**CRISS**

**Writing Strategies**

Students need to have both informal and formal writing experiences, which lead to completed pieces; this should be done across content areas. Writing should be done as a process where the instruction matches what you are asking students to do. You should also make sure that students have the opportunity to work through the writing process: pre-writing, drafting, revising, proofreading, and publishing. Many of the previous strategies that we’ve talked about can be used as parts of the writing process. The strategies in this packet focus on more of the formal, academic writing that you would have students complete.

Here are some ideas to keep in mind when planning lessons using writing:

* Make sure that you walk students through the process – you can’t have them turn in a polished piece of writing if you haven’t given them the opportunity to pre-write and organize their ideas
* Many strategies such as power notes, two-column notes, one-sentence summaries, etc…lend themselves to be a pre-writing or organizing activity.

Here are some strategies that will help you address the aforementioned concepts:

* Magnet Summaries (2-3)
* Writing Templates (4)
* One Sentence Summaries (5)
* RAFT Writing (6)

**Magnet Summaries** (pg 109-111): These summaries involve the identification of key terms or concepts (magnet words) from a reading. Students then use these magnet words to organize important information that results in a summary in their own words.

1. Instruct a student to read a short portion of their text assignment, looking for a key term or concept that the details in the passage seem to stick to
2. Ask possible magnet words (put on the board/overhead transparency)
3. Ask students to recall some of the important details from the passage that are connected to the magnet words
4. Individually or in cooperative groups students then generate a summary sentence using the magnet word and supportive details

***Differentiation***: To make this activity more visual and organized, you can have students place the magnet word and supporting details on a 3x5 note card. These note cards can also be used as flashcards or study tools at the end of a unit. For more difficult texts or for lower level readers you may want to provide the magnet words and have the students look only for supporting details. You can also do the opposite and give them the supporting details and have them try to identify the main concept.

**Magnet Summaries – Reading Strategy**

**Steps for completing a “Magnet Summary”:**

1. Read through the text
2. Decide what the big idea, or magnet, is – write this big idea in the center of your note card
3. Decide what information is attracted to the magnet – what are the supporting details?
4. Write the supporting detail around your magnet concept on your note card
5. Use the information gathered to write a ONE sentence summary about your magnet concept

**Facebook** is a [social networking](http://en.wikipedia.org/wiki/Social_network_service) website launched in February 2004 that is operated and privately owned by Facebook, Inc., with more than 500 million active users in July 2010, which is about one person for every fourteen in the world. Users can add people as friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organized by workplace, school, or college. The website's name stems from the [colloquial name of books](http://en.wikipedia.org/wiki/Facebook_(directory)) given to students at the start of the academic year by university administrations in the US with the intention of helping students to get to know each other better. Facebook allows anyone who declares themselves to be aged 13 or older to become a member of the website.

Facebook was founded by [Mark Zuckerberg](http://en.wikipedia.org/wiki/Mark_Zuckerberg) with his college roommates and fellow computer science students [Eduardo Saverin](http://en.wikipedia.org/wiki/Eduardo_Saverin), [Dustin Moskovitz](http://en.wikipedia.org/wiki/Dustin_Moskovitz) and [Chris Hughes](http://en.wikipedia.org/wiki/Chris_Hughes_(Facebook)). The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the [Ivy League](http://en.wikipedia.org/wiki/Ivy_League), and [Stanford University](http://en.wikipedia.org/wiki/Stanford_University). It gradually added support for students at various other universities before opening to high school students, and, finally, to anyone aged 13 and over.

Facebook has met with some [controversy](http://en.wikipedia.org/wiki/Criticism_of_Facebook). It has been blocked intermittently in several countries including [Pakistan](http://en.wikipedia.org/wiki/Pakistan), [Syria](http://en.wikipedia.org/wiki/Syria), the [People's Republic of China](http://en.wikipedia.org/wiki/People%27s_Republic_of_China), [Vietnam](http://en.wikipedia.org/wiki/Vietnam), and [Iran](http://en.wikipedia.org/wiki/Iran). It has also been banned at many places of work to discourage employees from wasting time using the service. Facebook's [privacy](http://en.wikipedia.org/wiki/Criticism_of_Facebook#Privacy_concerns) has also been an issue, and the safety of their users has been compromised several times. Facebook settled a lawsuit regarding claims over source code and intellectual property. The site has also been involved in controversy over the sale of fans and friends.

Facebook

**Writing Templates** (pg 175-178): Writers use a set of internal structures, or templates, in their writing. Many students have no real grasp of the mental structures more advanced writers use intuitively. Making these mental structures explicit through the use of templates helps students cope with a variety of writing tasks. Basically, they provide a skeleton for organizing key ideas and supportive details.

1. Explain the structure of the paragraph template.
   1. Begin with a topic sentence that specifies a general statement or opinion.
   2. Follow with three to five sentences that provide examples to develop the topic or opinion.
   3. Use transitions when needed to connect sentences.
   4. End with a sentence that restates the topic or opinion.
   5. Incorporate a variety of sentences – long and short, simple and complex.

***Differentiation***: These templates work particularly well for essay tests and for assisting struggling writers and younger students with more coherent writing. You can also tier the use of templates. You may require certain lower students to use them and you may not allow your higher level students to lean on them. You can provide basic structure or you can provide specific wording that you want them to use (great for teaching transitions).

When students understand the use of template, you can even have them create their own template for a specific type of writing. This shows that they understand the structure of writing as well as the content being included in the paragraph.

**Example #1:**

General Zaroff/Rainsford is the protagonist/antagonist of “The Most Dangerous Game” because he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This shows that he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He is also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This shows that he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Lastly, he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This shows that he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These three characteristics - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - show that General Zaroff/Rainsford is the protagonist/antagonist of the short story.

**Example #2:**

(Character name), a character from “The Veldt”, seems to have been a/an (adjective) person. An example of this was when… Another example was…Finally, … This character, (character name), always…

Example: General Zaroff, a character from “The Most Dangerous Game”, seems to have been a very savage person. An example of this was when he locked sailors up in his basement so that he could train them for his game. Another example was when he was being nice to Rainsford when in the end he was planning on killing him. Finally, the fact that he was so disadvantageous in the rules of his game ensured that he would be the winner. This character, General Zaroff, always thought violently as a way to entertain himself.