

Name	Week _____	1	2	3	4	5	6	7	8	9
	Row 1									
	Row 2									
	Row 3									
	Row 4									

McCall Crabbs

Passage #: _____

Text Structure:

- a. compare/contrast
- b. sequencing
- c. problem/solution
- d. cause/effect
- e. descriptive

Signal Words: _____

Type of Writing:

Narrative Informative Persuasive

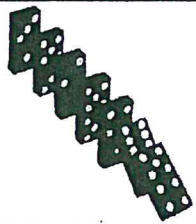
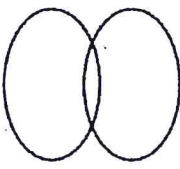
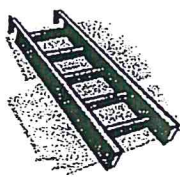


Point of View:

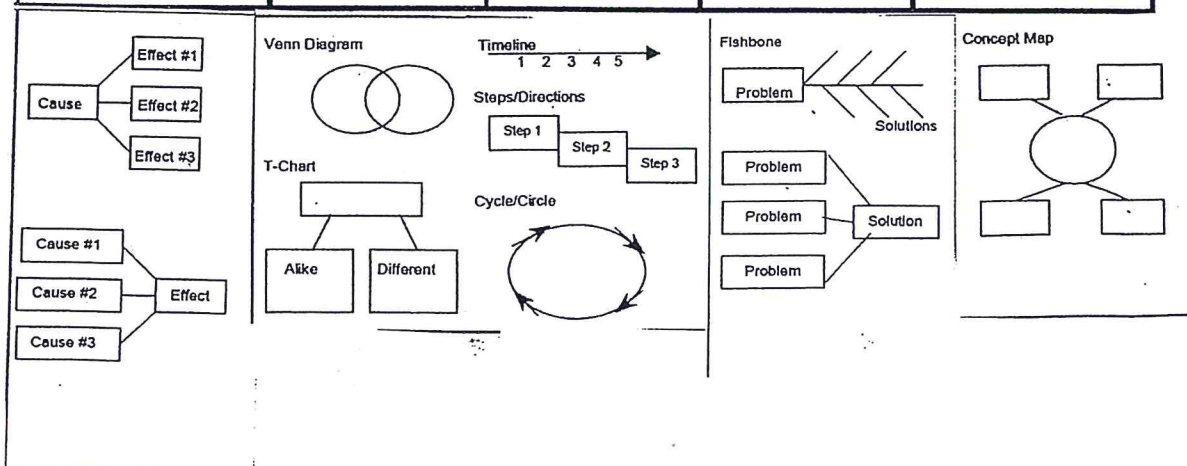
1st 3rd 2nd

Thesis/Main Idea: _____

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

Text Structure Signal Questions & Signal Words

Cause and Effect	Compare and Contrast	Sequence	Problem and Solution	Description
				
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.	A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.
Signal Questions				
What happened? Why did it happen? What caused it to happen?	What things are being compared? In what ways are they alike? In what ways are they different?	What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?	What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?	What specific topic, person, idea, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?
Signal Words				
So Because Since Therefore If...then This led to Reason why As a result May be due to Effect of Consequently For this reason	Same as Similar Alike As well as Not only...but also Both Instead of Either...or On the other hand Different from As opposed to	First Second Next Then Before After Finally Following Not long after Now Soon	Question is... Dilemma is... The puzzle is... To solve this... One answer is... One reason for the problem is...	For instance Such as... To begin with An example To illustrate Characteristics *Look for the topic word (or a synonym or pronoun) to be repeated



SCHAFFER WRITING METHOD

for Response to Literature, History, Science, and Math

TERMINOLOGY

TOPIC SENTENCE: The first sentence in a body paragraph. This must have a claim and a reason (commentary) for the paragraph. It does the same thing for a body paragraph that the thesis does for the whole essay.

TOPIC SENTENCE = CLAIM or CLAIM + REASON

CONCRETE DETAIL (CD): Specific details that form the backbone (core) of your body paragraphs. Synonyms for concrete detail include: facts, specifics, examples, illustrations, descriptions, support, proof, evidence, quotations, paraphrasing, paraphrasing or plot references.

COMMENTARY (CM): Your opinion or comment about something; not concrete detail. Synonyms include opinion, insight, analysis, interpretation, inference, personal response, feelings, evaluation, explication, and reflection.

CONCLUSION SENTENCE (CS): The last sentence in a paragraph; it is all commentary, does not repeat key words, and gives a finished feeling to the paragraph.

PREWRITING: The process of getting concrete details down on paper before organizing an essay into paragraphs. You can use any or all of the following: bubble clusters, spider diagrams, outlines, line clustering, or columns.

CHUNK: The smallest group of unified thoughts you can write. (The internal part of any basic paragraph.)

RATIO: The ratio of concrete detail to commentary. Ratios change depending upon the type and purpose of writing.

TRANSITION: Transitions are words and phrases that take your reader smoothly from one idea to the next. (Examples: For example, For instance, To illustrate, Namely)

LEAD-IN: A lead-in comes between the transition and the CD, and it should: (a) describe what happens in the story just before the concrete detail (CD); (b) provide the name of the character (if necessary) and describe the situation, and; (c) provide the context for the concrete detail.

Example: Describe what life was like on a homestead.

Old: People had to grow their own food, make their meals and everyone had a job.

Schaffer: Life on a homestead was hard. Homesteaders not only made their meals, but had to grow their food as well (pg 143). On a homestead, the men, women, boys, and girls all had a job to do (pg 145). This shows that there was little time to play and relax because there were so many chores to be done. Therefore, life on a homestead was challenging.

RATIOS FOR DIFFERENT WRITING TYPES

Literary Response	1 CD: 2CM
Persuasive Writing	2 CD: 1 CM
Historical Response	2 CD: 1 CM or 1 CD: 2CM
Scientific Response	2CD: 1 CM
Mathematical Response	3 CD: 0 CM

COLOR CODING: TS=Black, CD=Red, CM=Blue, CS=Black

Name: _____

Date: _____



5th Grade Writer's Checklist: REVISION SUGGESTIONS

Revision Area	Suggestion
<p>Ideas/Context</p> <ul style="list-style-type: none"> <input type="checkbox"/> My topic is narrow, clear and focused. <input type="checkbox"/> You can tell I know a lot about this topic. <input type="checkbox"/> I have developed a clear thesis statement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Zoom in. Add detail to clarify ideas. Take away details that are unnecessary or confusing. <input type="checkbox"/> Add more details. <input type="checkbox"/> Look at the thesis statement to be sure it is easy to understand.
<p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have a clear Beginning, Middle and End. <input type="checkbox"/> My reader can understand my writing. <input type="checkbox"/> My writing is in a logical sequence. <input type="checkbox"/> My paragraphs transition smoothly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Box your B, M and E. Add to each as needed. <input type="checkbox"/> Read it to a friend and answer his/her questions in writing. <input type="checkbox"/> Number events in the order they happen. Cut it up and rearrange if necessary. <input type="checkbox"/> Read aloud. Add transition words.
<p>Voice</p> <ul style="list-style-type: none"> <input type="checkbox"/> My piece has a clear audience. <input type="checkbox"/> My writing sounds like me. 	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who is your reader? Write to him. <input type="checkbox"/> Who are you as a writer? Write for you.
<p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> My words create a vivid image. <input type="checkbox"/> My piece has interesting vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a five senses chart. <input type="checkbox"/> Use a thesaurus, dictionary or adjective/adverb chart. Check readability level.
<p>Sentence Fluency</p> <ul style="list-style-type: none"> <input type="checkbox"/> My piece has an engaging lead. <input type="checkbox"/> My conclusion is reflective. <input type="checkbox"/> My sentences are varied in length and structure 	<p>Ask yourself:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the first sentence interesting? Does it draw the reader in? If not, change it! <input type="checkbox"/> Does my conclusion sum up my piece? Does it restate my topic sentence? <input type="checkbox"/> Does each sentence begin differently? Do I use different types of sentences? You should have a variety of punctuation in your writing.

Name: _____

Date: _____



5th Grade Writer's Checklist: EDITING SUGGESTIONS



Editing Area	Suggestion
<p>CAPITALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Does my sentence begin with a capital letter? <input type="checkbox"/> Do all proper nouns begin with a capital letter? 	<ul style="list-style-type: none"> <input type="checkbox"/> Reread your piece. Capitalize any words that begin a sentence. <input type="checkbox"/> Reread your pace. Capitalize any names of people, places or things.
<p>ORGANIZATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are all of the words in the correct order? <input type="checkbox"/> When I read my sentence aloud, does it sound right? <input type="checkbox"/> I have indented each paragraph. <input type="checkbox"/> I have checked my work for run-ons and fragments. <input type="checkbox"/> *My work is neat and legible. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read each sentence aloud to be sure it makes sense. If not, rearrange the words or rewrite it. <input type="checkbox"/> Mark your paragraphs with the paragraph symbol. ¶ <input type="checkbox"/> Be sure that your sentences are like Goldilocks: not too long, not too short, but just right! <input type="checkbox"/> Write or type NEATLY so that anyone can read your lovely work!
<p>PUNCTUATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Do my sentences end correctly? (. ! ?) <input type="checkbox"/> When I pause, do I use the correct mark? (, " ; ;) 	<ul style="list-style-type: none"> <input type="checkbox"/> Reread to add any punctuation needed.
<p>SPELLING</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Are all of my priority words in standard spelling? <input type="checkbox"/> Are all other words in standard spelling? 	<ul style="list-style-type: none"> <input type="checkbox"/> Check your priority word list. <input type="checkbox"/> Use the dictionary or spell check.

*NO EXCUSES