

Guiding Question

How can Step Up to Writing strategies help improve student writing in social studies?




Strategies We Will Investigate Today

- Summaries
- Informal notes
- Expository writing
 - Topic Sentences
 - Transitions
 - Details
 - Conclusions

Writing Summaries

1. A summary is a shortened, condensed version.
2. The purpose of a summary is to share the main ideas.
3. Summaries keep the same tone as the original piece and do not contain opinion.
4. Summaries do not require a formal conclusion.



Sentence Frame

A sentence starts with a capital letter and ends with a stop sign.

Subject

The subject names the person, place, thing or idea that the whole sentence is about.

John

Dog

Cars

VERB

The action of the subject is called the verb
The action can be physical (doing) or mental (thinking or being).

paints

runs

crash

Barebones Sentence

A sentence only needs a **subject word** plus a **verb** to equal a complete thought.

John paints.

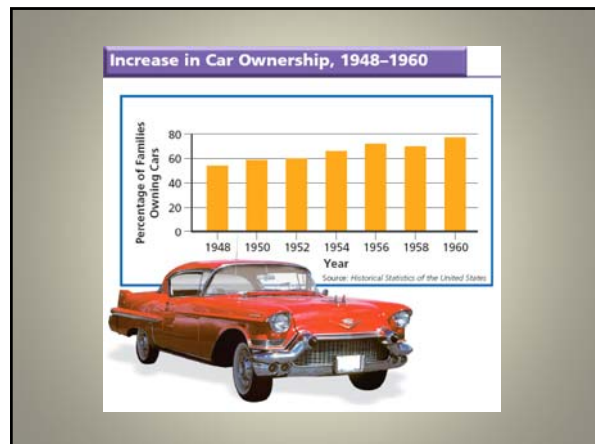
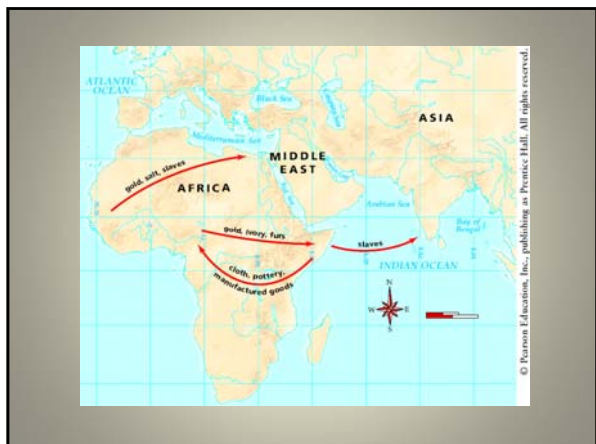
The dog runs.

Cars crash.

IVF Summary

- Write a topic sentence using the three part topic sentence method. (The burrito fold)

Identify the item	Select a verb	Finish your thought
Chapter 2 of <i>The Adventures of Tom Sawyer</i> by Mark Twain	describes	how Tom got others to do his work.



How can the IVF format help students write clear, concise summaries?

How might you use this format with your students?

The Traffic Signal

- GO - Topic Sentence**
- SLOW DOWN – Reasons Details / Facts**
- STOP - Explain**
- GO BACK - Conclusion**

Informal Outlines

Topic= Fun ways to spend a million dollars

★	—
	—
	—
★	—
	—

2.9-2.13






Informal Outlines

Topic= Where to eat in Fredonia

★	R/D/F	— "Fast Food Row"
(First)	Fast Food	— McDonalds
		— Arbys
★	R/D/F	— Wing City Grille
(Next)	Nicer restaurants	— Upper Crust

1-18 a,b,c

The Five Elements of Expository Writing

- Organization is the key. 
- Topic sentences and thesis statements are the heart. 
- Transitions are the glue. 
- Examples, evidence, and explanations are the meat. 
- Conclusions tie it all together. 

Topic Sentence:

- Green means “go.”
- Green asks the writer to decide—
 - “What am I going to prove?” (reason)
 - “What am I going to explain?” (detail)
 - “What information will I share?” (fact)

Reasons/Details/Facts:

- Yellow means “slow down.”
- Introduce key concepts to support the topic sentence.
- The main supporting ideas (reasons, details or facts) for the topic sentence.
- Look for common patterns or categories in the brainstorming.

2.11

Explain:

- Red means “stop and explain.”
- Present evidence.
- Provide explanation and examples.

2.11

Conclusion:

- Green means “go back to your topic.”
- Restate the topic and the position.
- Do not introduce new information.
- Use synonyms and leave your reader with something to remember.

2.11

Using the Colors

Write each sentence from the outline on the corresponding colored strip.

- Green= topic and conclusion
- Yellow= main supporting ideas (R/D/F)
- Red= examples, explanations, evidence

Accordion Paragraph

Increase paragraph length by adding more supporting main ideas and/or details.

- Eight Sentence Paragraph
- Nine Sentence Paragraph
- Eleven Paragraph

Outline to Paragraph

If I had a million dollars, I would have a good time spending it.

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If I had a million dollars, I would have a good time spending it.

First, I would go shopping.

Outline to Paragraph

If I had a million dollars, I would have a good time spending it.

First, I would go shopping.

A new wardrobe from Macys is a must.

Outline to Paragraph

If I had a million dollars, I would have a good time spending it.

First, I would go shopping.

A new wardrobe from Macys is a must.

Next, I would travel.

Outline to Paragraph

If I had a million dollars, I would have a good time spending it.

First, I would go shopping.

A new wardrobe from Macys is a must.

Next, I would travel.

Visiting London has always been a dream.

Outline to Paragraph

If I had a million dollars, I would have a good time spending it.
First, I would go shopping.
A new wardrobe from Macys is a must.
Next, I would travel.
Visiting London has always been a dream.
Being wealthy would clearly provide many interesting benefits.

Fun Being Rich

If I had a million dollars, I would have a good time spending it. **First, I would go shopping.** **A new wardrobe from Macys is a must.** **Next, I would travel.** **Visiting London has always been a dream.** **Being wealthy would clearly provide many interesting benefits.**

Let's Refine that Paragraph

The "E"s

- The E's support your topic sentence.
- E's make your writing interesting and believable:

-Examples	-Events
-Explanations	-Experiences
-Elaborations	-Expert opinions
-Evidence	-Effective Illustrations
-Everyday life	

Vary Your Transitions

First, a new teacher should get organized.

Change to:

One important idea is for a new teacher to get organized.

Bury Your Transitions

- Instead of:
Second, a new teacher should get a mentor.
- Try:
Getting a mentor is a second key to success.

Vary and Bury Your Transitions

- Instead of:
Second, a new teacher should get a mentor.
- Instead of:
Getting a mentor is a second key to success.
– Try:
Finding a mentor is another key to success.

Compare / Contrast



Photo from <http://www.kennesaw.edu/community/history/photogallery.html>

Geography

Brant, NY



Buffalo, NY

