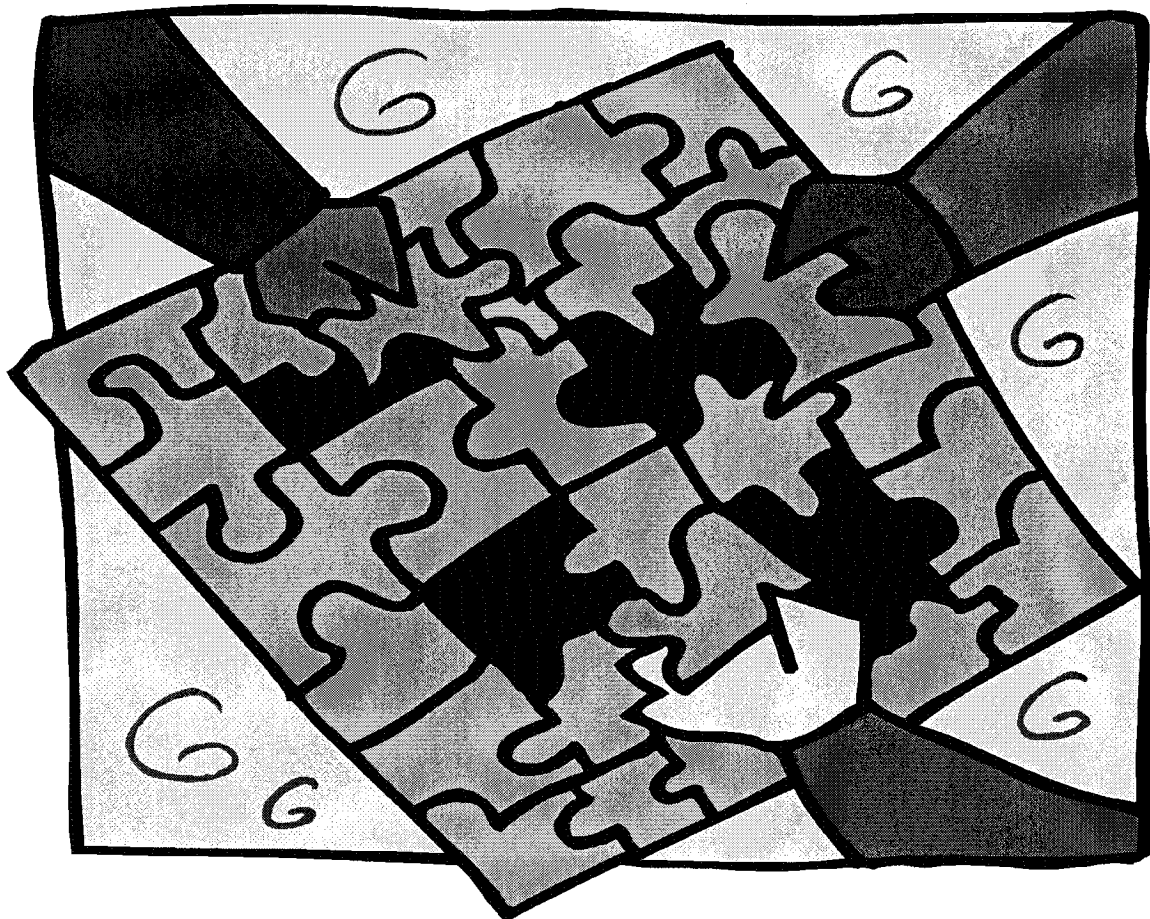


Get Real!

Creating & Supporting Successful Nonfiction Readers & Writers



Dr. Janet Allen ** 239-395-2455 ** www.janetallen.org.

Types of Nonfiction Reading & Writing

A-B

C-D

E-F

G-H

I-J

K-L

M-N

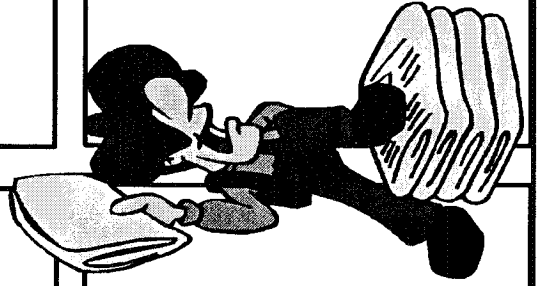
O-P

Q-R

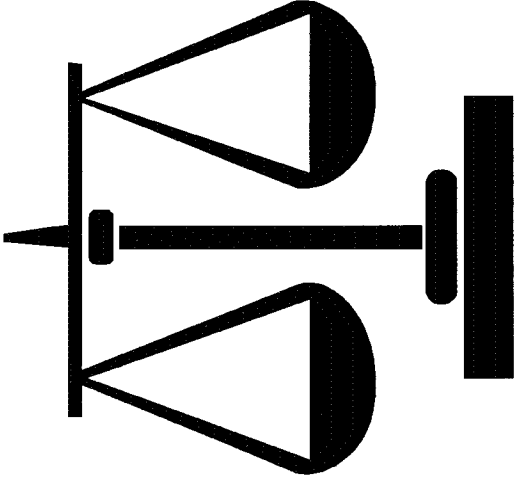
S-T

U-V

WXYZ

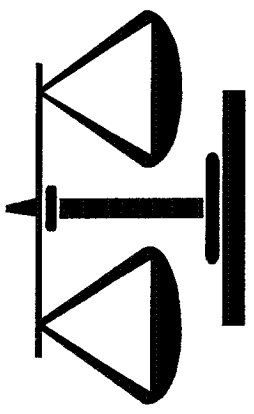


A Balanced Writing Program

Writing Activity	Purpose of the Writing	Roles of the Teacher	Preparation & Materials
<p>S</p> <p>H</p> <p>A</p> <p>R</p> <p>E</p> <p>D</p> <p>I</p> <p>N</p> <p>G</p> 	<p>To engage students in writing with the teacher providing full support for the mechanics of writing while students contribute to the process of writing</p>	<ul style="list-style-type: none"> * Elicit responses from individuals and whole group as a prewriting activity * Think aloud process for getting started with writing tasks * Engage students in providing text and voice * Invite students to participate in surface feature decisions (punctuation, usage, spelling, etc.) * Foster use of students' opinions as a way of rethinking writing tasks * Use the whole group at all stages to complete the writing task (prewriting, drafting, revision, editing) * Take responsibility for producing a written product which can serve as an anchor for students' future writing 	<ul style="list-style-type: none"> * Define a writing strategy, mode of discourse, or a process of writing which you want writers to internalize * Find literature or other materials which would provide opportunity for authentic response * Use overheads, chart paper, or LCD panel to allow all students the opportunity to participate in shared writing

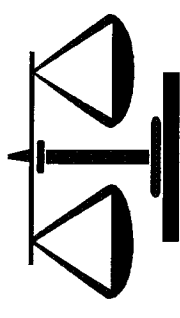
A Balanced Writing Program

Writing Activity	Purpose of the Writing	Roles of the Teacher	Preparation & Materials
<p>G U I D E D I N G</p>	<p>Provide writers with the opportunity to practice a specific area of a writer's craft with guided support of the teacher, appropriate materials, and other student writers</p>	<ul style="list-style-type: none"> * Provide multiple literary audio-visual, or print models of the writing area (both examples and non-examples) * Invite students to work to identify definitional patterns or characteristics for the area of writing (effective lead, transition, strong verbs, etc.) * Give students the opportunity to practice the writing task * Bring students back together, share, problem-solve, revise and refine craft * Help students organize materials for easy access during independent writing 	<ul style="list-style-type: none"> * Find various literary, audio-visual, and print materials which make effective examples and non-examples for the specific area of writing being guided * Use overhead, board, chart paper, or LCD panel for whole class analysis of models



A Balanced Writing Program

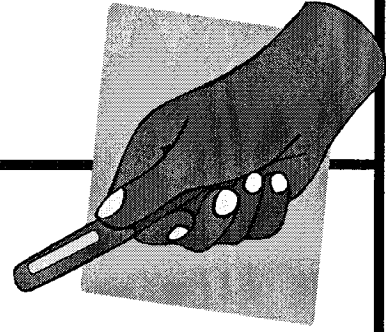
Writing Activity	Purpose of the Writing	Roles of the Teacher	Preparation & Materials
<p style="text-align: center;">I N D E P E N D E N T</p> <p style="text-align: center;">W R I T I N G</p>	<p>to allow time, choice and opportunity for students to practice and independently solve problems encountered in real writing done for authentic purposes</p>	<p>* Provide consistent time and space for independent writing</p> <p>* Make yourself available as one of many writing resources in the room</p> <p>* Develop a structure which allows ways for writers to share, celebrate, and publish writing</p>	<p>* Classroom space conducive to independent writing: -Easy access to materials</p> <p>-Availability of print resources</p> <p>-Current reference texts (dictionary, language handbooks, thesaurus, style manual, etc.)</p> <p>-Consistant time</p> <p>-Place for writes to collaborate</p>



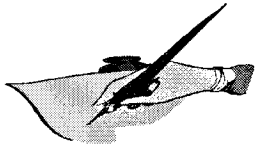
© Dr. Janet Allen

Writing: Matching Purpose to Plan

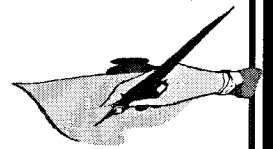
	Writing Fluency	Writing to Learn	Learning to Write	Writing to Demonstrate Learning
Purpose				
Possibilities				
Planning				



Writing-to-Learn Supports



and Interventions



Writing-to-Learn

Ideas for Use

Summarize the “So What?” of what we have read or talked about.

Respond to a comment/insight from someone in our discussion.

Analyze the cause that led to the effect.

Define (in your own words) the concept we just studied.

Sketch or represent with graphics the process as you understand it.

Question what you just heard/read.

Paraphrase the quote that is the significant piece of this text.

Describe the process you used to solve this problem.

Create a graphic organizer that represents the connections.

Explain where you think some students got lost in this process.

Predict what you think will occur next.

Write about your experience with learning this concept.

Document the most important points you would teach someone about this concept.


Connect today’s study with what you learned yesterday.

EXPLORE Content Through Writing

<p>EX</p> <p>Type</p> <p>Type of writing? Characteristics of this type?</p>	<p>P</p> <p>Purpose</p> <p>What is the author's purpose? How does that purpose impact your reading?</p>	<p>L</p> <p>Language</p> <p>What are the key words critical to reading this? When writing, what are the key words/concepts?</p>
<p>O</p> <p>Organizational Features</p> <p>What text features (supports/structures) help with your reading? What is their function?</p>	<p>R</p> <p>Relate</p> <p>What personal connection could you make to make the reading memorable?</p>	<p>E</p> <p>Evaluate</p> <p>How does this writing compare to other writing related to the same topic?</p>

EXPLORE Content Through Writing

EX	P	L
O	R	E



5 W's And H of Writing Nonfiction

?

Why

am I writing this?

?

Who

is it for?

?

What

will I need to do before drafting?

?

How

will I get a finished piece?

?

When

will I know it is ready to be published?

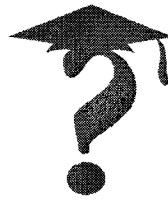
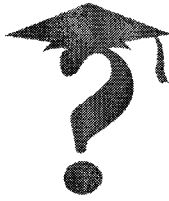
?

Where

will I publish it?

Nonfiction Reading and Writing: Knowledge of Text Features

- Tables
- Charts
- Graphs
- Headings
- Subheadings
- Titles
- Text boxes
- Inset boxes
- Table of contents
- Index
- Glossary
- Labels
- Keys/legends
- Captions
- Photographs
- Illustrations
- Fact boxes (factoids)
- Questions
- Objectives
- Vocabulary (bold/italics/color)
- Diagrams
- Introductions
- Summary statements/boxes
- Review questions
- Maps



Examining Text Cues

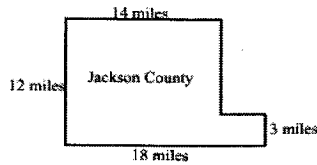
Designing a Machine to Reduce the Effort Force

Task

1. The Jackson County Executive Board is considering a proposal to conduct aerial spraying of insecticides to control the mosquito population. An agricultural organization supports the plan because mosquitoes cause crop damage. An environmental group opposes the plan because of possible food contamination and other medical risks.

Here are some facts about the case:

- A map of Jackson County is shown at the right. All county boundaries are on a North-South line or an East-West line.
 - The estimated annual cost of aerial spraying is \$29 per acre.
 - There are 640 acres in 1 square mile.
 - Plan supporters cite a study stating that for every \$1 spent on insecticides, farmers would gain \$4 through increased agricultural production.
- a. What is the area of Jackson County in square miles? In acres?



- b. What would the cost to Jackson County for the proposed spraying program?

- c. According to plan supporters, how much money would the farmers gain from the spraying program?

You will be assigned one of the three simple machines used in the first part of this activity. **The task will be the same as before -- to lift a 500 g mass 0.3 m.** Your job is to plan and do an experiment to discover how to **reduce the effort force** by redesigning the machine as follows:

- Inclined plane:** Use three different lengths of the inclined plane to find out which length requires the least effort force.
- Lever:** Place the fulcrum in three different positions to determine which set up requires the least effort force.
- Pulley:** Use different numbers of pulleys (1, 2, and 3) to learn if the number of pulleys will affect the effort force required.

Design your experiment:

Complete the **Experimental Design Diagram** on the next page. Then write the **Problem**, the **Materials**, and the **Procedure** on your own paper. Keep in mind that the **Procedure** should be written so that anyone who reads it will be able to complete the experiment as you have done it. Design a **Data Table** on which to record your results.

Conduct your Experiment:

Carry out the experiment. Record the data in your **Data Table**.

Write a Conclusion:

Restate the **Problem** you wrote and answer the question using the observations and data from the experiment.

Experimental Design Diagram (EDD)

Title:	
Hypothesis:	
Independent Variable (IV):	
Levels of the IV (Label the level of the IV which will act as the control, if there is one.)	

Section 1 Nature of Matter

Florida Science Standards SC.8.P.8.1-3
SC.8.P.8.4
SC.8.P.8.5
SC.8.P.8.6
SC.8.P.8.7
SC.8.P.8.8
SC.8.P.8.9
SC.8.P.8.10
SC.8.P.8.11
SC.8.P.8.12
SC.8.P.8.13
SC.8.P.8.14
SC.8.P.8.15
SC.8.P.8.16
SC.8.P.8.17
SC.8.P.8.18
SC.8.P.8.19
SC.8.P.8.20
SC.8.P.8.21
SC.8.P.8.22
SC.8.P.8.23
SC.8.P.8.24
SC.8.P.8.25
SC.8.P.8.26
SC.8.P.8.27
SC.8.P.8.28
SC.8.P.8.29
SC.8.P.8.30
SC.8.P.8.31
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SC.8.P.8.39
SC.8.P.8.40
SC.8.P.8.41
SC.8.P.8.42
SC.8.P.8.43
SC.8.P.8.44
SC.8.P.8.45
SC.8.P.8.46
SC.8.P.8.47
SC.8.P.8.48
SC.8.P.8.49
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SC.8.P.8.68
SC.8.P.8.69
SC.8.P.8.70
SC.8.P.8.71
SC.8.P.8.72
SC.8.P.8.73
SC.8.P.8.74
SC.8.P.8.75
SC.8.P.8.76
SC.8.P.8.77
SC.8.P.8.78
SC.8.P.8.79
SC.8.P.8.80
SC.8.P.8.81
SC.8.P.8.82
SC.8.P.8.83
SC.8.P.8.84
SC.8.P.8.85
SC.8.P.8.86
SC.8.P.8.87
SC.8.P.8.88
SC.8.P.8.89
SC.8.P.8.90
SC.8.P.8.91
SC.8.P.8.92
SC.8.P.8.93
SC.8.P.8.94
SC.8.P.8.95
SC.8.P.8.96
SC.8.P.8.97
SC.8.P.8.98
SC.8.P.8.99
SC.8.P.8.100

Objectives

- Differentiate between atoms and elements. SC.8.P.8.1
- Analyze how compounds are formed. SC.8.P.8.2
- Distinguish between covalent bonds, hydrogen bonds, and ionic bonds. SC.8.P.8.3

Key Terms

atom
element
compound
molecule
ion

Atoms

Cooking requires an understanding of how the ingredients in foods interact. A cook's application of chemical principles while preparing recipes affects the flavor and texture of foods. Just as a cook can benefit from a knowledge of basic chemistry, you can better understand principles of biology if you also understand the fundamentals of chemistry. Chemistry will help you learn about biology because organisms, including yourself, are chemical machines.

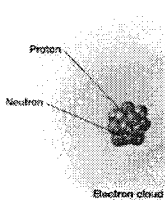
What does all matter have in common? Matter consists of atoms. An atom is the smallest unit of matter that cannot be broken down by chemical means. Atoms are so small and dynamic that their exact structure is difficult to determine. Scientists have developed models, such as the one shown in Figure 1, to explain the structure and properties of atoms.

As shown in Figure 1, atoms consist of three kinds of particles: electrons, protons, and neutrons. Protons, shown in red, and neutrons, shown in blue, make up the nucleus, or core, of an atom. The region around the nucleus that electrons may occupy at any time is called the electron cloud, shown as a blue haze around the nucleus. Electrons are negatively charged, so the electron cloud has a negative charge. Protons are positively charged and neutrons have no charge, so the nucleus has a positive charge. Because protons and electrons are oppositely charged, they attract one another. Atoms typically have one electron for each proton, so they have no electrical charge.

Elements

An **element** is a pure substance made of only one kind of atom. There are more than 100 known elements, and each is represented by a one-, two-, or three-letter symbol. For example, the elements hydrogen, oxygen, and carbon are represented by the symbols H, O, and C, respectively. Elements differ in the number of protons their atoms contain. Atoms of the simplest element, hydrogen, each contain one proton and one electron. In contrast, oxygen atoms contain eight protons and eight electrons. The number of neutrons in an atom is often but not always equal to the number of protons in the atom. Atoms of an element that contain different numbers of neutrons are called isotopes. For example, three common isotopes of carbon, C, are carbon-12, carbon-13, and carbon-14. Each contains six protons, however carbon-13 contains seven neutrons, and carbon-14 contains eight neutrons.

Figure 1 Atom. The electron cloud is the region of an atom where electrons are most likely to be found. The nucleus of this atom contains six protons and six neutrons.



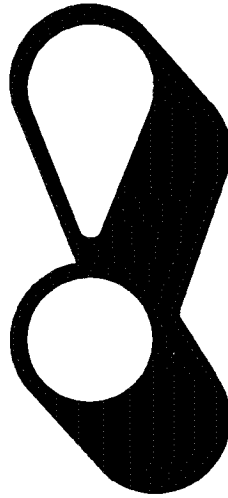
Analyzing Similarities and Differences: News Article vs. Feature Article

News article

Feature article

Purpose:

Purpose:



Both share these characteristics:

- *
- *
- *

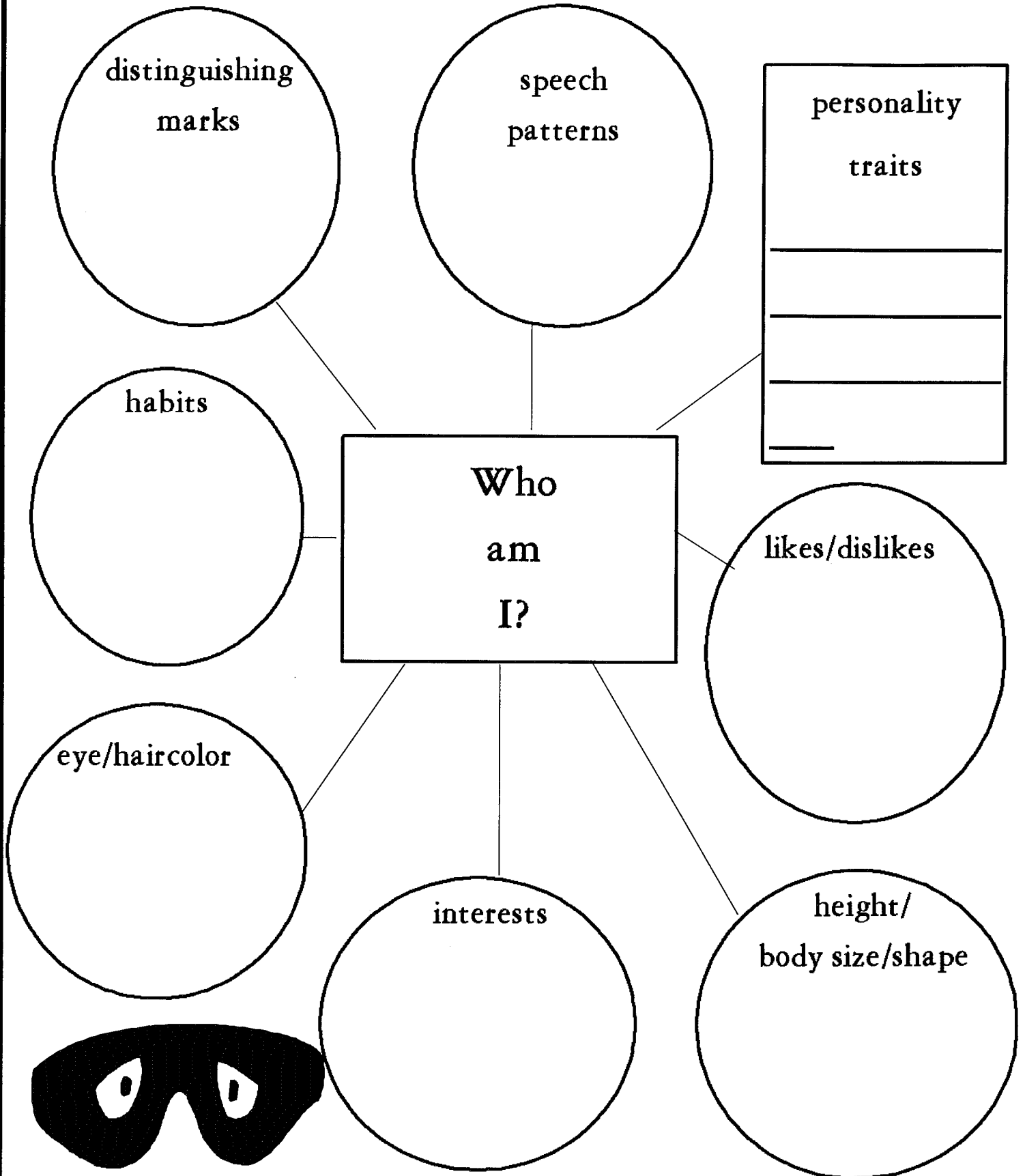
- *
- *
- *

News articles differ in these ways:

Feature articles differ in these ways:

WHO AM I?

Brainstorming Vocabulary for Writing a Character Analysis



Writing a Fact File

What is the purpose?

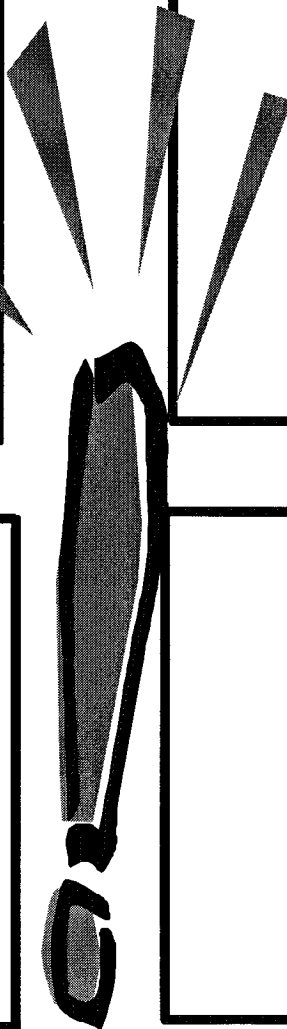
Who is the audience?

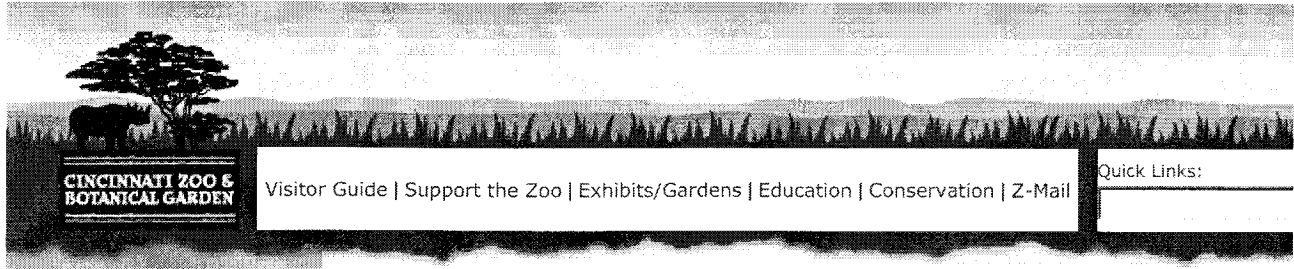
What research has to be completed?

How are facts cross-checked?

What text features are used?

What should be included?





Chinese Alligator

Home > Exhibits > Animal Exhibits > Reptile House > Chinese Alligator



Chinese Alligator

Alligator sinensis

A full-grown Chinese alligator is only about half as big as the American alligator. Despite its fearsome reputation, it is too small to be much of a threat to humans, yet hunting activities are pushing it along the path toward extinction. Loss, collection, over-hunting and direct persecution are the primary threats to the survival of the estimated 150 Chinese alligators remaining wild at risk.

Reintroduction: Chinese alligators hatched at zoos in the United States are being reintroduced into the wild in China to ensure the species' survival.

Fact File

Length: Up to 6.5 ft

Weight: 50 to 85 lbs

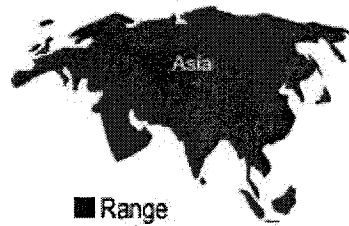
Habitat: Rivers, streams, marshes and other bodies of water

Prey: Primarily aquatic animals such as fish and mussels and land animals

Non-venomous

Status: Species at Risk (IUCN—Critically Endangered)

Range: Eastern China



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Tanzania <http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,1585495,00.html>

Fact File

Get to know Tanzania! Get the facts about its land, products and culture.

Official name: United Republic of Tanzania

Size: 364,394 square miles (943,776 square kilometers); about twice the size of California

Population: 37,445,392 as of July 2006

Population Under Age 14: 43.7%

Capital: Dar es Salaam

Official Language: Swahili and English

Literacy Rate(businesses): 78.2%

Climate: Ranging from tropical to chilly

Products: Coffee, cotton, tobacco, tea, cloves, cashew nuts, sugarcane, coconuts, diamonds, gold, iron, wood products, fertilizer, salt

Currency: Tanzanian shilling

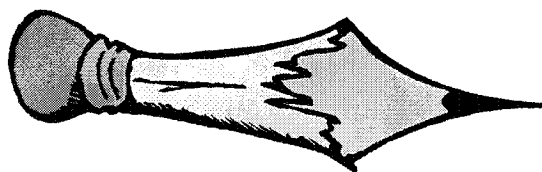
Religion: Native beliefs = 35%, Muslim = 35%, Christian = 30%

Did You Know: The red colobus monkey is found only in Zanzibar. It can fly 25 feet through the air!

Did you know: In 1866, missionary and explorer David Livingstone set out to find the source of the Nile River and disappeared. Five years later, reporter Henry Morton Stanley found Livingstone living near Lake Tanganyika, and greeted him by saying, "Dr. Livingstone, I presume."

What Research Says about Evaluating Writing

1. **Grading individual papers is not necessary for improvement in student writing and may even be counterproductive.**
2. **Intensive marking of student writing, with or without corrections has not proven to result in improved quality of writing. Moderate marking, with emphasis on patterns, can be effective.**
3. **Comments about the strength of the writing are essential.**
4. **Teacher comments on papers should be related to previous teaching.**
5. **Students need teacher responses that give assistance in finding alternative solutions to problems in their writing.**
6. **Oral sharing of papers with teacher and peers is an effective method of helping students focus on strengths and weaknesses in their papers.**
7. **The use of lists of criteria in instruction and evaluation is effective especially when students use these lists independently as part of revision and evaluation processes.**
8. **Portfolio grading, in which revised drafts are compared, is an effective alternative to grading individual papers.**
9. **Writing programs focusing on how to investigate and construct content have an effect several times greater than programs focusing exclusively on learning the features of the structures.**

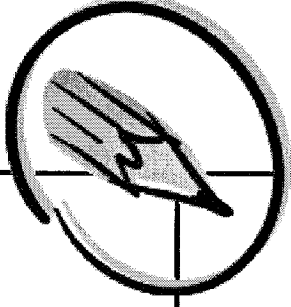


Hillocks, George, Jr. 1999. *Ways of Thinking, Ways of Teaching*. New York: Teachers College Press.

Hillocks, George, Jr. 1987. *Teaching Writing as Reflective Practice*. New York: Teachers College Press.

Writing an Interesting, Organized, Ever-Wondered Essay

**An interesting, organized,
ever-wondered essay
always includes...**



**A collaborative example of a
well-written essay...**

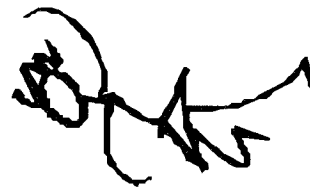
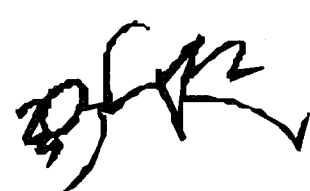
It sometimes includes...

Ever-Wondered? Essay

Title	First Paragraph	Body Paragraphs	Final Paragraph	Text Supports
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*

Content Considerations

* *



Scoring Guide:

I. _____ out of _____

+

+

-

-

II. _____ out of _____

+

+

-

-

III. _____ out of _____

+

+

-

-

IV. _____ out of _____

+

+

-

-

Comments: Grade: Total _____ out of _____

Recommendations:

