanical and usage errors that seriously interfere with the writer’s purpose</td>
</tr>
<tr>
<td>1 Minimal or absence of focus</td>
<td>Minimal or absence of topic and details</td>
<td>Minimal or absence of organization</td>
<td>Minimal or absence of creative and original word choice</td>
<td>Repeated mechanical and usage errors so severe that writer’s ideas are difficult if not impossible to understand</td>
</tr>
</tbody>
</table>

## Non-Scoreable

<table>
<thead>
<tr>
<th>Non-Scoreable</th>
<th>Off-Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>☠️ Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response</td>
<td>☠️ Is readable but did not respond to prompt</td>
</tr>
<tr>
<td>☝️ Is incoherent; i.e., words are legible but syntax is so garbled that responses make no sense</td>
<td></td>
</tr>
<tr>
<td>☝️ Is insufficient; i.e., does not include enough to assess domains adequately</td>
<td></td>
</tr>
<tr>
<td>☝️ Is a blank paper</td>
<td></td>
</tr>
</tbody>
</table>
Teacher/Student Writing Assessment Guide
Grades 4 - 5 - 6

Focus
☐ My purpose is clear.
☐ I write for a certain audience.
☐ I maintain a single point of view (first, second, or third person).
☐ My ideas are clear.

Content
☐ I use good examples and details to support my main point(s).
☐ My ideas are fully developed.
☐ My paper shows that I know what I’m talking about.

Organization
☐ My introduction will get the readers attention.
☐ If I have more than one paragraph, I make each one deal with a different supporting idea about my topic.
☐ There is a sequential order to my paper.
☐ I have a solid conclusion.

Style
☐ I use precise vocabulary.
☐ The paper sounds like me, not someone else.
☐ I write in a way that interests my readers.
☐ It’s easy to picture what I’m talking about.
☐ I use a variety of sentence structures.

Conventions
☐ My paper has no errors in spelling, punctuation, or capitalization.
☐ My paper has no usage errors (subject-verb; pronoun references).
☐ I use complete sentences.
# Pleasant Valley Grades 4 - 6
Pennsylvania Writing Assessment Holistic Scoring Guide

<table>
<thead>
<tr>
<th>Focus</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Demonstrates an awareness of audience and task</td>
<td>✓ Information and ideas are specific to topic</td>
<td>✓ Logical order is sequenced and maintained</td>
<td>✓ Precise language</td>
<td>✓ Mechanics, spelling, capitalization, punctuation</td>
</tr>
<tr>
<td>✓ Establishes and maintains a clear purpose</td>
<td>✓ Information and details are relevant to focus</td>
<td>✓ Paragraphs deal with one subject</td>
<td>✓ Effective word choice</td>
<td>✓ Usage (e.g. pronoun references, subject-verb agreement)</td>
</tr>
<tr>
<td>✓ Sustains a single point of view</td>
<td>✓ Ideas are fully developed</td>
<td>✓ Logical transitions are made within sentences and between paragraphs</td>
<td>✓ Voice, tone, originality of language</td>
<td>✓ Sentence completions</td>
</tr>
<tr>
<td>✓ Exhibits clarity of ideas</td>
<td></td>
<td>✓ Introduction and conclusion are evident</td>
<td>✓ Variety of sentence structures, types, and lengths</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Sharp and clear focus</td>
<td>Specific and illustrative content, good ideas and details that support the main point</td>
<td>Logical and appropriate organization</td>
<td>Precision, variety, and voice in sentence structure and/or word choice</td>
<td>Minor errors in grammar, mechanics, spelling, usage and sentence formation</td>
</tr>
<tr>
<td>3 Adequate focus</td>
<td>Sufficient content and some examples and details that support the main point</td>
<td>Appropriate organization</td>
<td>Some precision, variety, and voice in sentence structure and/or word choice</td>
<td>Mechanical and usage errors not severe enough to interfere significantly with the writer's purpose</td>
</tr>
<tr>
<td>2 Vague of confused focus</td>
<td>Limited content with few examples and details</td>
<td>Inconsistent and/or confused organization</td>
<td>Limited sentence variety and/or word choice</td>
<td>Repeated mechanical and usage errors that seriously interfere with the writer's purpose</td>
</tr>
<tr>
<td>1 Minimal or absence of focus</td>
<td>Minimal or absence of content and ideas</td>
<td>Minimal or absence of organization</td>
<td>Minimal or absence of sentence variety and/or word choice</td>
<td>Repeated mechanical and usage errors so severe that writer's ideas are difficult if not impossible to understand</td>
</tr>
</tbody>
</table>

## Non-Scoreable

- 🔴 Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response
- 🔴 Is incoherent; i.e., words are legible but syntax is so garbled that responses make no sense
- 🔴 Is insufficient; i.e., does not include enough to assess domains adequately
- 🔴 Is a blank paper

## Off-Prompt
- 🔴 Is readable but did not respond to prompt
## Teacher/Student Writing Editing Guide 7-8

<table>
<thead>
<tr>
<th>Content:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the entire essay about the thesis statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the writer use strong sources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the writer include some of his/her ideas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the writer develop his/her ideas?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a logical order to the paper?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the writer use transitions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does each supporting paragraph have a topic sentence and main idea?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the author use formal language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the sentence structure vary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the writer’s voice apparent within the essay?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the writer use a tone that is appropriate to the audience?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the writer use correct punctuation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the writer use correct spelling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the writer use complete sentences avoiding fragments and run-ons?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the writer use correct grammar and mechanics?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments on strengths:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

### You/I need to work on:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
# Teacher/Student Writing Editing Guide 9-12

## Content:
- Does the entire essay support and prove the thesis statement?
- Did the writer use authoritative sources?
- Does the writer have sophisticated ideas?
- Does the writer fully develop his/her ideas?

## Organization:
- Is there a logical order to the paper?
- Does the writer use strong transitions?
- Does each supporting paragraph have one controlling idea?

## Style:
- Does the author use sophisticated language?
- Does the sentence structure vary?
- Is the writer’s voice consistent and original?
- Does the writer use a tone that is appropriate to the audience?

## Conventions:
- Does the writer use correct punctuation?
- Does the writer use correct spelling?
- Does the writer use complete sentences avoiding fragments and run-ons?
- Does the writer use correct grammar and mechanics?

### Comments on strengths:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

### You/I need to work on:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
## Pleasant Valley Grades 7-12
Pennsylvania Writing Assessment Domain Scoring Guide

<table>
<thead>
<tr>
<th>Focus</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The single controlling point made with an awareness of task (mode) about a specific topic</td>
<td>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations</td>
<td>The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion</td>
<td>The choice, use and arrangement of words and sentence structure that create tone and voice</td>
<td>Grammar, mechanics, spelling, usage and sentence formation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus</th>
<th>Content</th>
<th>Organization</th>
<th>Style</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Sharp, distinct controlling point made about a single topic with evidence awareness of task (mode)</td>
<td>Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas</td>
<td>Sophisticated arrangement of content with evicent and/or subtle transitions</td>
<td>Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience</td>
<td>Evident control of grammar, mechanics, spelling, usage and sentence formation</td>
</tr>
<tr>
<td>3 Apparent point made about a single topic with sufficient awareness of task (mode)</td>
<td>Sufficiently developed content with adequate elaboration or explanation</td>
<td>Functional arrangement of content that sustains a logical order with some evidence of transitions</td>
<td>Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience</td>
<td>Sufficient control of grammar, mechanics, spelling, usage and sentence formation</td>
</tr>
<tr>
<td>2 No apparent point of evidence of a specific topic</td>
<td>Limited content with inadequate elaboration or explanation</td>
<td>Confused or inconsistent arrangement of content with or without attempts of transition</td>
<td>Limited word choice and control of sentence structures that inhibit voice and tone</td>
<td>Limited control of grammar, mechanics, spelling, usage and sentence formation</td>
</tr>
<tr>
<td>1 Minimal evidence of a topic</td>
<td>Superficial and/or minimal content</td>
<td>Minimal control of content arrangement</td>
<td>Minimal variety in word choice and minimal control of sentence structures</td>
<td>Minimal control of grammar, mechanics, spelling, usage and sentence formation</td>
</tr>
</tbody>
</table>

### Non-Scoreable

- **→ Is illegible**: i.e., includes so many indecipherable words that no sense can be made of the response
- **← Is incoherent**: i.e., words are legible but syntax is so garbled that responses make no sense
- **→ Is insufficient**: i.e., does not include enough to assess domains adequately
- **← Is a blank paper**

### Off-Prompt

- **← Is readable but did not respond to prompt**
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.</td>
</tr>
<tr>
<td>3</td>
<td>Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.</td>
</tr>
<tr>
<td>2</td>
<td>Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.</td>
</tr>
</tbody>
</table>
# PSSA Informational Scoring Guidelines

<table>
<thead>
<tr>
<th>Score</th>
<th>Focus</th>
<th>Content Development</th>
<th>Organization</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.</td>
<td>Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.</td>
<td>Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.</td>
<td>Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.</td>
</tr>
<tr>
<td>3</td>
<td>Clear controlling point made about a single topic with general awareness of task and audience.</td>
<td>Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.</td>
<td>Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.</td>
<td>Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.</td>
</tr>
<tr>
<td>2</td>
<td>Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.</td>
<td>Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitious elaboration with inconsistently supported information. May be an extended list.</td>
<td>Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.</td>
<td>Limited control of language and sentence structures that creates interference with tone.</td>
</tr>
<tr>
<td>1</td>
<td>Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.</td>
<td>Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.</td>
<td>Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.</td>
<td>Minimal control of language and sentence structures that creates an inconsistent tone.</td>
</tr>
</tbody>
</table>
# PSSA Persuasive Scoring Guideline

| **FOCUS** | Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience. |
| **CONTENT DEVELOPMENT** | Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident. |
| **ORGANIZATION** | Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content. |
| **STYLE** | Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone. |

| **FOCUS** | Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience. |
| **CONTENT DEVELOPMENT** | Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident. |
| **ORGANIZATION** | Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content. |
| **STYLE** | Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone. |

| **FOCUS** | Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience. |
| **CONTENT DEVELOPMENT** | Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence. |
| **ORGANIZATION** | Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content. |
| **STYLE** | Limited control of language and sentence structures that creates interference with tone. |

| **FOCUS** | Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience. |
| **CONTENT DEVELOPMENT** | Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence. |
| **ORGANIZATION** | Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content. |
| **STYLE** | Minimal control of language and sentence structures that creates an inconsistent tone. |
# PSSA Narrative Scoring Guidelines

<table>
<thead>
<tr>
<th>Level</th>
<th>Focus</th>
<th>Content Development</th>
<th>Organization</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sharp, distinct controlling point or theme with evident awareness of the narrative.</td>
<td>Strong story line with illustrative details that addresses a complex idea or examines a complex experience. Thoroughly elaborated narrative sequence that employs narrative elements as appropriate.</td>
<td>Skillful narrative pattern with clear and consistent sequencing of events, employing a beginning, a middle, and an end. Minor interruptions to the sequence may occur.</td>
<td>Precise control of language, literary devices, and sentence structures that creates a consistent and effective point of view and tone.</td>
</tr>
<tr>
<td>3</td>
<td>Clear controlling point or theme with general awareness of the narrative.</td>
<td>Story line with details that addresses an idea or examines an experience. Sufficiently elaborated narrative sequence that employs narrative elements as appropriate.</td>
<td>Narrative pattern with generally consistent sequencing of events, employing a beginning, a middle, and an end. Interruptions to the sequence may occur.</td>
<td>Appropriate control of language, literary devices, and sentence structures that creates a consistent point of view and tone.</td>
</tr>
<tr>
<td>2</td>
<td>Vague evidence of a controlling point or theme with inconsistent awareness of the narrative.</td>
<td>Inconsistent story line that inadequately addresses an idea or examines an experience. Insufficiently elaborated narrative sequence that may employ narrative elements.</td>
<td>Narrative pattern with generally inconsistent sequencing of events that may employ a beginning, a middle, and an end. Interruptions to the sequence may interfere with meaning.</td>
<td>Limited control of language and sentence structures that creates interference with point of view and tone.</td>
</tr>
<tr>
<td>1</td>
<td>Little or no evidence of a controlling point or theme with minimal awareness of the narrative.</td>
<td>Insufficient story line that minimally addresses an idea or examines an experience. Unelaborated narrative that may employ narrative elements.</td>
<td>Narrative pattern with little or no sequencing of events. Interruptions to the sequence interfere with meaning.</td>
<td>Minimal control of language and sentence structures that creates an inconsistent point of view and tone.</td>
</tr>
</tbody>
</table>
Transitional Expressions

Transitional expressions are words and phrases that link one idea to the next. Transitions make the relationship among your ideas clearer to your readers.

<table>
<thead>
<tr>
<th>To link similar ideas</th>
<th>accordingly</th>
<th>equally important</th>
<th>indeed</th>
<th>next</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>afterward</td>
<td>first</td>
<td>initially</td>
<td>of course</td>
</tr>
<tr>
<td></td>
<td>again</td>
<td>finally</td>
<td>in the same way</td>
<td>other</td>
</tr>
<tr>
<td></td>
<td>also</td>
<td>for instance</td>
<td>last</td>
<td>second</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td>further</td>
<td>last of all</td>
<td>secondly</td>
</tr>
<tr>
<td></td>
<td>and then</td>
<td>furthermore</td>
<td>likewise</td>
<td>similarly</td>
</tr>
<tr>
<td></td>
<td>another</td>
<td>in addition</td>
<td>moreover</td>
<td>third</td>
</tr>
<tr>
<td></td>
<td>besides</td>
<td>in a like manner</td>
<td>most important</td>
<td>too</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To add an idea</th>
<th>after</th>
<th>conversely</th>
<th>in effect</th>
<th>on the contrary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>after all</td>
<td>despite</td>
<td>effectively</td>
<td>however</td>
</tr>
<tr>
<td></td>
<td>although</td>
<td>even if</td>
<td>in other instances</td>
<td>otherwise</td>
</tr>
<tr>
<td></td>
<td>although true</td>
<td>so</td>
<td>in spite of</td>
<td>provided that</td>
</tr>
<tr>
<td></td>
<td>and yet</td>
<td>for all that</td>
<td>instead</td>
<td>still</td>
</tr>
<tr>
<td></td>
<td>as if</td>
<td>granted that</td>
<td>nevertheless</td>
<td>whereas</td>
</tr>
<tr>
<td></td>
<td>at the same time</td>
<td>on the other hand</td>
<td>nor</td>
<td>unlike</td>
</tr>
<tr>
<td></td>
<td>but</td>
<td>in a like manner</td>
<td>notwithstanding</td>
<td>yet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To limit or contradict an idea</th>
<th>for that reason</th>
<th>in short</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>for this reason</td>
<td>otherwise</td>
<td>therefore</td>
</tr>
<tr>
<td></td>
<td>hence</td>
<td>since</td>
<td>thus</td>
</tr>
<tr>
<td></td>
<td>hitherto</td>
<td>so far</td>
<td>truly</td>
</tr>
<tr>
<td></td>
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<th>similarly</th>
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<th>to conclude</th>
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<td>to summarize</td>
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<td></td>
<td>in summary</td>
<td>stated briefly</td>
<td>to sum up</td>
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<th>as a result</th>
<th>in fact</th>
<th>sometimes</th>
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<td>in other words</td>
<td>specifically</td>
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<td>likewise</td>
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<th>To indicate summary or conclusion</th>
<th>briefly</th>
<th>in conclusion</th>
<th>on the whole</th>
<th>to conclude</th>
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<td>certainly</td>
<td>in short</td>
<td>put simply</td>
<td>to summarize</td>
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<tr>
<td></td>
<td>in brief</td>
<td>in summary</td>
<td>stated briefly</td>
<td>to sum up</td>
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<tr>
<th>To indicate concession</th>
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<th>even though</th>
<th>naturally</th>
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<td></td>
<td>although this may be true</td>
<td>of course</td>
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<td></td>
<td>at the same time</td>
<td>perhaps</td>
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9.10
Five Types of Writing

Type One: Capture Ideas

Type One writing gets ideas on paper — brainstorming. Type One is timed and requires a minimum number of items or lines. Questions and/or guesses are permitted. Evaluated with a check (√) or minus (−). One draft.

Type Two: Respond Correctly

Type Two writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question, graded as a quiz. One draft.

Type Three: Edit for FCAs

Type Three writing has substantive content and meets up to three specific standards called focus correction areas. It is read out loud and reviewed to see if the draft meets the following criteria: completes the assignment, is easy to read, and meets standards set by the focus correction areas. Revision and editing are done on the original. One draft.

Type Four: Peer Edit for FCAs

Type Four writing is Type Three writing that is read out loud and critiqued by another. Two drafts.

Type Five: Publish

Type Five writing is of publishable quality. Multiple drafts.

For All Types

For all types, skip lines. For Types One and Two, label the type on top left-hand side of paper. For Types Three and Four, list focus correction areas on top left-hand side. Type Three and Four papers should be saved and used to practice editing skills.


9.11
# JOHN COLLINS WRITING PROGRAM
## 5 TYPES OF WRITING

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DESCRIPTION</th>
<th># OF DRAFTS &amp; EVALUATION</th>
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</table>
| **TYPE 1:** Capture Ideas | Type 1 writing gets ideas on paper—it's brainstorming. Type 1 is timed and requires a minimum number of items or lines to be generated. Questions and/or guesses are permitted. | • One draft  
• Outcomes are evaluated with a √ or –                                                                                                                                                                    |
| **TYPE 2:** Respond Correctly | Type 2 writing shows that the writer knows something about a topic or has thought about the topic. It has a correct answer to a specific question.                                                             | • One draft  
• Graded as a quiz                                                                                                                                                                                         |
| **TYPE 3:** Edit for FCA's | Type 3 writing has content and meets up to three specific standards called focus correction areas (FCA's). Revision and editing are done on the original.                                                      | • One draft (save)  
• Read out loud and reviewed to see if the draft completes the assignment, is easy to read and meets standards set for the focus correction areas. |
| **TYPE 4:** Peer Edit for FCA's | Type 4 writing is Type 3 writing that is read aloud by someone else.                                                                                                                                              | • Two drafts  
• Writing is critiqued by a peer and revised by the author                                                                                                                                               |
| **TYPE 5:** Publish | Type 5 writing is of publishable quality.                                                                                                                                                                          | • Multiple drafts  
• Published work                                                                                                                                                                                          |
Idea for Using
Type One Writing
Across the Curriculum

Type One Writing—for engaging students and getting them to think; no right or wrong answer; quick and simple evaluation (√ or OK) based on number of lines written or evidence of thoughtful effort.

For activating prior knowledge:

- In eight lines or more (or five or ten lines depending on the time you want to take), write the things you know, think you know, or questions you have about ________.
- Even though we have not read or discussed it yet, what does the term (or concept or phrase) ________ mean to you?
- What do you think this (picture, formula, abbreviation, notation, chart, word, mark, or phrase) means? Why do you think so?
- What were the most important (or interesting, surprising) points to you from yesterday’s discussion about ________?
- On the topic we discussed yesterday, what were the ideas you understood best? Least?
- What do you think a ________ looks like?
- How do you think a ________ behaves (or is solved or is constructed)?
- What are some of the skills required to be a successful ________ (painter, drafter, software designer, teacher, nurse, electrical engineer, surveyor, salesperson, and so on)?
- What characteristics make job applications (or college admission applications) impressive to those reading them? What mistakes should you absolutely avoid on applications?
- When you are participating in a job or college interview, what are some “must do” behaviors to keep in mind? What are some “must avoid” behaviors?

For reflecting:

- When you think about ________, what are some of the things you wonder about?
- Think about and write down two “hard questions” about ________
- What part of yesterday’s discussion about ________ would you find it difficult to explain clearly to someone else?

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• On last night’s homework, what was the hardest part for you to solve (or understand, complete, read, collect, and so on)?
• If you were going to solve (or do or read or study) _________ again, what would you do differently?
• What went well with your group project (or experiment or performance)? What would improve the group’s work?
• What kinds of questions (or problems, reading assignments, laboratory activities, new vocabulary, writing assignments, and so on) are hard for you?
• What is the easiest part of _________ for you? Why do you think it is easy for you?
• As you think about what we did in class today, what was (easiest, most fun, most challenging, something you would like to do again differently)?
• Based on today’s discussion, do a 3–2–1 reflection. Write down three things you found interesting, two things that were a bit confusing, and one thing you would like to know more about.

For brainstorming:
• What are two ways you would go about solving this problem?
• Write as many examples as you can in the next two minutes of _________.
• What might have caused the scene you see in this picture?
• What are other ways we can get the same (result, solution, answer, outcome)?
• What (tools, formulas, instruments, reference materials) do you think were used to accomplish this?

For predicting:
• Predict what would happen if _________. Explain why you think so.
• Describe what you think is going to happen next in this story we are reading.
• Before we (go on this field trip, conduct this experiment, study this unit, collect this data), what are some of the things you hope to find out?
• Look at this historical data describing population (or winning Olympic times, voting patterns, pollution statistics). What do you think the data will look like in ten years?

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• If a Wal-Mart is built in our town, describe what impact it will have on our local ecosystem (or economy, traffic, schools, and so on).

• What skills do you think artists (or mathematicians, teachers, software designers, performers, and so on) will need five years from now? Why?

For making connections:

• What relationship does _______ have with current events or your daily life at home or school?

• How do you think _______ and _______ are related? Explain.

• Describe an event in your life similar to the one experienced by the character in the story.

• How is _______ (this type of problem, historical event, story, concept) similar to _______ (another type of problem, historical event, story, concept)?

For thinking about learning:

• If you were interviewing for a job as an intern at a biology lab (or photo studio, or marketing research firm, summer camp, and so on), which of your abilities and skills would you emphasize?

• When you are preparing for a test, what techniques do you use to help you remember important facts?

• For the upcoming test, what question do you think I might ask that would require a short written answer (as opposed to a multiple-choice, true–false, or matching answer)?

• Think about the test you just completed and how you prepared for it. What should you have spent more time studying? Less time? Why?

• When you are feeling “stuck” on a problem, reading, or some type of assignment, what steps do you take (or resources do you use) to get yourself “unstuck?”

• What do you think are the important habits of people who are good at _______?

• What are some of the things you do that make you a good (reader, writer, test taker, problem solver, studymate)?

• What are some things you could do to become a better _______?

• Describe something that you can do better now than you could last year.

• When I teach this unit on _______ to next year’s class, what do you think I could do to make it better?
For creative thinking:

- What do you think someone in this situation (in a story, news event, and so on) would be thinking? Be worried about? Be happy about? What do you think the other person in this situation would be thinking?

- Describe a way of doing this routine task (such as reviewing homework, passing out lab materials, distributing calculators, signing out instruments or supplies) so that it would be more interesting or efficient to do.

- As you think about the way this character responded to the problem in the story, write down the positives (phases) of the action and the negatives (minuses). What would be another interesting way for the character to have responded? What would be the positives and negatives of that action?

- What if (electricity emitted sound waves, numbers 0–10 had assigned colors, copying machines did not exist, houses could not be built with right angles, and so on). What would life be like?
Ideas for Using
Type Two Writing
Across the Curriculum

Type Two Writing—for checking students’ understanding.

• What were three of the most important points from our class discussion yesterday (or today’s class discussion or last night’s reading assignment)?

• In your own words, write the meaning of ________ in a way that a classmate would understand and be able to answer on a test.

• Explain two ways* that ________ and ________ are similar.

• Describe three ways* that ________ and ________ are different.

• ________ and ________ are alike in some ways and different in others. Describe two ways* they are similar and two ways* they are different.

• What strategies that we have talked about might you use to (solve, differentiate, figure out, fix, and so on) the following?

• Give two examples* of how ________ comes up in other nonmathematical (or nonhistorical, nonliterary, nonscientific, nonmusical, and so on) situations.

• Give two reasons* why this cannot be a correct answer for this problem (or question). Explain.

• Tell three reasons* why ________ can’t (or doesn’t) work. Explain.

• Describe the materials (or resources, chemicals, instruments, classroom tools) needed to do (or solve) the following.

• Describe two ways* that ________ occurs in everyday living.

• Tell me three things* wrong with this statement (or piece of writing, picture, description, problem solution, lab report).

• Explain two ways* that you could tell the difference between a ________ and a ________.

• Describe three characteristics* of all ________.

• What are three things* you could change to make this (sentence, solution, comparison, proof, explanation, thesis, and so on) better?

• Give three reasons* why you can tell this is not a ________.

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• Explain two reasons* why I would not give this answer full credit on a test.

• All but one of the following (people, operations, countries, animals, objects, stories, events, and so on) belong to a category because they have several common characteristics. Give this category a name, and give two reasons why the one does not belong in this category.

• If you were summarizing today's discussion for a friend who is absent, what two ideas* do you think might show up on our end-of-unit test?

• Describe the steps you would take in order to estimate the answer to this problem.

• Describe a pitfall to avoid in doing this (experiment, problem, performance, piece of writing).

• Explain two ways that data could be shown to support this answer.

• If the answer is __________, write two questions* that would go with that answer.

• Explain the three steps* that must be taken to get an answer to this problem (or question, situation).

* Or another number appropriate for this task.

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## Comparing and Contrasting Matrix

<table>
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<td>Characteristic 3</td>
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<td>Characteristic 6</td>
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Focus Sheet | Developing a Thesis

**Remember:** An effective thesis statement has three elements—a subject, a position, and reasons for that position. Use the work area below to develop your thesis.

**Subject:**

**Position:**

**Reason or Reasons:**

**Thesis Statement:**

**Support**

To be persuasive, you need solid support for your thesis. Use the work area below to make notes on the points you might want to use in your letter.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Details</th>
<th>Examples</th>
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Focus Sheet Developing a Thesis

Remember: An effective thesis statement has three elements — a subject, a position, and reasons for that position.

Your Issue: ____________________________
______________________________
______________________________
______________________________

Your Position: ____________________________
______________________________
______________________________
______________________________

Your Reason (or Reasons):
______________________________
______________________________
______________________________
______________________________

First Draft Thesis Statement:
______________________________
______________________________
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______________________________

Alternative Thesis Statement:
______________________________
______________________________
______________________________
______________________________

Final Thesis Statement:
______________________________
______________________________
______________________________
______________________________

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9.16
Quoting, Summarizing, and Paraphrasing Sources

Developing Support for Your Thesis

1 Direct Quotes
Remember: Direct quotes use the words of the source. In your essay, the actual words will be included in quotation marks. Use quotes when the exact words of the source fit easily and effectively into your essay or when the source is so authoritative you want to be sure to use the exact words.

Quotes/Source:

2 Paraphrased Support
Remember: Paraphrasing is restating in your own words information from a source in about the same number of words as the original. Paraphrase your sources when the original is too technical or otherwise inappropriate for your essay.

Paraphrased Information/Source:

3 Summarized Support
Remember: Summarizing means condensing the ideas of others without losing accuracy; summarize when the original source material is too extensive to include in your essay.

Summarized Information/Source:

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### Short Persuasive Essay Sheet—HELPS: Getting and Organizing Your Ideas

<table>
<thead>
<tr>
<th>Reasons For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong> Historic, Political, Legal</td>
<td><strong>H</strong> Historic, Political, Legal</td>
</tr>
<tr>
<td><strong>E</strong> Economic, Resource Utilization</td>
<td><strong>E</strong> Economic, Resource Utilization</td>
</tr>
<tr>
<td><strong>L</strong> Literary, Aesthetic</td>
<td><strong>L</strong> Literary, Aesthetic</td>
</tr>
<tr>
<td><strong>P</strong> Personal, Ethical, Religious</td>
<td><strong>P</strong> Personal, Ethical, Religious</td>
</tr>
<tr>
<td><strong>S</strong> Scientific</td>
<td><strong>S</strong> Scientific</td>
</tr>
</tbody>
</table>

- **Position**
  - Yes
  - Under certain conditions/circumstances
  - No

  **Reason 1**
  **Reason 2**
  **Reason 3**

**Thesis Statement**: Topic / Position / 2 to 3 Reasons without “I.”
Graphs for Sentence Length

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Tip Sheet  Writing Strong Introductions

Here are some strategies, or writer’s devices, that can be used to strengthen introductions:

**An Intriguing Fact.** China has more students classified as gifted than the United States has total students.

**A Surprising Statistic.** Schools with single gender classes consistently report fewer absences than traditional schools.

**A Provocative Quotation.** Commenting on whether the death penalty is a deterrent to crime, Jeff Jacoby states, “Sure enough, as executions have become more numerous, murder has declined.”

**A Thought-Provoking Question.** Did you know that it costs states more to sentence a person to death than it does to imprison them for their entire life?

**An Anecdote or Brief Story.** After visiting two days in a school where uniforms are worn, it is clear to me that students have as much personality, individuality, and creativity as those students who do not wear uniforms.

**Specific Details.** (describing an activity or setting related to the topic) There were trained student leaders, posters about conflict resolution in the hall, support groups after school, and reminders in the cafeteria. This school had zero tolerance for bullying.

Be careful to avoid writing an introduction that has one of these problems:

**The Vague Introduction.** This is a weak introduction that usually has one of two problems: 1) one of the elements of a clear thesis is missing, or 2) the attempt at grabbing the reader’s attention is not appropriate, is too indirect, or is unrelated. Avoid: Have you ever wondered what it would be like to attend school in a uniform? Wearing of school uniforms is really not a good solution to the achievement problem. (The question is not really thought-provoking or related to the issue. The thesis is missing a reason for the position.)

**The Flat Introduction.** This is an introduction that has a thesis but no real attempt at grabbing the reader’s attention. Avoid: Catcher in the Rye should be banned from schools because of the negative influence some families feel it has on their children.

**The Restated Question Introduction.** Asking a provocative or thought-provoking question can be an effective technique, but simply restating the core question of a project is ineffective—and boring. Avoid: Should schools change their schedule to be year round?

**The Dictionary Definition Introduction.** Anyone can look up a definition in the dictionary. Don’t think that quoting a dictionary definition is going to “hook” your reader. Avoid: A bully is someone who is habitually cruel to smaller or weaker people.

**The Book Report Introduction.** It was not really effective in third grade to simply announce what you are writing about (I am going to tell you about . . .), and it is particularly ineffective as an introduction to an essay. Avoid: I am going to argue against the death penalty.

**The Way-Too-Broad Introduction.** Don’t let your desire to be provocative cause you to make statements that are too broad or grandiose. Avoid: Since the dawn of man, people have been concerned about bullying.
Writing Effective Conclusions

Here are some strategies, or writer’s devices, that can be used to wrap up your essay and leave a positive impression on the reader:

I. Strategies for Writing a Strong Conclusion

- **Conclude with a Quotation.** Finish your piece with a quotation from your research. Look for an authoritative quote that provokes thinking or summarizes your position.

- **Conclude by Returning to the Theme of the Introduction.** This strategy brings the reader full circle. If you used a quote by an authority, try using another by the same person. If you used a personal anecdote or story, make a reference to it and remind the reader about its relevance. If you used a thought-provoking question, you might make specific reference to the question and how your essay has answered it. If you used an intriguing fact or startling statistic, you might refer to it again and use it as a way to put your essay into perspective.

- **Conclude by Proposing a Course of Action.** Recommend a solution or proposal related to your issue. Suggest an action step that the reader might take. This is a powerful way to close because it offers readers a way to act on what they have read.

- **Conclude with a Thought-Provoking Question.** Even if a thoughtful question was not used in the introduction, it might be used here to wrap up your piece. Ending with a question suggests a related area of study or consideration for the reader.

- **Conclude with a Powerful Image.** Just as you can use specific details about a setting or event in your introduction, they can be used effectively in your conclusion. Describe a scene, an experience, or an interaction that relates to your thesis.

- **Conclude by Pointing to a Broader Issue.** Another strong way to finish your piece is to make a connection between your topic and a broader community or societal issue.

Be careful to avoid these pitfalls with your conclusion:

II. Weak Strategies to Avoid in Your Conclusion

- **Avoid the Book Report Conclusion.** Just as you did with your introduction, avoid the too-young-sounding conclusion like, “That is my opinion on . . .” or “I hope you agree that . . .”

- **Avoid Tired and Overused Phrases.** Signal phrases such as “in conclusion,” or “in summary” are helpful to the reader but can sound wooden or trite. Try to find other phrases (e.g., “the research supports the conclusion . . .” or “many authorities agree . . .” or “let me summarize by emphasizing . . .”) that signal to the reader that a transition to the conclusion is coming.

- **Avoid Introducing a New, Unrelated Topic.** Be careful when wrapping up with a provocative question or relating to a broader issue. Don’t introduce a question or topic that seems unrelated to your thesis. You don’t want readers scratching their heads and saying, “What?”

- **Avoid Simply Restating the Thesis.** Do not just repeat the thesis in your conclusion. Rephrase it, expand on it, or refer to it in a thoughtful way that brings the reader full circle in your essay.

- **Avoid Making a Call for Action That Is Too Emotional or Unrealistic.** A persuasive essay is weakened if your call for action is impractical or too extreme.
## Misused/Misspelled Word List 1

<table>
<thead>
<tr>
<th>a lot</th>
<th>height</th>
<th>success</th>
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<td>hundred</td>
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<td>interesting</td>
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<tr>
<td>another</td>
<td>it's/its</td>
<td>their/there/they're</td>
</tr>
<tr>
<td>are/our</td>
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<td>then</td>
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<tr>
<td>asked</td>
<td>laid</td>
<td>they</td>
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<td>beautiful</td>
<td>led</td>
<td>threw/through</td>
</tr>
<tr>
<td>because</td>
<td>length</td>
<td>to/too/two</td>
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<td>believe/belief</td>
<td>lose/loose</td>
<td>tomorrow</td>
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<td>twelfth</td>
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<td>usually</td>
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<tr>
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<td>passed/past</td>
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<td>weird</td>
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<td>went</td>
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<td>where</td>
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<td>science</td>
<td></td>
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<td>forty</td>
<td>sense/since</td>
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<td>friends</td>
<td>separately</td>
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</tr>
<tr>
<td>fright</td>
<td>social studies</td>
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<td>something</td>
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<tr>
<td>heard</td>
<td>strength</td>
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</tbody>
</table>

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Misused/Misspelled Word List II

absence
accommodate
affect/effect
amateur
apartment
assignment
athletic
attendance
awfully
beginning
business
cafeteria
capital/capitol
commitment
condemn
conscientious
convenient
description
despise
embarrassing
equipment
exaggerate
excellent
existence
fascinate
foreign
generally
government
guarantee
guidance
harass
immediately
independent
indispensable
jealous
knowledge
laboratory
maintenance
mathematics
miniature
misspell
necessary
noticeable
obscene
occasion
occurred
parallel
passed
pastime
permanent
physical
playwright
pleasant
possession
precede
privilege
psychology
publicly
pursue
recommend
repetition
rhythm
ridiculous
schedule
secretary
seize
simile
sincerely
sophomore
specifically
specimen
statue
subtle
technique
tragedy
transferred
tries
tyranny
undoubtedly
whether/weather

From Improving Student Performance, Copyright © 2007 by Collins Education Associates LLC. All rights reserved except those which may be granted by Sections 107 and 108 of the Copyright Revision Act of 1976.
Notes on Editing and the Collins Writing Program

The Collins Writing Program has five types of writing, but in Types One and Two, teachers typically do not comment on problems of mechanics or conventions; therefore, editing symbols are not needed. In Types Three and Four, editing comments are usually limited to the areas covered by the focus correction areas (FCAs). In Type Five, teachers act as true editors, helping students produce an error-free paper.

The symbols listed below are standard symbols used by editors with the exception of the * which indicates a positive comment. Don’t forget the *. Everyone likes to know the positive!

- **A** Insert
- **¶** Paragraph
- **ₚ** Delete
- **≡** Capitalize
- **₁** Lowercase, not a capital
- **sp** Spelling
- **rs** Run on or fused sentence
- **frag.** Sentence fragment
- **?** Hard to understand
- **w.c.** Incorrect word choice
- **voice** Strong voice
- **lead** Good beginning
- **close** Strong conclusion
- **detail** Good detail

9.24
The Optical Character Recognition (OCR) style, including all recommended abbreviations, is to be used by the company for all labels and envelopes.

**LABEL/ENVELOPE FORMAT SAMPLE**

MS JUNE R TIJERINA
CLAIMS DEPARTMENT
GOLDEN INSURANCE COMPANY
1846 MARKET STREET
SAN FRANCISCO CA 94102-1234

**BUSINESS LETTER SAMPLE**

Top Margin: 2"
Side Margins: 1"

Current Date
(QS)
Ms. Terra Green
1923 Deseans Circle
Cottonwood, AZ 86326
(DS)
Dear Ms. Green
(DS)
This letter is keyed in block style with open punctuation. All lines, including the date, inside address, salutation, and closing begin at the left margin. A double space is left between all letter parts except before the inside address and the writer's name, where a quadruple space (4 returns) will be found.
(DS)
This letter style is to be used for FBLA-PBL competition.
(QS)
Sincerely
Barbara Small
Director of Education
(DS)
xx
1912 Association Drive
Reston, VA 20191-1591
Current Date

(QS)

Ms. Terra Green
1923 Deserama Circle
Cottonwood, AZ 86326

(DS)
Dear Ms. Green

(DS)
This letter represents an acceptable format for a personal business letter. As you can see, the
format is identical to a business letter keyed in block style with open punctuation. Addition-
ally, reference initials are not included.

(DS)
Sincerely

(QS)

Barbara Small
Tables

Special Instructions
- Bold titles and column headings.
- Column headings may be centered over column or blocked at left of column.
- Tables using both one- and two-line column headings should be aligned at the bottom of the cell.
- For two-line column headings in tables without gridlines, underline the bottom word of the heading.
- Gridlines are optional unless otherwise stated.
- If gridlines are not used, underline column headings and DS after heading.
- Do not include $ with dollar amounts in columns. Dollar signs may be placed in Total Row.
- All columns containing numbers should be right or decimal aligned.
- All columns containing text should be left aligned.
- The body of the table may be single or double spaced.
- Tables within another document should be centered horizontally unless otherwise indicated.
- DS before and after the table.
- Gridlines should not be used in titles.

Center Vertically
Center Horizontally

Example Table with Gridlines

<table>
<thead>
<tr>
<th>Position</th>
<th>Current Salary</th>
<th>Percent Increase</th>
<th>Amount Increase</th>
<th>New Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>26,000.00</td>
<td>6.5</td>
<td>1,690.00</td>
<td>27,690.00</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>23,000.00</td>
<td>5.5</td>
<td>1,265.00</td>
<td>24,265.00</td>
</tr>
<tr>
<td>Data Entry Clerk</td>
<td>16,000.00</td>
<td>4.5</td>
<td>742.50</td>
<td>17,742.50</td>
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<tr>
<td>Executive Assistant</td>
<td>25,000.00</td>
<td>6.5</td>
<td>1,625.00</td>
<td>26,625.00</td>
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<tr>
<td>Office Specialist</td>
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<td>950.00</td>
<td>19,950.00</td>
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<tr>
<td>Total</td>
<td>$109,500.00</td>
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<td>$6,272.50</td>
<td>$115,772.50</td>
</tr>
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Example Table without Gridlines

<table>
<thead>
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<th>Amount Increase</th>
<th>New Salary</th>
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<tr>
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<td>6.5</td>
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<td>Total</td>
<td>$109,500.00</td>
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<td>$6,272.50</td>
<td>$115,772.50</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

Top Margin: 2"
Side Margins: 1"

TABLE OF CONTENTS

(QS)

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Intro

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Notes:

Page numbers should be right aligned with leader lines.
High-Frequency Writing Words

In order to provide continuity in spelling instruction as well as align with PSSA requirements, the Language Arts Task Force has adopted the following high frequency word list to be utilized by all teachers as a mastery list.

Students are responsible for all of the previous year's lists, and all teachers are expected to hold students accountable for spelling these words correctly across the curriculum.
Section 10. High-Frequency Writing Words

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a
and
are
for
he
in
is
it
of
on
that
the
to
was
you
High-Frequency Writing Words
Grade 2

a
all
and
are
as
at
be
but
by
for
from
had
have
he
his
I
in
is
it
not
of
on
one
or
that
the
they
this
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what
when
with
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<td>be</td>
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<td>but</td>
<td>them</td>
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<tr>
<td>by</td>
<td>then</td>
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<tr>
<td>can</td>
<td>there</td>
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<tr>
<td>do</td>
<td>they</td>
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<td>each</td>
<td>this</td>
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<td>for</td>
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<td>too</td>
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<td>two</td>
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<tr>
<td>have</td>
<td>up</td>
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<td>he</td>
<td>was</td>
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<tr>
<td>his</td>
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<tr>
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<td>when</td>
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<td>in</td>
<td>which</td>
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<td>is</td>
<td>will</td>
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High-Frequency Writing Words
Grade 4

a
about
all
an
and
are
as
at
be
been
but
by
can
could
do
each
first
for
from
had
has
have
he
her
him
his
how
I
if
in
into
is
it
like
make
many
more
no
not
of
on
one
or
other
out
said
see
she
so
some
than
that
the
their
them
then
there
these
they
they’re
this
time
to
too
two
up
was
we
were
what
when
which
will
with
would
you
you’re
your
High-Frequency Writing Words
Grade 5

a in than your
about into that
after is the
all it their
an its them
and just then
are like there
as little these
at long they
be know they’re
been made this
but make time
by many to
called may too
can more two
could most up
did my use
do no very
down not was
each now water
find of way
first on we
for one were
from only what
had or when
has other where
have out which
he over who
her people will
him said with
his see words
how she would
I so you
if some you’re
<p>| a | about | after | all | also | an | and | another | any | are | around | as | at | back | be | because | been | but | by | called | came | can | come | could | day | did | do | does | down | each | even | find | first | for | from | get | go | good | had | has | have | he | her | him | his | how | I | if | in | into | is | it | its | just | know | like | little | long | look | made | make | man | many | me | more | most | much | must | my | new | no | not | now | of | on | one | only | or | other | our | out | over | part | people | right | said | same | see | she | so | some | some | than | that | the | their | theirs | theirs | there | there’s | these | they | they’re | think | this | three | through | time | to | too | two | up | use | very | was | water | way | we | were | what | when | where | which | who | who | will | with | words | work | would | write | you | your | you’re | 10.6 |</p>
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</table>
Handwriting

To improve and provide continuity district-wide, the Language Arts Task Force has adopted the following recommendations and expectations from the Handwriting Committee for implementation into the curriculum since the 2000-2001 academic year.
Section 11. Handwriting

Handwriting Recommendations .......................................................... 11.1
Handwriting Expectations ................................................................. 11.2
PLEASANT VALLEY SCHOOL DISTRICT
Handwriting Recommendations

To improve and provide continuity district-wide, the Language Arts Task Force has adopted the following recommendations and expectations from the Handwriting Committee for implementation into the curriculum beginning with the 2000-2001 academic year.

Recommendations from Handwriting Committee
1. Suggestions for expectations at each grade level are attached.
2. Results of surveys were discussed. Results of the grades K-4 survey pertaining to the issue of when to begin cursive handwriting were divided. The majority of support, kindergarten, grade 1 and grade 2 teachers felt cursive writing instruction should begin in grade 3. The majority of grade 3 and 4 teachers felt cursive instruction should begin mid-year grade 2. Based on the research done by this committee it is our suggestion that cursive handwriting instruction be introduced in third grade. Results of the grades 5-6 survey recommend that mastery of cursive handwriting instruction is attained by the end of grade 5.
3. We strongly recommend in-service for all teachers to re-establish curriculum expectations and provide ideas for creative and effective instruction. The idea of self-assessment and peer assessment should be introduced as well.

Expectations for Kindergarten
1. Introduce directionality, proper strokes and letter formation.
2. Introduce appropriate posture, pencil grip and paper position.
3. No formal instruction with using lined paper is suggested. However, a variety of different kinds of paper should be available for students who demonstrate interest and readiness.
4. Promote development of fine motor skills by using manipulatives and hand exercises.
5. Teacher models proper handwriting.
6. Provide variety of writing tools.
7. Teachers provide a minimum of 15-30 minutes of instruction weekly.

Expectations for First Grade
1. Teach appropriate posture, pencil grip and paper position.
2. Teach appropriate strokes, letter formation and directionality.
3. Introduce formal instruction with lined paper and print concepts that affect spacing.
4. Teacher models proper manuscript handwriting.
5. Promote development of fine motor skills by using manipulatives and hand exercises.
6. Teachers provide 15-20 minutes of instruction daily.
Expectations for Second Grade
1. Master appropriate posture, pencil grip and paper position.
2. Master appropriate strokes, letter formation and directionality of manuscript writing.
3. Master appropriate use of lines and demonstrate proper spacing concepts of manuscript.
4. Teacher models appropriate use of manuscript writing.
5. All written work should be legible across the curriculum.
6. Teachers provide 15-20 minutes of instruction daily.

Expectations for Third Grade
1. Review formation of all manuscript letters.
2. Introduce appropriate posture, pencil grip and paper position for cursive writing.
3. Introduce appropriate strokes, letter formation and directionality of cursive writing.
4. Introduce appropriate use of lines and demonstrate proper spacing concepts of cursive writing.
5. Teacher models appropriate use of cursive writing.
6. All written work should be legible across the curriculum.
7. Teachers provide 15-20 minutes of instruction daily.

Expectations for Fourth Grade
1. Continue instruction in appropriate posture, pencil grip and paper position for cursive writing.
2. Continue instruction in appropriate strokes, letter formation and directionality of cursive writing.
3. Continue instruction in appropriate use of lines and demonstrate proper spacing concepts of cursive writing.
4. Teacher models appropriate use of cursive writing.
5. All written work should be legible across the curriculum.
6. Teachers provide 15-20 minutes of instruction three days per six-day cycle.

Expectations for Fifth Grade
1. Master appropriate posture, pencil grip and paper position for cursive writing.
2. Master appropriate strokes, letter formation and directionality of cursive writing.
3. Master appropriate use of lines and demonstrate proper spacing concepts of cursive writing.
4. Teacher models appropriate use of cursive writing across the curriculum.
5. All written work should be legible across the curriculum.
6. Teachers provide 15-20 minutes of instruction weekly.
Reading

The tools and strategies located in this section will assist your students in achieving Pennsylvania Common Core Standards from the following selected categories.

1.2 Reading Informational Text
“Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.”

1.3 Reading Literature
“Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.”
Section 12. Reading Routines and Strategies

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# Reading Strategies for Success

## Predicting/Inferring

- Preview the text
- Prior Knowledge
- Story Impression
- Pass It On
- Text Structure/Text Organization
- One-Minute Book Look
- Object Prediction

Notes:

## Making Connections

- Make sure you are connecting to the central theme and character motives, not just tiny details.
- Say Something
- QAR (question-answer-relationship)
- Story Impressions
- Literacy Boards
- Literary Device Bags
- One-Minute Book Look
- Object Prediction

Notes:

## Questioning

- When students pose their own questions, they show more improvement in comprehension than students who simply answer the teacher’s questions. (Singer & Donlan, 1982)
- Use “I Wonder”
- QAR (question-answer-relationship)

Notes:
# Monitor/Clarify

- "Many students we work with read through text without interacting with it or without monitoring whether they are understanding what they are reading or not." (Oczkus, 2004)
- Visualizing
- Say Something
- QAR (question-answer-relationship)
- Chunking Text

## Summarize/Synthesize

- Summarizing is more complex than it sounds. Many skills are used to write a "good" summary.
- Response to literature activities
- Chunking the text
- One Word
- Graphic Organizers "Good readers use their knowledge of text organization and structure to assist them in summarizing." (Lipson, 1996)

## Evaluating

- "Determining important ideas from unimportant ones is a critical reading strategy that is part of a bigger strategy: evaluation." (Harvey & Goudvis, 2000)
- Use text structure and text features
- 3.2.1
- Browse, Borrow, Build

Notes:
Pennsylvania Comprehension Strategies Intervention

Lesson Plan Outline

Active Instruction

Set the Stage
- Introduce title, author, topic, background information, and special features related to the text
- Set expectations for earning team cooperation points by using the Cooperative Learning Standards

Introduce Vocabulary
- Optional component
- Students work with partner to review words
- Use numbered heads to review word pronunciations, meanings, and sentences with the whole class
- Tell students that they will also learn their vocabulary words and earn team points by noticing the words in their daily reading

Build Background
- Teacher models use of the strategy being taught

Listening Comprehension
- Create interest in the text
- Read aloud designated section of text to students
- Preview “Team Talk” questions

Teamwork

Partner Reading
- Students read and restate assigned section of text (one student reads a paragraph, the other student restates what was heard, alternating turns). They put sticky notes on words to clarify.
- Teacher models the above process prior to students doing as indicated in teacher’s guide

Team Discussion
- Teacher models clarifying words on sticky notes, involving students to help
- Teams clarify words marked with sticky notes, teacher monitors, takes notes, guides students as needed, and gives out team points
- Teams discuss their responses to Team Talk Questions
- Discuss responses to team talk questions
- Write answers to indicated questions
Class Discussion
- Use numbered heads to discuss and celebrate the strategy practiced
- Ask a student from each team to tell about a word the team could not clarify
- Ask the class to share their teams’ responses to the Team Talk
- Extend the discussion with the Team Talk Extender

Team Practice

Fluency
- Explain and model fluent reading
- Teacher listens and records students reading fluency on days 2 to 4

Adventures in Writing
- Teacher introduces writing activity, relating it to the student text
- Teacher discusses writing prompt and goal with students
- Use “Think-Pair-Share” to have students clarify prompt by identifying topic, audience, purpose, and format
- Go over scoring guide and point out important features to include in the writing and why these are important to the goal
- Demonstrate/Model use of the graphic organizer
- Have students turn to their partner to discuss what they will include in their writing
- Have students draw and fill in their graphic organizer
- Teacher monitors this process, guiding as needed
- Ask one or two students with good examples of planning to share their ideas with the class

Success for All Foundation
# Text Structure

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Description</th>
<th>Signal Words</th>
<th>Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause and Effect</td>
<td>The author lists one or more causes and the resulting effect or effects.</td>
<td>reasons why, if...then, as a result, therefore, because, consequently, so, this led to</td>
<td></td>
</tr>
<tr>
<td>Problem and Solution</td>
<td>The author states a problem and lists one or more solutions for the problem.</td>
<td>problem is, dilemma is, puzzle is, solved, so</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>The author lists items or events in numerical or chronological order.</td>
<td>first, second, third, next, then, finally, on (date), not long after, after that, next, at the same time, then, following</td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>The author explains how two or more things are alike and/or how they are different.</td>
<td>different, in contrast, alike, same as, on the other hand, like, unlike, but, in contrast, however, both, also, too, as well as</td>
<td></td>
</tr>
<tr>
<td>Question/Answer</td>
<td>The author poses a question and then answers it. This is a variation of the problem/solution text structure.</td>
<td>question, answer, ???</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Preview the text you are going to read. Look at the text structure clues. Fill in the chart below.

<table>
<thead>
<tr>
<th>Title</th>
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<table>
<thead>
<tr>
<th>Headings/Subheadings</th>
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</table>

<table>
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<tr>
<th>Graphic Aids</th>
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<tr>
<th>Pictures</th>
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<table>
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<tr>
<th>Key Words</th>
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</table>

What do you think this passage will tell you?
One-Minute Book Look

Objective: Students quickly page through reading materials for one minute to jog their memories about what they already know about a topic so they can discuss prior knowledge before reading. Students use their book look information to make predictions.

Materials: Any nonfiction reading material, a timer or clock, and One-Minute Book Look form

Introduce/Model the Strategy

• Explain to students that the One-Minute Book Look is a quick way they can use text clues to activate prior knowledge before reading a nonfiction book.

• Tell students that sometimes when they are thinking about what they know about a topic before reading, they may need a few reminders to help them remember what they already know.

• Choose a nonfiction book or article to use in modeling. Look at the clock or use an egg timer and tell the students that for one minute you are going to think about what you know as you preview the headings, illustrations, diagrams, and maps in the book.

• Talk and think aloud as you demonstrate how to quickly page through the book. Make comments such as “Oh, yeah... I remember...”, “I know that...”, or “Some examples of... are...”

• After one minute, stop and write down three things you already knew but needed the text to spark your memory to remember.

• Next, make an initial prediction based on the One-Minute Book Look: “I think this book is about...” or “I think I will learn”

Guide the Strategy/Cooperative Groups or Pairs

• Students work in pairs to practice One-Minute Book Looks.

• Circulate to see if students are discussing prior knowledge.
One-Minute Book Look

Look at the title and cover of the book only!
Think about the topic. Write at least two things you already know.

What I Already Know About
__________________________
I know
__________________________
I know
__________________________

Take 1 minute to quickly turn pages (carefully!) and try to remember what else you already know about the topic.

Oh, Yeah! I Also Already Know
__________________________
I also know
__________________________
I also know
__________________________
I also know
__________________________

Now, make a prediction based on what you have seen so far.
What do you think you will learn?

I think I will learn
__________________________
because
__________________________
I think I will learn
__________________________
because
__________________________

After reading, think about how the One-Minute Book Look helped you remember what you knew about the topic? How did your prior knowledge help you better understand the reading?

The One-Minute Book Look helped me because
__________________________
__________________________
Three Types of Story Questions

**Author and You**
Use clues from the text and your own ideas. (infer, conclude, probably, feelings, etc.)

**Think and Search**
You'll need to look in more than one part of the text to find the answer. *cause/effect (because) sequence, (after, first) problem/solution, etc.

**Right There**
The answer can be found in one sentence in the text.
SAY SOMETHING

(Short, Harste, & Burke, 1996)

PURPOSE:
✓ TO MAKE CONNECTIONS WITH TEXTS DURING READING
✓ TO ENHANCE COMPREHENSION OF WRITTEN MATERIAL THROUGH SHORT READINGS AND ORAL DISCUSSION

TEXT:
✓ NARRATIVE & EXPOSITORY DURING READING

PROCEDURE:
✓ CHOOSE A TEXT FOR THE STUDENTS TO READ AND HAVE THEM WORK IN PAIRS.
✓ DESIGNATE A STOPPING POINT FOR READING.
✓ HAVE STUDENTS READ TO THE STOPPING POINT AND THEN "SAY SOMETHING" ABOUT THE TEXT TO THEIR PARTNER.
✓ ALLOW PAIRS TO CHOOSE THE NEXT STOPPING POINT. REPEAT THE ABOVE STEP UNTIL THEY HAVE FINISHED READING THE TEXT.

Rules for Say Something

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
   • make a prediction
   • ask a question
   • clarify something you had misunderstood
   • make a comment
   • make a connection
3. If you can't do one of those five things, they you need to reread.

(McLaughlin & Allen, 2002)
3-2-1

The 3-2-1 summarizer is used at the end of a class, a reading, a movie, etc. Students are asked to summarize their understanding by writing:

✓ 3 Things that really interested you
✓ 2 Things you'd like to know more about, and
✓ 1 Idea that you will (try in your class) (write about tonight)

The 3-2-1 designates how many of each kind of summary statements are required to construct. The headings attached to the 3-2-1 can be changed to suit the activity or content which is being summarized.

Examples:

Studying a famous person:
- 3 most important events in this person's life . . . .
- 2 questions you would ask if you could talk with her . . .
- 1 significant contribution she made . . .

Learning about another country:
- 3 geographic factors which influence the climate . . .
- 2 ways in which it is similar to USA . . .
- 1 problem that exists there . . .

Demonstrate understanding of a new vocabulary word:
- 3 sentences using the word in meaningful context . . .
- 2 synonyms for this word . . .
- 1 sketch/picture you can use to remember its meaning . . .
"We remember what we said last the most and what we said at the beginning first."

Pass It On

- First person starts by writing their ideas on paper. (1-2 minutes)
- Pass paper to person on your right.
- Second person continues the first person's thought.
- Pass to person on your right.
- Third person completes thought.
- Paper is given back to first person to read and share.

***Can be used to access prior knowledge or conclude a lesson.

Save the Last Word for Me

- First person selects an idea, phrase, quote... and writes it on the front of an index card and reflects about it on the back.
- In small groups, the first person reads their quote to the group.
- Each person in the group responds to the information shared.
- The student who authored the card gets the "Last Word" by sharing the second of side of the card.
- The process is repeated until everyone in the group has shared.
ONE WORD

- After working with a story, picture book, novel, tell students to write one word on the front of an index card that tells the theme of the story.

- On the back of the card have the student tell why they chose this word.

- Students will then pair up with a partner.

- The first student will share their word.

- The second student will tell why they think this person chose this word as the theme. They may need to look back in their text to cite evidence that shows this is important.

- The second student will then share the word they felt tells the theme of the story.

- The process is repeated.

- To conclude the lesson, the students can share if they agree or disagree that the words chose could be words that tell the theme.

Oczkus, 2004
Major Conclusions from Six Decades of Reading Research

- Kids should read a wide range of materials in all classes.

- Students should read for the same purposes as literate adults, both for information and pleasure. A sense of purpose is key to reading success.

- Students need to read a lot: volume, quantity, and practice count.

- The classroom should become a reading community, a group of people who regularly read, talk, and write together.

- Teachers must help students develop a repertoire of thinking strategies to handle challenging texts, and guide students to be increasingly aware and in charge of their own thinking processes.

- Students should engage in frequent interdisciplinary inquiries, projects, and where possible entire interdisciplinary courses to explore topics in depth.

- Students of all ages need to hear powerful writing in performance – reading aloud by the teacher and other students, dramatic interpretation, audiobooks, etc.

- Adolescent students need opportunities to connect with the adult literate community, starting with teachers as readers who generously share their reading lives with kids.

Daniels and Zemelman, 2004
Successful Content–Area Reading
How It Is Read

- The purpose for reading is not just to pass a test or get through the textbook. The students’ work is to gather information, construct meaning, and apply knowledge about important issues.

- The teacher selects some, but not all, of the readings; students also make choices of their own.

- Not every student reads the same texts. There are some common readings and some “jigsawing” of related but different text.

- Teachers teach (and kids use) a repertoire of specific thinking strategies that help them enter, understand, and apply the material they read.

- Teachers offer students practical tools that help them process different kinds of texts.

- Teachers organize classroom structures and activities that deepen student engagement with key written materials.

- Reading is seen as a social, rather than a solitary activity; there is plenty of collaborative work in pairs, teams Book Clubs, or inquiry groups.

- Instead of exclusive focus on “right answers,” there’s also room for debate and discussion, for differences in opinion and interpretation.

- Instead of receiving a string of 180 daily reading assignments, students do their subject area reading as part of longer, coordinated themes or inquiries.

- Reading is linked to action in the real world: young readers engage in research, documentation, correspondence, and advocacy.

- The assessment of kids’ reading relies less on quizzes and worksheets, and more on complex performances, products, and exhibitions.

Daniels and Zemelman, 2004
How to Select a Book

Go on an adventure and select a book! Since there are so many books to choose from, here are some guidelines to help you. Happy Reading!

Too Easy Books
1. Have you read it lots of times before?
2. Do you understand the story very well?
3. Do you know and understand every word?
4. Can you read it smoothly?

Have fun reading this type of book!
Choose a "Just Right" book next time!

Just Right Books
1. Is this book new to you?
2. Do you understand some of the book?
3. Are there just a few words per page you do not know?
4. Are some places smooth and choppy when you read aloud?

Learn from this book!
Read some alone, read some with a friend!

Too Hard Books
1. Are there more than five (5) words on a page that you do not know?
2. Are you confused about what is happening?
3. Does it sound choppy when you read aloud?
4. Are you too frustrated to enjoy the book?

Spend a little time with the book now.
Give it another try in a few months.
The Five Finger Rule

Open to a page and try to read.
Count the words you miss.

0 - 1 finger...easy 🧠
2 - 3 fingers...just right 🧠
4 - 5 fingers...hard 🧠

Happy reading!
Before Reading: These activities are designed to link students' experiences to the text, access relevant prior knowledge, become acquainted with the scope and organization of the text before reading it.

During Reading: These activities are designed to help students read constructively, to use a range of "types of transactions" appropriate to the task, and to capture initial personal responses. The importance of working with the text by interacting with students at appropriate spots is critical in helping students to think about what the "author is trying to say" and to clarify confusing or unclear segments (Beck, McKeown, Hamilton, & Kucan, 1997).

After Reading: These activities are designed to further develop initial responses, to gather data about responses from students, to connect with other texts, to consolidate facts and ideas, and to deepen and extend students' responses.
<table>
<thead>
<tr>
<th>BEFORE READING</th>
<th>DURING READING</th>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning (teacher and/or students) and Discussing prior knowledge, textual clues (title, headings, summary, etc.) predictions/confirmation</td>
<td>Teacher-Directed questioning/predicting role-taking playing doubting/believing reading aloud</td>
<td>Discussions retellings (from different points of view) respond to any before or during reading activities reflect</td>
</tr>
<tr>
<td>Brainstorming using textual clues using topic article using key words or concepts using an analogy or problem word map</td>
<td>Students Independently mark or gloss text take notes write questions partner read keep reading journal predict read to prove predictions re-read alter reading rate make associations compare and contrast restate information monitor comprehension ask questions; use fix-up strategies hypothesize ignore small problems and move on seek expert source for clarification reciprocal questioning</td>
<td>Enactments debate, panel discussion, dramatization, simulation role-play etc.</td>
</tr>
<tr>
<td>Extended Brainstorming + Categorizing + Mapping using material from text, topic, key words, etc. bulletin board</td>
<td></td>
<td>Oral Presentations demonstrations; talks</td>
</tr>
<tr>
<td>Connecting to Own experiences Other texts and authors Previewing the text examining clues to overall structure/elements of story</td>
<td></td>
<td>Writing nonstop: focused or generalized note-making writing or answering questions mapping or revising map previously made literary or informational text making up test story mapping reciprocal teaching request procedure</td>
</tr>
<tr>
<td>Writing non-stop; focused or generalized jotting or note-making questions pretest or questionnaire</td>
<td></td>
<td>Reading related material rereading text from different perspectives constructing sketching drawing</td>
</tr>
<tr>
<td>Enacting role-play, improvisation dramatization, debate, etc.</td>
<td></td>
<td>Questioning self-questioning generating questions from text</td>
</tr>
<tr>
<td>Constructing graphic organizers sketching, drawing, building semantic maps</td>
<td></td>
<td>Viewing slides, filmstrip, video film, etc., related to text</td>
</tr>
<tr>
<td>Viewing film, video, on topic of reading (while writing)</td>
<td></td>
<td>Summarizing</td>
</tr>
<tr>
<td></td>
<td>Evaluating what was read</td>
<td></td>
</tr>
</tbody>
</table>
The Fifteen Elements of Effective Adolescent Literacy Programs

This report delineates fifteen elements aimed at improving middle and high school literacy achievement.

1. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices.

2. Effective instructional principles embedded in content, including language arts teachers using content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.

3. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation.

4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts.

5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed.

6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.

7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond.

8. A technology component, which includes technology as a tool for and a topic of literacy instruction.

9. Ongoing formative assessment of students, which is often informal, often daily assessment of how students are progressing under current instructional practices.

10. Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language art and content-area classes.

11. Professional development that is both long term and ongoing.

12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes.

13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.

14. Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.

15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.


12.13
"How Do I Know When I'm Stuck?"

Teaching Readers to Know When Reading Comprehension Breaks Down

According to reading specialist Cris Tovani there are six signals to look for:

1. "The voice inside the reader's head isn't interacting with the text."

   You have two voices in your head when you read. You have the voice in your head that is asking questions about the text and thinking of things that relate to the text. You also have the voice that is saying that you are confused or bored. This is the voice that you want to be aware of.

2. "The camera inside the reader's head shuts off."

   When you are reading, you often feel like you have a camera in your head. The author describes the setting and you can see it as if you were there. The author describes the main character and you begin to get a picture of him or her in your mind. When you are no longer visualizing what is happening, comprehension may be breaking down.

3. "The reader's mind begins to wander."

   If you begin to think about things unrelated to the text such as what you are going to do when you get home from school, your mind is probably wandering.

4. "The reader can't remember what has been read."

   Glance back at the last page you read. Can you remember anything? If you find that you cannot summarize what you have just read, comprehension has probably broken down.

5. "Clarifying questions asked by the reader are not answered."

   If you notice that there are several important questions that you cannot answer, then comprehension has probably broken down.

6. "The reader reencounters a character and has no recollection of him or her."

   As you are reading, new characters will emerge in the story. Generally, it takes time to figure out who the character is and how they relate to the story. The problem arises when you reencounter a character and have no idea who they are.

Fix-Up Strategies

1. Make a connection between the text and your life, the world, and another text.
   - Do the experiences in the book remind you of anything in your life?
   - Does the book or novel remind you of something that you have heard about?
   - Have you read anything like this before? What do you remember about it?

2. Make a prediction.
   - What do you think will happen next?
   - How do you think it will end?

3. Stop and think about what you have read.
   - Would you be able to explain to someone what is happening if he or she asked?
   - Think about how what you are reading fits into what you already know.

4. Ask yourself a question and try to answer it.
   - As you are reading, you should be asking yourself, “who, what, and why?”

5. Reflect in writing on what you have read.
   - Write a quick few notes summarizing what you’ve read or what you think about as you are reading.

6. Visualize.
   - Picture the events in the story as you read!

7. Use print conventions.
   - Bold print, italicized words, capital letters, and punctuation can all help you better understand as you read.

8. Retell what you’ve read.
   - This is especially helpful when you start reading something again that you haven’t read for a period of time.
   - Take the time to think about what is going on before you pick up the book and start reading.

9. Reread.
   - This doesn’t always mean rereading the whole chapter! It could mean rereading a paragraph, sentence, or even a word.

    - How is the book or novel organized? Are there chapters? Is there an index, glossary, or table of contents?

11. Adjust your reading rate: slow down or speed.
    - Many advanced readers read slowly? Being a fast reader doesn’t necessarily mean that you are a good reader.

Works Consulted


Marking Text Activity

Book Title ______________________________

Author _______________________________

Page Numbers _________________________

Directions:
1. Write down the direct quotes from your text for which you have a sticky note comment.
2. Record the page number of the direct quote.
3. Record the comments that you made on sticky notes.

<table>
<thead>
<tr>
<th>Page Number and Quote</th>
<th>Comments, Ideas, Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Page Number: ______</td>
<td></td>
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<tr>
<td>2. Page Number: ______</td>
<td></td>
</tr>
<tr>
<td>3. Page Number: ______</td>
<td></td>
</tr>
<tr>
<td>4. Page Number: ______</td>
<td></td>
</tr>
<tr>
<td>5. Page Number: ______</td>
<td></td>
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</tbody>
</table>
## Critical Reading

<table>
<thead>
<tr>
<th>CONTENT - (Facts from the text)</th>
<th>PROCESS- (Questions and inferences you think of while you are reading)</th>
<th>CRAFT- (How does the author use vocabulary, characterization and literary devices to help convey the story or essay?)</th>
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</thead>
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</table>
**Critical Reading of The Things They Carried**

**Teachers:** For this activity, students are monitoring how they are analyzing text. In the first column marked “content,” students are writing quotes and paraphrased information from the text. In the second column, they are writing what the inferences they make about the text and also questions that they may have. In the final column, they are commenting on the writer’s craft and how it affected them as a reader. See example below.

<table>
<thead>
<tr>
<th>CONTENT – (Facts from the text)</th>
<th>PROCESS - (Questions and inferences you think of while you are reading)</th>
<th>CRAFT - (How does the author use vocabulary, characterization and literary devices to help convey the story or essay?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In his wallet, Lieutenant Cross carried two photographs of Martha. The first was a Kodacolor snapshot signed “Love”, though he knew better (O’Brien 4).</td>
<td>Martha just wants to be friends but Lieutenant Cross can’t accept it because he is in love with her.</td>
<td>Because O’Brien capitalizes “Love” it emphasizes that Lieutenant Cross took note and probably pondered the way that Martha signed her name.</td>
</tr>
<tr>
<td>For the most part they carried themselves with poise, a kind of dignity (O’Brien 14).</td>
<td>Why is O’Brien writing in third person? I thought that he was a Vietnam Vet – I’m confused.</td>
<td>In this first chapter, O’Brien is explaining the multiple meanings of the title. As a result of the war, the Vietnam Vets carry both physical and psychological burdens.</td>
</tr>
</tbody>
</table>
Directions for Thinking Aloud

1. Select a short piece of text.

   It can be the first page of a novel or a difficult section of a textbook. Use what you think will be most appropriate for the mental process you wish to demonstrate. Whenever possible, make copies of the passage to give to students so that they can follow along.

2. Foresee difficulty.

   Consider what about the text might cause students to lose their way. Anticipate obstacles having to do with content, structure, or comprehension. Figure out how you would tackle the problem. For example, if you want students to draw on their background knowledge, verbalize any information you have about the piece before you begin reading aloud. Consider how the piece is organized, who the author is, and what you already know about the topic. With poetry, read the title first and use it to predict what the poem will be about. Check to see whether you know who the poet is. If you do, you could explore what you know about his or her writing style.

3. Read the text out loud and stop often to share your thinking.

   Tell your students explicitly what you are doing: “Good readers use their background knowledge as they read. They think about what they know before they begin reading.” Capture what you do as a good reader and communicate that with your students. Many students think that good readers are able to understand everything they read the first time they read it. You want to make it clear to students that this is not always the case.

4. Point out specific words that trigger your thinking.

   Be explicit in how you get the meaning you do. Here are some examples:
   - When I read [words from the text], I am reminded of ________________
   - Good readers connect new knowledge to known information.
   - When I read [words from the text], I wonder ________________.
   - Good readers ask questions when they read in order to help themselves make inferences.
   - I am confused when I read [words from the text], so I am going to [specify the strategy you are going to use to try to clear the confusion].
   - I notice that this piece is organized like this: [specify]. I am going to use [a particular element of this structure] to help me understand the text.
   - Good readers look for organizational patterns in the text. It helps them predict.
**Double Entry Journal**

*Making a connection between what we read and our experiences can help us to understand the text better.*

**Directions:** Copy five quotes from your novel and write about your thoughts on each.

<table>
<thead>
<tr>
<th>Direct quote and page number:</th>
<th>This reminds me of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
Summarizing Activities

25-Word Abstract

1. Students read a 2-3 page article or story.
2. Individually, students write about the article on a sheet of paper.
3. Students re-write their summary several times until they are able to get it down to 25 words or less.

*This activity may be adapted for pairs or small groups.

Placemat

1. Students read an article, chapter, or short story.
2. In groups of four, students draw a “placemat” (see diagram below) on a piece of poster-board or construction paper.
3. Each student writes a one sentence summary on an outside triangle.
4. In the center rectangle, students pick the best summary or write one together.
One Minute Essay

Topic: ____________________________

Directions: Summarize two or three main points along with the questions that still remain.

Essay or Graphic Organizer

**Discussion Web**

In the center box, you will find the topic of the article. As you read, underline sentences for the Pro and Con list. Label a “P” and “C” over each. When you are finished reading the article, copy your sentences onto the lists.

<table>
<thead>
<tr>
<th>Pro List</th>
<th>Con List</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Topic:**

<table>
<thead>
<tr>
<th>Pro List</th>
<th>Con List</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Your turn! Based on your web, pick a side and write a few sentences about which side you agree with and why.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

12.22
RAFT Writing (Role, Audience, Format, Topic)

What Is RAFT Writing?
RAFT is an acronym used to describe four critical ingredients of writing:
- Role of the writer
- Audience for the writing
- Format the writing will take
- Topic covered in the writing

When and Why Would I Use RAFT Writing with My Students?
RAFT writing provides support in several critical areas of strategic reading and writing. It provides a method for students to think critically and creatively about the content they have studied; to make connections to events, people, and places from their reading; to infer and predict from the text clues; and to synthesize all their newly discovered information into an imaginative piece of writing.

RAFT writing can be used in any content area after students have read, viewed, and studied a concept or event. Doug Buehl has a very comprehensive list of RAFT possibilities for writing assignments in Classroom Strategies for Interactive Learning. RAFT writing can be used as a culminating writing assignment, for assessment purposes, or as a segue into a related unit of study.

In the Classroom
In Christine Landaker's social studies class, students used RAFT writing to explore their knowledge of the Great Depression. Using the RAFT graphic, students generated possible roles they could take on as writers, who the audience would be for their writing, and the format their writing would take, and defined the topical information they would include (see RAFT form in Appendix).

Each student chose a role, audience, format, and topic from the class-generated list of possibilities. The example in the Figure is one student's draft of her RAFT writing where she has taken on the role of a news reporter writing for newspaper readers who want to know about the Depression. She has chosen to write a feature article that will highlight life in the Hoovervilles.

Research/Origins
Newark, DE: International Reading Association.

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12.23
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper Reporter</td>
<td>Readers in the 1870s</td>
<td>Obituary</td>
<td>Qualities of General Custer</td>
</tr>
<tr>
<td>Lawyer</td>
<td>U.S. Supreme Court</td>
<td>Appeal Speech</td>
<td>Dred Scott Decision</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>Dear Abby</td>
<td>Advice Column</td>
<td>Frustrations With His Generals</td>
</tr>
<tr>
<td>Oprah</td>
<td>Television Public</td>
<td>Talk Show</td>
<td>Women's Suffrage in Early 20th Century</td>
</tr>
<tr>
<td>Frontier Woman Constituent</td>
<td>Self</td>
<td>Diary</td>
<td>Hardships in West</td>
</tr>
<tr>
<td>Newswriter</td>
<td>U.S. Senator</td>
<td>Letter</td>
<td>Need for Civil Rights Legislation in 1950s</td>
</tr>
<tr>
<td>Chemist</td>
<td>Chemical Company</td>
<td>Instructions</td>
<td>Ozone Layer Has Been Formed</td>
</tr>
<tr>
<td>Graham Cracker</td>
<td>Other Graham Crackers</td>
<td>Travel Guide</td>
<td>Dangerous Combinations to Avoid</td>
</tr>
<tr>
<td>Plant</td>
<td>Sun</td>
<td>Thank You Note</td>
<td>Journey Through the Digestive System</td>
</tr>
<tr>
<td>Scientist</td>
<td>Charles Darwin</td>
<td>Memo</td>
<td>Sun's Role in Plant's Growth</td>
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<tr>
<td>Square Root</td>
<td>Whole Number</td>
<td>Love Letter</td>
<td>Refute a Point in Evolution Theory</td>
</tr>
<tr>
<td>Repeating Decimal</td>
<td>Set of Rational Numbers</td>
<td>Petition</td>
<td>Explain Relationship</td>
</tr>
<tr>
<td>Cook</td>
<td>Other Cooks</td>
<td>Recipe</td>
<td>Prove You Belong to This Set</td>
</tr>
<tr>
<td>Julia Child</td>
<td>TV Audience</td>
<td>Script</td>
<td>Alcoholism</td>
</tr>
<tr>
<td>Doctor's Association</td>
<td>Future Parents</td>
<td>Web Page</td>
<td>How Yeast Works in Bread</td>
</tr>
<tr>
<td>Advertiser</td>
<td>TV Audience</td>
<td>Public Service</td>
<td>Need for Proper Prenatal Nutrition</td>
</tr>
<tr>
<td>Lungs</td>
<td>Cigarettes</td>
<td>Complaint</td>
<td>Importance of Fruit Announcement</td>
</tr>
<tr>
<td>Huck Finn</td>
<td>Jim</td>
<td>Telephone</td>
<td>Effects of Smoking</td>
</tr>
<tr>
<td>Joseph Stalin</td>
<td>George Orwell</td>
<td>Conversation</td>
<td>What I Learned During the Trip</td>
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<tr>
<td>Comma</td>
<td>Ninth-Grade Students</td>
<td>Job Description</td>
<td>Reactions to Animal Farm</td>
</tr>
<tr>
<td>Trout</td>
<td>Self</td>
<td>Diary</td>
<td>Use In Sentences</td>
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<tr>
<td>Mozart</td>
<td>Prospective Employer</td>
<td>Job Interview</td>
<td>Effects of Acid Rain on Lake</td>
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<td>Qualifications as a Composer</td>
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</tbody>
</table>

(Buehl, 1995)
Memo to the Author

RAFT ACTIVITY- Post Reading

To: ____________________________
From: __________________________
Date: __________________________
RE: ____________________________

P

______________________________

Q

______________________________

______________________________

P

______________________________

P

______________________________

P

______________________________

P

______________________________

______________________________

Praise for the Author
Questions to the Author
(Things that confused you)
Polishing
(Suggestions for improvement)

I like...
It was really cool that you...
I agree with...
I was surprised when...

I was confused when...
I didn’t understand when...
I don’t get...
What did you mean when...?
How did you come up with...?

I would have ended it like...
I would change...
I wish that...
I’m beginning to wonder if...

— Larry Lewin, BER Consultant
## Prediction Chart

<table>
<thead>
<tr>
<th>Prediction (What I think will happen)</th>
<th>Did it happen?</th>
<th>How do I know? Page #?</th>
<th>Do I want to revise my prediction? What do I think will happen now?</th>
</tr>
</thead>
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</table>
**Facts, Questions, and Inferences**

**Directions:** When you make an inference, you are reading between the lines. When you make an inference, you are using clues in the text to help figure out underlying themes and ideas.

As you read, list important events or facts in the story. Then, think of a question that relates to this fact or event. In the final column make an inference about what is happening.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Questions</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example:</em></td>
<td><em>Why is she doing this? Is it symbolic of something?</em></td>
<td><em>There seems to be a pattern to when she does this. Maybe it symbolizes her desire to change.</em></td>
</tr>
<tr>
<td><em>The mother is washing clothing constantly.</em></td>
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</table>
**Scrapbook Organizer**

**Directions:** Choose key events from the novel/text and write each in the “event” column. In the “artifact” column, think of an item to represent this event and explain the item that you have chosen. See the example below:

<table>
<thead>
<tr>
<th>Event</th>
<th>Artifact &amp; Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example from To Kill a Mockingbird: Mrs. Dubose Dies.</em></td>
<td><em>Rocking Chair -- Mrs. Dubose always sat in the rocking chair and watched Jem and Scout walk home. A rocking chair makes me think of her.</em></td>
</tr>
</tbody>
</table>

<p>| | |</p>
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</table>
INSERT Method

Interactive Notation System for Effective Reading and Thinking

The Insert Method is a strategy to help readers monitor their own thinking and comprehension during their reading. As students read and connect with particular passages, they write symbols or letters that correspond to the codes below. Most reading experts agree that it is best to introduce one or two codes at a time, so that children do not become confused.

Sample Codes

Symbols
* Strikes me as very important
? Confuses me
X Contradicts what I thought
🙂 I think this is funny
✓ Confirms what I thought
→ Is new or interesting

Letters
R Reminds me of
T-S Text to self connections
T-T Text to other text connections
T-W Text to world connections
A Questions answered in the text
D Questions that could be answered through discussion
SQ3R

SQ3R, coined by F.P. Robinson in *Effective Study* (1946), stands for Survey, Question, Read, Recite, and Review. It is a proven technique to sharpen textbook reading skills by encouraging active reading and providing a concrete plan of action. Since it requires students to look at the reading several times and process the information in several ways, it enhances the understanding and retention of material.

**Survey**

Look over the whole reading critically to create a mental map of the text.
- How long is the material?
- How should you break up your reading time?

Read the title and think about it.
- What does it mean?
- What will be the focus of the chapter?

Read the introduction and/or summary.
- What are the most important points and the author's purpose?
- What are the relationships among the main ideas?
- Do you have a good idea of the important things you must look for as you read?

Read and think about the heading and subheadings to create a framework for the chapter.
- What do they mean?
- Can you see how these titles are forming a plan for understanding the material?

Review graphics to gain a visual picture.
- Do they support the plan/concept/theme of the material?

Review reading aids/textual marks/text features.

- Chapter titles
- Chapter outlines
- Chapter objectives
- Headings & subheadings
- Words in bold or italics
- Chapter terminology and definitions
- Color or highlighted material such as pictures, charts, diagrams, illustrations, photographs, tables, timelines, maps, legends and graphs
- Captions
- Lists or items that are numbered
- Information presented in chronological steps
- End of chapter questions
- Notes in the margins/text boxes
- Examples
- Comparisons
- Cause and effect
- Table of contents
- Glossary
- Index
- Appendix
- Bibliography/Works Cited

Scan – read only a few words here and there. Scan a passage in order to find important key words. By scanning, you can decide which parts of the text you want to concentrate on or skim. Find “sticky words” that your eyes catch.

Skim – read only one sentence or paragraph here and there. Look for sentences that seem especially important. Skim a passage to get a general idea of what it is about or to determine if you want to read some parts more carefully.

12.29
Question

Focus on one section at a time.

Turn all of the chapter or section headings, subheadings, graphic aids in to questions.
  • This becomes the major purpose of reading. They serve as an individualized knowledge framework.
  • Begin questions with who?, what?, where?, when?, why? or how?

Write down any questions that came to mind during the Survey step.

Write down unfamiliar vocabulary and determine the meaning.

Read

Read one section of a chapter at a time looking answers to questions.

Be sure to review everything in the section including graphic features.

Revise the questions as necessary or ask new ones as they arise during the reading.

Ask new questions in reactions to unclear passages, confusing terms, and questionable statements.

Read selectively. If the content does not relate to the question, give it only a glance.

Reduce your speed during difficult parts.

Stop and reread parts which are not clear.

Do not get bogged down with details—the details are important but should serve to provide examples that help you understand the main idea.

Recite

Retell/Paraphrase (out loud to yourself or a partner) the text in your own words immediately after you are finished reading it. Without recitation, almost half of what one reads is lost from memory after one day.

Look up from the text and answer the questions in our own words. Be sure to provide examples to support your answers.

Underline or highlight important words/phrases in your answers.

Review

Revisit your questions again and skim the assigned reading again to be sure you have answered the questions completely.

Firm up any connections you have made by asking yourself what a particular section is about and how that section relates to other sections or to the chapter as a whole.

Cover the answers, and orally ask yourself the questions in the left hand margins.

Develop mnemonic devices for material which needs to be memorized.

Make "flash cards" for those questions which give you difficulty.

Write about what you have read — make an outline, concept map, flow chart, classification chart, etc.
Lexile Rankings

The Lexile framework provides a common, developmental scale for matching reader ability and text difficulty. Recognized as the most widely adopted reading measure, Lexiles enable educators, parents, and students to select targeted materials that can improve reading skills and to monitor reading growth across the curriculum, in the library, and at home.

Please use the Lexile scale below to assist you in selecting an appropriate book, article, or website.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Text Measures (from the Lexile Map)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>200 to 400</td>
</tr>
<tr>
<td>Grade 2</td>
<td>300 to 500</td>
</tr>
<tr>
<td>Grade 3</td>
<td>500 to 700</td>
</tr>
<tr>
<td>Grade 4</td>
<td>650 to 850</td>
</tr>
<tr>
<td>Grade 5</td>
<td>750 to 950</td>
</tr>
<tr>
<td>Grade 6</td>
<td>850 to 1050</td>
</tr>
<tr>
<td>Grade 7</td>
<td>950 to 1075</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1000 to 1100</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1050 to 1150</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1100 to 1200</td>
</tr>
<tr>
<td>Grade 11 &amp; 12</td>
<td>1100 to 1300</td>
</tr>
</tbody>
</table>

For more information about the Lexile Framework®, visit the MetaMetrics website at www.lexile.com.
Reading Level Searching Tips for SIRS Discoverer from POWER Library

Reading Levels

SIRS Editorialy assigned reading levels take into account subject matter, depth of coverage and Flesch Reading Ease scale. Lexile Scores provide a formalized measurement by which students and teachers can track their reading progress one of the necessary requirements for NCLB funding.

1. All reading levels are returned, unless one is manually de-selected by clicking on the box.

   Reading level: ☑ Easy ☑ Moderate ☑ Challenging  Reading level: ☑ Easy ☑ Moderate ☑ Challenging

2. Reading levels are indicated by the colored box in front of the title when listed in the Results List.

   General (all grade levels)  Easy (grades 1-4)  Moderate (grades 5-7)  Challenging (8th grade and beyond)
   PURPLE  GREEN  BLUE  RED

Lexile Reading Levels

Lexile scores match reader ability and text difficulty, allowing individualized monitoring of student progress.

Lexile measures are based on two well-established predictors of how difficult a text is to comprehend: semantic difficulty (word frequency) and syntactic complexity (sentence length).

Why use two separate reading levels?

SIRS Editorialy assigned reading levels take into account subject matter, depth of coverage and Flesch Reading Ease scale.

Lexile Scores provide a formalized measurement by which students and teachers can track their reading progress one of the necessary requirements for NCLB funding.

<table>
<thead>
<tr>
<th>Age</th>
<th>School Year</th>
<th>Typical Lexile Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>300-800</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>400-900</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>500-1000</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>600-1100</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>700-1200</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>800-1300</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>900-1400</td>
</tr>
<tr>
<td>14</td>
<td>10</td>
<td>1000-1700</td>
</tr>
<tr>
<td>15</td>
<td>11</td>
<td>1100-1700</td>
</tr>
<tr>
<td>16</td>
<td>12</td>
<td>1200-1700</td>
</tr>
</tbody>
</table>
SIRS Discoverer Results List

Sort by: [Relevance | Date | Lexile ▲ ▼]. Details: [Show | Hide]

1. Details Revealed About Huge Dinosaurs
   Ketchikan Daily News (Ketchikan, AK); April 17, 2006; Lexile Score: 1220; 4K.

2. New Dinosaur Resembles Large Turkey
   Rockford Register Star (Rockford, IL); April 5, 2006; Lexile Score: 1280; 3K.

3. Fossil Overturns Ideas of Jurassic Mammals
   Gainesville Times (Gainesville, GA); Feb. 23, 2006; Lexile Score: 1320; 4K.

4. Early Version of T. Rex Is Discovered
   Statesman Journal (Salem, OR); Feb. 8, 2006; Lexile Score: 1310; 3K.

Advanced Search allows users to sort results by relevance, date or Lexile score in ascending or descending order.

Additionally, students may limit results to a particular Lexile range.

Students retrieve articles within their Lexile reading level enabling research at easy and challenging levels. Leave these fields blank to return all Lexile scores.

12.31
**Reading Strategy: Visualizing**

**Directions:** As you read, you should be visualizing what you see. Below, record the quotes and page numbers that trigger images in your mind.

<table>
<thead>
<tr>
<th>Page number and quote from text:</th>
<th>What do you visualize?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

12.32
Collaborative Learning Resources and Assessment Tools

The tools and strategies located in this section will assist you in designing and assessing collaborative learning activities. In addition, these tools will assist your students in achieving the following Pennsylvania Common Core Standard.

**Speaking and Listening 1.5: 11-12.A:Comprehension and Collaboration: Collaborative Discussion**

“Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.”
Section 13. Collaborative Learning

InfoTeamwork (Illustrator, Data Digger, Questioner, Wordsmith, Reflector) .................................................. 13.1
Hurrah for Our Team ........................................................................................................................................ 13.2
Team Work Debriefing ..................................................................................................................................... 13.3
Group Project Plan .......................................................................................................................................... 13.4
Group Project Planning Chart ......................................................................................................................... 13.5
Collaboration Rubric ...................................................................................................................................... 13.6
InfoTeamwork

Name: ........................................... Team: ..........................

Book: ............................................................

Reading for today is page ............... to page ............... 

Illustrator: Your job is to read a section of your book and decide how you can share the information you have discovered using a visual interpretation. It can be a picture, cartoon, labeled sketch, graph, etc. Prepare to share with your team.

Adapted from *InfoTasks for Successful Learning*, Pembroke, 2001
InfoTeamwork

Name: .................................................. Team: ............................

Book: ....................................................................................

Reading for today is page................. to page......................

Today you are the Data Digger.

Data Digger: Your job is to read a section of your book and find fascinating and significant bits of information. Jot down these gems on your organizer and record why this data is important. Prepare to share with your team.

<table>
<thead>
<tr>
<th>Interesting Data</th>
<th>Why it is important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from InfoTasks for Successful Learning, Pembroke, 2001

Put a star beside the most exciting data. You want to make sure you share this with your group.
**InfoTeamwork**

Name: .................................................. Team: ...........................................

Book: ...........................................................................................

Reading for today is page.......................... to page..........................

**Questioner:** Your job is to skim through your book, read pictures and graphics, headlines, sidebars and subtitles. As you are skimming, jot down questions you have about things you are discovering. Put a sticky note on the pages you have questions about so you can find them quickly when you are sharing with your team.

<table>
<thead>
<tr>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
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</table>

<table>
<thead>
<tr>
<th>When</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Where</th>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Adapted from *InfoTasks for Successful Learning*, Pembroke, 2001

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InfoTeamwork

Name: ........................................ Team: ........................................

Book: ................................................................

Reading for today is page.........................to page.........................

**Wordsmith:** Your job is to read a section of your book. As you read be watching for new and interesting vocabulary. Record these words and phrases as well as what you think they mean. Use a dictionary to make sure you have the correct meaning. Plan to share your words with the team.

<table>
<thead>
<tr>
<th>Interesting word/phrase</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The word/phrase of the day is:

Why?

Adapted from *InfoTasks for Successful Learning*, Pembroke, 2001

---

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**InfoTeamwork**

Name: ........................................... Team: ...........................................

Book: ...........................................  

Reading for today is page. .................. to page. ..................

**Reflector:** Read a section in your book. Use the reflection prompts on your organizer to help you make connections to your new discoveries. Prepare to share with your team.

A main point I discovered: ........................................................................................................

.............................................................................................................................................

I can use this information ...........................................................................................................

.............................................................................................................................................

I was surprised to find out that .................................................................................................

..............................because .................................................................................................

I didn't know that ......................................................................................................................

.............................................................................................................................................

I think that ................................................................................................................................

because ...................................................................................................................................

The most important thing to remember is ..................................................................................

.............................................................................................................................................

I wonder if ................................................................................................................................

.............................................................................................................................................

Adapted from *InfoTasks for Successful Learning*, Pembroke, 2001

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Hurrah for Our Team

Three ways our team worked well together:

Two things our team could do to improve:

One important thing I learned from my team:
Team Work Debriefing

Everyone on the team had an important job to do. How well did we do our jobs?

Team spirit

Team effort

Meeting task expectations

Meeting timelines

Quality of our work

Goals for next time

Working as a group helped us to...
Group Project Plan

Tentative thesis or question: _______________________________________________________

<table>
<thead>
<tr>
<th>Names of group members</th>
<th>Responsibility/task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

The goal of our project is:

Questions we hope to answer:

Project format:

Resources we plan to use:

Date we expect to complete first draft ____________________ Final product: ________________

Questions for teacher/library information specialist (For more space use the back of this sheet):
# Group Project Planning Chart

<table>
<thead>
<tr>
<th>Group 1 Assignment:</th>
<th>Group 2 Assignment:</th>
<th>Group 3 Assignment:</th>
<th>Group 4 Assignment:</th>
<th>Group 5 Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Responsible for:</td>
<td>Student</td>
<td>Responsible for:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>5.</td>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>6.</td>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher ___________________________ Class ___________________________
Unit ___________________________ Date Due ___________________________
<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
<td><strong>Problem Solving</strong></td>
<td><strong>Support Application</strong></td>
<td><strong>Personal Responsibility</strong></td>
</tr>
<tr>
<td>Problem-solving - Easy does it.</td>
<td>Focus - Works in pair, focus on one task at a time.</td>
<td>Focus - Acknowledges the needs and responsibilities of others.</td>
<td>Focus - Acknowledges the needs and responsibilities of others.</td>
</tr>
<tr>
<td>- Often solve problems without difficulty.</td>
<td>- Works in pair, focus on one task at a time.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
</tr>
<tr>
<td>- Sometimes works independently.</td>
<td>- Works in pair, focus on one task at a time.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
</tr>
<tr>
<td>- Seldom works alone when required.</td>
<td>- Works in pair, focus on one task at a time.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
</tr>
<tr>
<td>- Occasionally helps others.</td>
<td>- Works in pair, focus on one task at a time.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
</tr>
<tr>
<td>- Sometimes helps others.</td>
<td>- Works in pair, focus on one task at a time.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
</tr>
<tr>
<td>- Rarely helps others.</td>
<td>- Works in pair, focus on one task at a time.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
<td>- Acknowledges the needs and responsibilities of others.</td>
</tr>
<tr>
<td><strong>Collaboration Rubric</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>