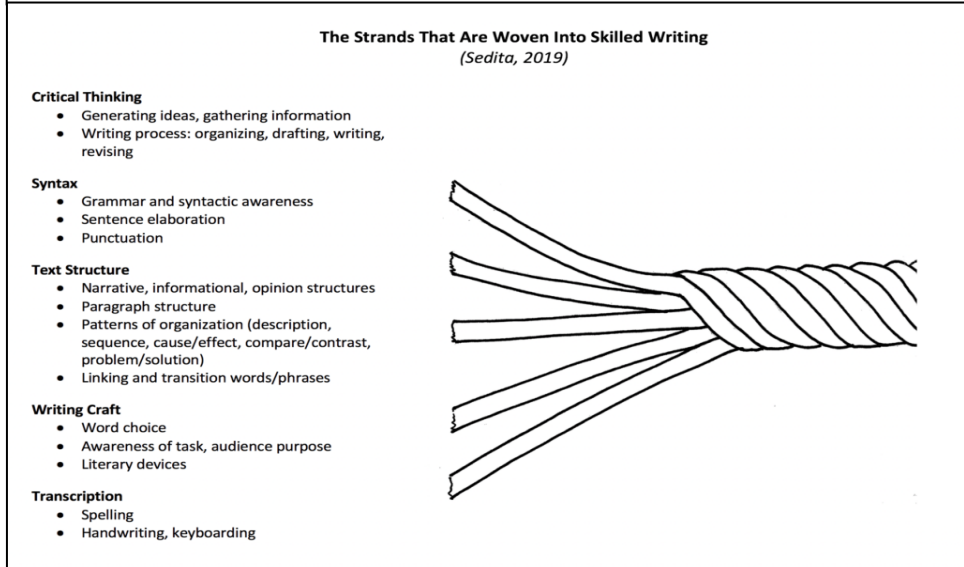
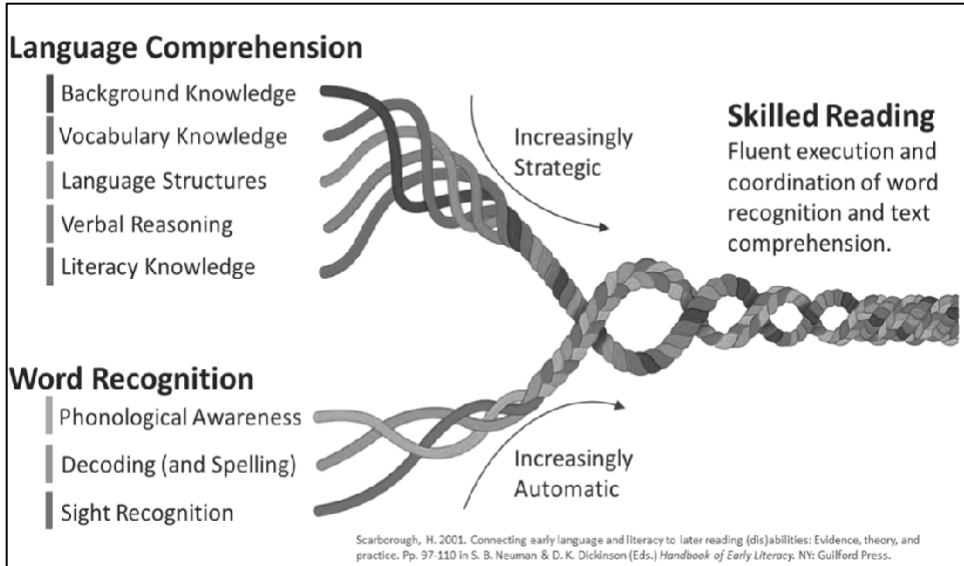


# **From Ideas to Expression: Using Critical Thinking to Support K-3 Writers**





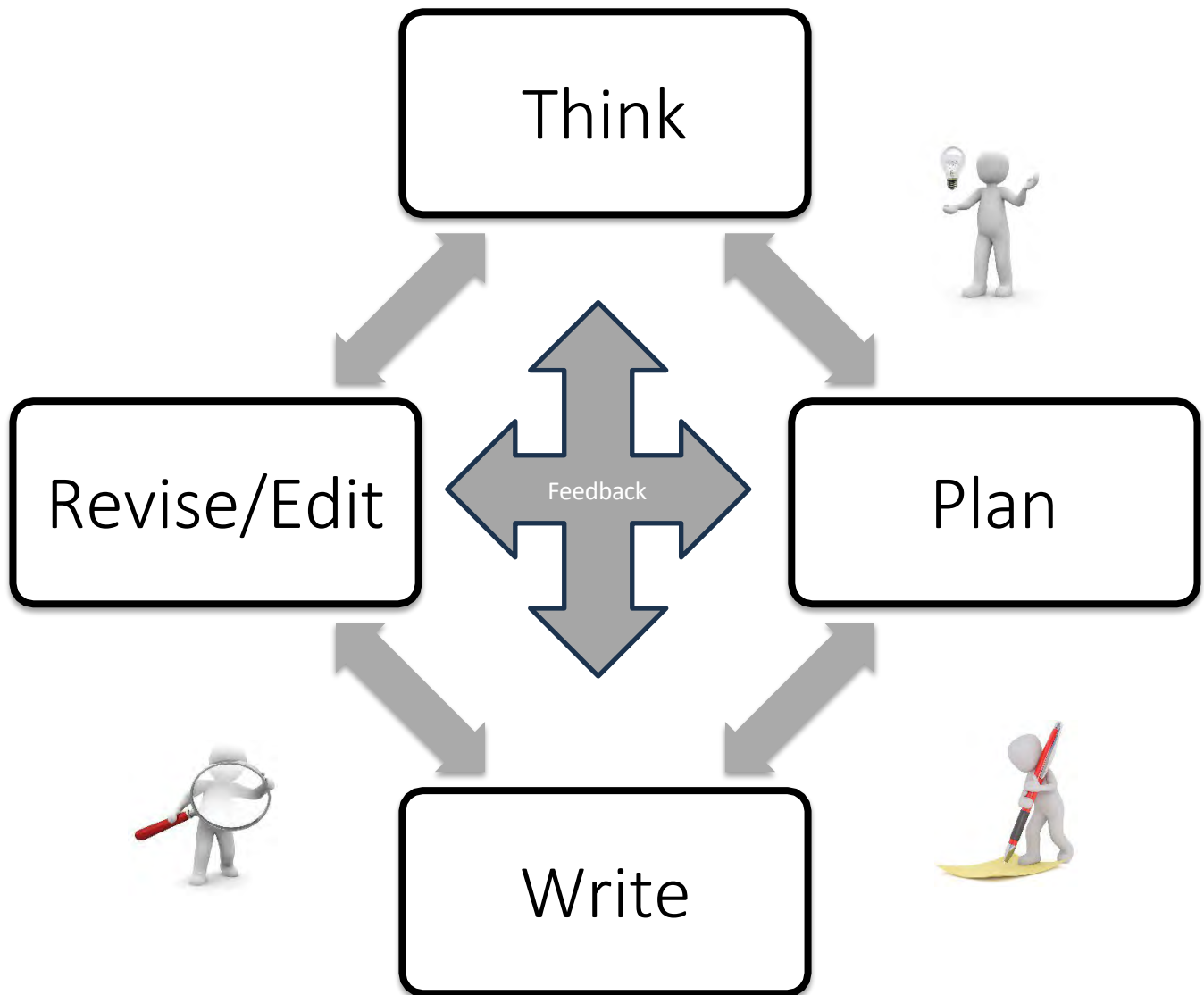


Scarborough's Reading Rope	Connection	Sedita's Writing Rope





# The Process Writing Routine





<b>Topic/Central Idea/Claim:</b>		
<b>Big Ideas</b>	<b>Text Details</b>	<b>My Thoughts</b>

How to set up 3-column notes:

1. Draw 2 vertical lines down the page and a horizontal line across them at the top.
2. Write your topic, central idea or claim across the top.
3. Label the columns with Big Ideas, Text Details, and My Thoughts.
4. Read the sources. Think: What are 2-3 big ideas I have about the topic or claim?
5. Write your big ideas in the left column. Leave plenty of space between them!
6. Read the sources again. Jot down text details from the sources next to the big idea they match.
7. Consider what you already know about each big idea. Jot those down in the column labeled "My Thoughts."





### **3-Column Notes: You Try!**

**Prompt:** There are four seasons throughout the year: spring, summer, autumn and winter. Write an expository essay to teach others about two of these seasons. Be sure to use ideas and information from the source provided.

**Source: Excerpt from “Effects of the Seasons”**

Between the poles and the Equator, temperatures may vary greatly from one season to the next. During winter, the weather is generally cold and often snowy. Some animals hibernate, or sleep for a long time. Many birds have moved to warmer places. Some plants die, and others stop growing.

When spring arrives, temperatures become warmer. Plants and trees produce new leaves and flowers. Birds return from their winter homes, and animals come out of hibernation.

During the summer, temperatures reach their highest levels. There are more hours of daylight, and the Sun is more intense. This extra sunshine helps plants to grow.

Temperatures fall again as autumn begins. Some trees and plants lose their leaves. Animals with fur grow thicker coats to keep themselves warm during the coming winter. Many birds travel to warmer places.

<b>Topic/Central Idea/Claim:</b>		
<b>Big Ideas</b>	<b>Text Details</b>	<b>My Thoughts</b>
autumn	<ul style="list-style-type: none"> <li>• temperatures fall</li> <li>• trees lose their leaves</li> <li>• birds travel</li> </ul>	<ul style="list-style-type: none"> <li>• jumping in leaf piles</li> <li>• wearing my jeans and hoodies</li> <li>• ducks going south</li> </ul>





**Sentence and Paragraph Writing: You Try!**

**Kernel Sentences:**

Who...	Is...
What...	Did/Do...
When...	Will...
Where...	Can...
Why...	Might...
How...	Could/Would...

**Example:** Birds travel.

Where do birds travel? *Birds travel south.*

Why do birds travel south? *Birds travel south to get to a warmer climate.*

When do the birds travel south? *In autumn, birds travel south to find a warmer climate.*

Great! Now write it!

**My Expanded Sentence:**

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**Color-Coded Paragraph:**

**My Paragraph:**

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Green = topic sentence  
Yellow = supporting sentences  
Red = concluding sentence





### Revising and Editing: You Try!

#### Winter

There are four seasons throughout the year. Let me share some facts about winter. During winter it will get really cold and humans like to wear winter coats, mittens, and hats. But animals will hibernate or go to warmer spots on Earth. Plants die or stop growing during winter but they will start growing again in Spring.

There are many fun winter activities like snowballs, building snowmen, building igloos, and skiing. Animals prepare for winter by collecting nuts and some animals build burrows in the ground to help them stay warm.

#### Round 1 – Clarify, Reshape and Elaborate

Write a list of questions you would ask this student to help him or her clarify, reshape and elaborate the paragraph.

#### Round 2 – COPS

Reread the student sample. Provide feedback directly on the student sample. Remember to provide feedback that is grade-level appropriate and allows the student to do the thinking.

**C: Capitalization**

**O: Overall appearance/Oral reading**

**P: Punctuation**

**S: Spelling**



**Reflection Activity**



