

**Facilitation Guide**  
to accompany  
**Brain Tools: *Study Skills for Middle***  
***School***

by  
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## Introduction

I want to emphasize that this is a facilitation guide—not a teaching guide. It's not meant to be prescriptive, but rather is meant to provide some flexible activities (what I like to think of as *learning events*) that you can use or adapt according to the existing skills and needs of your students and according to the grade level and subject you teach.

As a teacher, I'm a social constructivist, and that has influenced my suggestions for activities. The guide is developed around the idea that students will develop their skills when they are actively engaged within a social environment, with the teacher providing learning opportunities and facilitating student participation in a supportive manner that encourages creative exploration and open-ended meaning construction. (Okay, that's it for the jargon.)

I'd like make an earnest request—would you give me feedback? *How successful were the activities? Did you adapt them? Did you substitute other activities?* And anything else by way of critical evaluation that would help me make a better program. My e-mail address is [faulkner2@me.com](mailto:faulkner2@me.com) Your help would be sincerely valued.

So...onward! And have fun!

## Chapter 1 Learning Resources

### Section 1.1

Skills
Sharing ideas (large group)

#### Whole-class activity

Discuss the graphic. *What does each part mean? Why doesn't "Learning Resources" have any other box like it? What do the different shapes and colours show? What do the arrows show?*

### Section 1.2

Skills
Critical reading

#### Pairs activity

Visit this website:

<http://www.studygs.net/timman.htm>

Partners discuss the time management ideas found there. *Which ones would be best for you as a middle schooler? Why?*

#### Whole-class follow-up

Whole class share of ideas.

## Section 1.5

Skills
Connecting information
Gathering information

### Pairs activity

Make a five column chart and use the headings in **bold** below. Go to the library and use your chart to make a list of the kinds of resources the library has. Look for:

- i. **Physical resources**—for example, books, magazines, maps, displays
- ii. **Electronic resources**—for example, DVDs, CDs, audio equipment, video and audio editing equipment
- iii. **Services**—for example, on-line subscriptions to special sites
- iv. **People**—librarian, helpers, visitor programs
- v. **Anything else** that doesn't fit in the first four groups

**Important:** Students should be able to explain how to find the different resources.

**Important:** Students should link the resources to their different subjects.

### Whole-class follow-up

Students share their findings. They should add to their lists the things they missed.

### Whole-class follow-up

Discuss how the different resources support this subject.

## **Section 1.6**

Skills
Analyzing for bias
Thinking critically

### Whole-class activity

Explore and discuss the use of some of the Mac and third party apps.

### Whole-class activity

Discuss the graphic. *What would you change to show your situation?*

### Whole-class activity

Go over *bias* in the **Reading** chapter. Discuss the “tests.” Together, try out the tests on a website. (You may want to display a website that you’ve chosen and lead the class through the tests.)

## Section 1.8

Skills
Thinking about consequences

### Whole-class activity

There should be ground rules about sharing and respecting others—and they need to be followed if a study group is going to work for the benefit of everyone. Discuss and set some study group rules.

## Section 1.9

Skills
Explaining own ideas
Gathering information
Preparing a simple report
Sharing a report (large group)
Thinking critically

### Small-group activity

Access this website on debating:

[http://www.educationworld.com/a\\_lesson/lesson/lesson304b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml)

Each small groups takes a different part to discuss and prepare to report on.

### Whole-class follow-up

Whole class discussion of the reports.

## **Section 1.10**

Skills
Analyzing possibilities

### Individual activity

Do an inventory of adults as resources.

### Whole-class follow-up

Share. Develop a master list (to post or shared electronically).

## **Section 1.11**

Skills
Analyzing the completeness of information
Supplying missing information (locating & explaining)

### Whole-class activity

Work through the Keynote together. Answer any questions that arise.

### Whole-class follow-up

Group discussion of the chapter section questions that were not addressed in the Keynote.

## Chapter 2 Graphic Organizers

### Section 2.2

Skills
Analyzing information
Analyzing potential graphics as analysis and presentation tools
Explaining own ideas
Understanding a flowchart

#### Whole-class activity

Go to the website indicated. Look at the flowchart. Make sure everyone understands how it works.

Pose some topics and have the class use the flowchart to decide on a graphic organizer to use in that particular situation.

After every decision, examine the corresponding graphic organizer in the list at the top of the page. Discuss how it would be useful for studies.

### Section 2.3

Skills
Seeing uses for the spider map
Sharing ideas

Skills
Using a spider map

### Whole-class activity

Give the class a topic (from your subject area) and have them use the spider chart to analyze it.

### Whole-class follow-up

Discuss: *Where do you think you could use this in your studies (in this class or any other)?*

## Section 2.4

Skills
Gathering information
Preparing a simple report
Sharing a report (large group)
Using the vocabulary map

### Small-group activity

Divide the class into 8 groups and assign each group a part of speech. Their task is to find a way to explain it to the rest of the class.

### Whole-class follow-up

Groups present. Discuss the ideas.

### Whole-class activity

Give the class select vocabulary from your subject area and have them work through the graphic together.

## Section 2.5

Skills
Reading analytically
Seeing uses for the 5Ws + H diagram
Sharing ideas

### Whole-class activity

Beforehand, select an appropriate on-line news item. Have students go to the news item and work as a class to find the 5 *Ws* and *H* in the item.

### Whole-class follow-up

Discuss: *Where do you think you could use this in your studies (in this class or any other)?*

## Section 2.6

Skills
Seeing uses for the Y-chart
Sharing ideas
Using descriptive words

### Small-group activity

Have each small group select something to analyze. They may have to choose three different qualities or descriptors. Find all the descriptors possible in the give time. Report to whole class. See what words the rest of the class would add.

### Whole-class follow-up

Whole class discussion: *Where do you think you could use this in your studies (in this class or any other)?*

## **Section 2.7**

Skills
Discriminating between facts and opinions
Sharing ideas

### Whole-class activity

Have the class suggest a topic or idea. Divide the class in two—one group to find “facts” related to the topic/idea, the other group to identify “opinions.”

Draw a large chart on the board and have the students write their findings on the chart. Discuss the results.

## Section 2.8

Skills
Analyzing characteristics of a social structure
Seeing uses for the comparison/contrast chart
Sharing ideas
Understanding the difference between <i>comparison</i> and <i>contrast</i>

### Whole-class activity

Choose two things—maybe two school sports. Lead the students through analysis of the two sports (or whatever) using the comparison/contrast chart.

Discuss the question: *Where do you think you could use this in your studies (in this class or any other)?*

## Section 2.9

Skills
Brainstorming
Developing rules for brainstorming with others
Identifying groups (topics, sub-topics, sub-sub-topics)

Skills
Identifying prior knowledge
Interpreting a cluster/cloud diagram
Organizing information using a cluster/cloud diagram
Searching on-line for a purpose
Seeing uses for the cluster/cloud diagram
Sharing ideas

### Individual activity

Have students go on-line individually and find examples of cluster/cloud diagrams.

### Pair/share

Each student explain the diagram to the partner.

### Whole-class activity

Have one or two students display and explain their diagrams to the whole class.

### Whole-class activity

The objective will be to create a cloud/cluster diagram to show students' collective prior knowledge of a topic in your subject area. Choose a subject area topic and write it in the centre of the blackboard.

Step 1: Lead the class through a group brainstorm.

Step 2: Lead the class through the grouping of topics, sub-topics, sub-sub-topics. (Have students suggest the best way to do this.)

Step 3: Collaboratively draw the diagram, discussing the options as you go.

Discuss the question: *Where do you think you could use this in your studies (in this class or any other)?*

### Whole-class follow-up

Discuss this question: *What rules should we have for brainstorming with other people?* Record for display in the classroom.

## **Section 2.10**

Skills
Creating a jpeg
E-mailing an attachment
Understanding the use of the family tree diagram
Using a graphics app on the iPad

### Individual activity

Have students draw their own family trees using a graphics app, then turn it into a jpeg and e-mail it to their parents.

## Section 2.11

Skills
Analyzing characteristics of a social structure
Analyzing the effectiveness of the star diagram
Seeing uses for the star diagram
Sharing ideas
Using the star diagram

### Pairs activity

Topic: *Student life at [name of school]*. Each pair produce a star with as many points as necessary to accommodate all the aspects of student life they can think of.

### Whole-class follow-up

Have pairs describe their stars to the whole class. Discuss whether some other graphic organizers might be more appropriate in this situation.

Discuss the question: *Where do you think you could use this in your studies (in this class or any other)?*

## Section 2.12

Skills
Analyzing adequacy of information

Skills
Seeing uses for semantic feature analysis
Sharing ideas
Understanding semantic feature analysis
Using semantic feature analysis

Preparation: Go to Leigh Faulkner’s channel on YouTube

<https://www.youtube.com/channel/UCBIM-wWmaYPO3Q8j9n-RLxQ>

Download the video *Semantic Feature Analysis Demonstration*.

Alternatively, if you have access from the classroom, simply display the video directly from YouTube.

### Whole-class activity

Watch the video together. Discuss what other criteria could have been used.

### Whole-class activity

Discuss the chart with the school sports analysis. *How would you build this chart for your school?* Based on the suggestions, develop a new chart together.

Discuss the question: *Where do you think you could use this in your studies (in this class or any other)?*

## Section 2.13

Skills
Assessing own knowledge
Brainstorming
Identifying prior knowledge
Using the K-W-L-H chart

### Whol-class activity

Select the next topic you will be taking up with the class in your subject. Lead the students through a group brainstorm of the things they already know about the topic.

Have each student make a K-W-L-H chart. (In most word processors, it's easy to make a chart that will keep on expanding as more information is added.)

Have each student write in the first column ONLY those things from the brainstorm that they really understand. They should then select from the rest of the brainstorm topics those that they want to know more about and put them in the second column as questions.

### On-going follow-up

As you take up the topic with the students, build in some time for students to add what they've learned in the third column. This could be accomplished by providing short *stop and record* times

during the lesson at key points. Alternatively, time could be provided at the end of the class.

You can check with the students from time to time as to what questions (from the second column) remain unanswered, then address them as appropriate. If the questions are beyond the current topic, have the students write in column four their suggestions for how they can get answers to their questions.

At the end of the topic study, have students write in their suggestions for column four—these will be for either their unanswered questions or new areas or questions suggested by what they've already learned. It will be up to them as individuals whether they undertake further study, though you may want to cycle back from time to time and ask.

## Chapter 3 Reading

### Section 3.1

Skills
Analyzing a graphic organizer
Analyzing information in a Keynote
Identifying important ideas and terms
Identifying prior knowledge
Previewing an extended text (chapter)

#### Individual activity

Have the students do steps 1-5.

Alternatively, you may want to do steps 2-5 as a whole class activity.

### Section 3.3

Skills
Analyzing text features
Searching on-line for a purpose
Sharing ideas
Understanding different organization structures

#### Small-group activity

Form 7 groups. Assign each group one of the organizational structures from the list and have them go on-line to find one clear example.

### Whole-class follow-up

Have each group report, explaining how/why their selection is an example of the organizational structure. Discuss each example to ensure that the characteristics of the structure are understood by all students.

### **Sections 3.4, 3.5 & 3.6**

<b>Skills</b>
Comprehending ideas in written text
Making predictions while reading
Sharing ideas (large group)
Understanding how <i>purpose determines process</i>
Understanding <i>metacognition</i>
Understanding the process of <i>making and confirming predictions</i>

### Whole-class activity

Conduct a read aloud and discussion. Ask for student volunteers to take turns reading. After each part, discuss the ideas.

Discuss the concept *purpose determines process*. Ask students what they think *making and confirming predictions* means. Ask

them to predict what information Section 3.6 *What is close reading?* will give them.

### Whole-class follow-up

Lead a reading and discussion of Section 3.6. At this point, give attention to the term *metacognition*.

## Section 3.7

Skills
Identifying the main idea ( <i>gist</i> ) of a text
Sharing ideas
Skimming text

### Whole-class activity

Display a selection of text that students will meet in their studies in the next day or so in your subject area. Have the students participate with you in skimming the text, using the ideas in Section 3.7.

[In preparation for the next activity, find a variety of text selections from your subject area—include both single and multiple paragraphs. Make sure they're written in such a way that students should be able to identify the main idea (*gist*). Prepare them for display to the whole class.]

### Whole-class activity

Display a single paragraph selection. Ask students to read it silently and decide on the main idea (the *gist*). Hear and discuss the students' ideas.

Continue with the other examples.

## **Section 3.8**

Skills
Analyzing process
Scanning for information
Sharing ideas

[Advance preparation. Select a number of webpages in your subject area that students will be able to visit. Make a list of questions—some which CAN be answered by the webpages you've selected and some which CANNOT be answered by those webpages.]

### Individual activity

Display the list of webpages and questions. Have the students scan the webpages to answer the questions or decide that the

information is not there. Emphasize that they are NOT to try to read everything on the webpages, only scan for specific information.

Discuss the results AND the process.

### Section 3.9

Skills
Reviewing brainstorming
Reviewing cluster diagrams
Reviewing K-W-L-H
Understanding <i>pre-reading</i>
Understanding <i>previewing and turning headings into questions</i>

Students will be familiar with K-W-L-H from Section 2.6 and with brainstorming and cluster diagrams from Section 2.9. You may want to review these with the class at this point.

Since you're already into whatever textbook your students are using, you may want to take a long-range approach to *Previewing and turning headings into questions* and return to it whenever the class begins a new chapter. At that time, you could lead the students through the process as a whole class activity.

### Section 3.10

Skills
Analyzing text for bias
Analyzing the thinking process
Identifying important information to highlight
Inferring meaning from context
Sharing ideas
Understanding <i>bias</i>
Understanding organizational structure of text

[Preparation—Key vocabulary. From your subject area, make a selection of important terms that students have not yet studied. For each term, select a sentence or paragraph of text from which it is possible to infer the meaning of the term.]

### Pairs activity

Present the terms one by one, along with the appropriate sentence or paragraph. Challenge the pairs to decide on a meaning for the term by reading only the sentence or paragraph.

### Whole-class follow-up

Pairs share their meanings with the whole class and tell how they arrived at that particular meaning.

[Preparation—Common organizational structures. Locate documents that are examples of the four structures and copy them for display.]

### Whole-class activity

Display the documents one at a time. Students identify the structure of the document. Have students justify their choices.

[Preparation—Bias. Identify several webpages or documents that are clearly biased, in your opinion.]

### Whole-class activity

Display one of the webpages or documents. Have students go to the **Detecting Bias** worksheet at the end of Chapter 3. Lead a reading and discussion of the selection, having the students give their evaluation of the text using the worksheet *tests*.

### Double pair-share

Have students form pairs. Give two pairs the same webpage or document. Each pair is to read and discuss it, deciding whether they should believe it, and why or why not. The two pairs with the

same webpage or document then get together and share their ideas. They should use the **Detecting Bias** worksheet as a guide.

### Whole-class follow-up

Have the double-pairs share their webpage or document and evaluation. Whole class discussion, as appropriate.

[Preparation—Highlighting. Choose a section of text from your subject area. Prepare it to display in class so that you can highlight portions.]

### Whole-class activity

Display the text. Go through it with the class, paragraph by paragraph. Have students indicate what should be highlighted and why. As students reach agreement, highlight the indicated portions.

## **Section 3.11**

<b>Skills</b>
Analyzing process
Outlining from highlighted text
Sharing ideas

Skills
Summarizing using the <i>Sum-It-Up</i> strategy
Understanding how to apply the <i>Sum-It-Up</i> strategy using the iPad
Using the Vocabulary Self-collection Strategy
Writing a summary from highlighted and outlined text

### Whole-class activity

Outlining. Use the document used in the highlighting activity. Work through it with the students to take the highlights and turn them into an outline.

### Whole-class activity

Summarizing. Lead the class to produce a summary of the text used for highlighting and outlining.

[Preparation—*Sum It Up*. Familiarize yourself with the *Sum It Up* concept and worksheet at <http://www.readingquest.org/pdf/sumitup.pdf> [Although the worksheet mentions Social Studies, this strategy works in any subject.] Select a single-topic text of several paragraphs and prepare for display.]

### Pairs activity

*Sum It Up*. Display and introduce the *Sum It Up* worksheet and its use to the whole class. Display the selected text and have students work in pairs to complete the reading and summarizing, using the *Sum It Up* strategy.

### Whole-class follow-up

Have students indicate what words and key ideas they selected. Highlight these on your display copy for all to see and discuss. Work together to write a twenty-word summary. (This should generate considerable discussion.) Have pairs read their summaries to the class. Invite students to talk about the process they went through.

Conclude with a discussion of how this strategy could be used with material on the iPad.

[Preparation—Vocabulary self-collection strategy. Select a portion of text from your subject area that has important vocabulary.]

### Small-group activity

Have students follow process steps 1 & 2 of the Vocabulary Self-collection Strategy.

### Whole-class follow-up

Lead the students through process steps 3 to 7.

(Note: Depending on the text, you may want to have students and groups choose and report more than one word.)

## Section 3.12

Skills
Analyzing process
Evaluating the effectiveness of a fix-up strategy
Experiencing a reading think aloud
Identifying potential fix-up strategies to use when understanding breaks down
Identifying understanding problems while reading
Implementing a fix-up strategy
Practicing <i>metacognitive</i> strategies
Practicing reading think aloud
Sharing ideas
Understanding the D-R-T-A

[Preparation—metacognition. Select a number of short selections from your subject area that you think would be just slightly above the reading level of your students. Copy them for display. Identify places where you think some students may encounter difficulty, then decide on a strategy that could be used to make the meaning clear.]

### Whole-class activity

Take one selection and display it. Do a reading think aloud in which you verbalize what is going through your mind while you're reading. When you reach a part that you've identified as a problem, verbalize the list of potential fix-up strategies you could use in this situation, choose one, try it, evaluate it, then either try another fix-up strategy or go on reading. When you finish, have the students discuss what they heard and saw. Would they have tried a different strategy?

Repeat with another text where you will use a different fix-up strategy.

Repeat with as many examples as you think necessary to ensure that students fully understand the process and the range of possible fix-up strategies.

### Pairs activity

Have students form pairs and self-designate as A & B. Provide one of your pre-selected texts. Student A is to do a reading think aloud, while Student B observes. After Student A finishes, Student B should share her/his observations.

Have students reverse roles and repeat the activity.

### Whole-class follow-up

Discuss the questions: *What did you observe about the process? What worked well? What didn't work so well? How could you make the process work better for you?*

[Preparation—D-R-T-A. Select a page or two of subject area text from the next topic to be studied. Decide where you want the breaks for the D-R-T-A steps.]

### Whole-class activity

Lead the students through the steps of the D-R-T-A. Encourage the students to approach this as a think aloud. Whole class discussion should take place after steps 4, 5, 6, 7, etc.

Discuss the question: *What makes the D-R-T-A effective?*

## Chapter 4 Notetaking

### Sections 4.2 & 4.3

Skills
Identifying important information
Listening for information
Reciting information learned (4th R of the 5Rs of notetaking)
Sharing ideas
Sorting information into like groups
Understanding how to use the Cornell Method with the iPad
Using the Cornell Method worksheet
Using the <i>Sum-It-Up</i> strategy
Writing <i>cues</i> to aid recall

[Preparation—Cornell Method. From your subject area, select a medium length text that students would not have previously seen. Familiarize yourself with it so you'll be comfortable reading it aloud and will be able to answer any questions your students may pose.]

#### Whole-class & pairs activity

[Paper & pen/pencil only]

Step 1. Have students prepare a Cornell Method worksheet. Discuss the use of *Area A*. Explain that you will be giving a talk

and you want the students to make notes in Area A of the worksheet of what you say and that they can stop you any time to get you to repeat or explain things. Read your pre-selected text.

Step 2. Line off the black/whiteboard as a Cornell Sheet. Have each student write one note in Area A on the board. Continue until all notes have been displayed. Discuss the notes and sort them into groups, perhaps simply by drawing lines to link members of a group. Make up names for the groups

Step 3. Discuss the use of *Area B* of the worksheet. Write the names for the groups in *Area B*. [These will be *cues* to aid recall.] Have students suggest a small number of questions that will help them remember the information. Write the questions in *Area B*.

Step 4. Have the students work in pairs to use the *Sum It Up* strategy introduced as an activity for Section 3.11. Have them write their summaries in *Area C* of the worksheet. Ask students to share their summaries.

Step 5. Pairs activity. Explain the 4th R (Recite) of the 5 Rs of notetaking. Have students, in pairs, take turns reciting the information from the notes to each other. They should identify where anything important was missed.

### Whole-class follow-up

Discuss the question: *Is there any way the Cornell Method can be adapted for use with the iPad?*

## Section 4.5

Skills
Summarizing short and long texts

Note: It will probably take several supported attempts before students will be able to apply the strategies explained here. You may want to lead students through the process during study of each of the next several chapters of your subject material until you feel that the students have achieved mastery.

## Section 4.6

Skills
Understanding the qualities of an effective summary

Note: Students will probably grasp the concepts *comprehensive* and *independent* easily enough, but *concise* and *coherent* will likely require some work.

[Preparation. Make a selection of several short texts to illustrate degrees of conciseness and coherence.]

### Whole-class activity

Display each sample text in turn and have students cooperatively evaluate it for the qualities mentioned in the explanations for *concise* and *coherent*.

## Chapter 5 Five-Paragraph Paper

### Section 5.1

Skills
Identifying the main idea of a paragraph
Understanding and using <i>transitions</i>
Understanding paragraph structure

[Preparation—Paragraph structure. Collect several examples of well written paragraphs (or write your own related to your subject area). Try for five sentences per paragraph.]

#### Whole-class activity

Discuss the description of paragraph structure as given in the pop-over. Present your paragraphs one-by-one. For each, have the students put the main idea of the first sentence in their own words. Discuss. Next, have them explain how the body sentences link to the topic sentence. Lastly, have students explain how the final sentence links to the topic sentence.

[Preparation—Transitions. Familiarize yourself with the information at the following webpage and decide how much of it you want to use with your students.

<http://www.kimskorner4teachertalk.com/writing/sixtrait/organization/transitions.html>

In your subject area, collect or write several examples of paragraph pairs where transitions clearly link the paragraphs.]

### Whole-class activity

Step 1. Either display or have students access the webpage <http://www.kimskorner4teachertalk.com/writing/sixtrait/organization/transitions.html> Have the students examine the material you identified for use. For each transition discussed, have students create an example of its use, preferably in linked sentences.

Step 2. Display a paragraph pair and have students identify how the paragraphs are linked. Identify also the purpose or function of the transition (e.g., to emphasize a point, to show location, to compare items, etc.). Repeat with other paragraph pairs.

[**Note:** Sections 5.2, 5.3 5.4 are introductions only. Essays and desk survey research papers are dealt with in more detail in Sections 5.11 to 5.14.]

## **Section 5.3**

Skills
Analyzing the effectiveness of writing
Sharing ideas
Understanding <i>point of view</i>
Understanding the intent of a writing selection
Writing to convince an audience

### Whole-class activity

Lead the students through the section, including the on-line exploration of the ChronicleHerald opinion section. Introduce the term *point of view*. Choose two or three letters to the editor to read together and discuss as to their intent and effectiveness in getting their messages across.

### Pairs activity

Have students in pairs choose one of the topics from the letters examined and write their ideas about the topic in a way that will win people to their point of view.

Invite students to share their writing in whatever way you have set up for the purpose of exchange of material.

## **Sections 5.2, 5.3 & 5.4**

Skills
Analyzing text structures and purposes
Sharing ideas
Using the comparison/contrast chart

### Whole-class activity

Conduct a whole class review of the Comparison/Contrast Chart in Section 2.8.

### Small-group activity

Divide students into groups of four or five. Each group needs to prepare a Comparison/Contrast Chart (a flip chart sheet should work well). They are then to find as much information as they can (from any source) to do a comparison and contrast of the **essay** and the **desk survey research paper**.

### Whole-class activity

Share. Display completed charts. Have students move around and read the charts of other groups. Follow with a discussion of the similarities and differences between essays and desk survey research papers.

## **Sections 5.5 to 5.10**

Skills
Answering questions
Identifying characteristics of forms of exposition
Preparing a short report
Sharing ideas

Note: Since the previous activity involved comparison/contrast, only the remaining four modes remain to be examined.

### Group activity

Exposition Jigsaw. Have students form four groups. Assign each group one of the four remaining modes of exposition—i.e., division & classification, cause & effect, argumentation, analysis. Each group is to prepare to teach their mode to the rest of the class using whatever method and resources they wish. They should also be ready in case there are any questions.

### Whole-class follow-up

When preparations are complete, have the groups, in turn, teach their modes to the whole class and answer any questions the other students (or you) have.

## **Sections 5.11 to 5.13**

Skills
Analyzing the implementation of a process
Brainstorming
Collaborative writing
Developing a narrow topic from a broad topic
Developing a thesis statement from a narrow topic
Developing ideas to support a thesis statement
Evaluating ideas
Following a process (teacher-led)
Following a process (with a partner)
Identifying a broad topic
Identifying details to support main ideas
Ordering ideas in a logical way
Sharing ideas
Understanding the purpose of a <i>hook</i> when writing
Understanding the term <i>first draft</i>
Writing an essay title

## Essay Simulation

### Whole-class planning

In this you will be leading the students through the steps laid out in the Essay Planner. Sketch the Essay Planner on the board.

Step A. Ask the students to suggest several topics of interest. Help them select one as most promising for writing an essay. This will be the “Broad Topic.” Write it in the box.

Step B. Lead a brainstorm to break the broad topic into smaller and smaller topics of interest. Have the students choose one. This will be the narrow topic. Write it in the box.

Step C. Have students suggest possible thesis statements that could be made about the narrow topic. Have students select the one they think will be most interesting. Write it in the box.

Step D. Lead another brainstorm, this time to find ideas to support the thesis statement. Have the students select the three that they think are most important. Write these in the three boxes in whatever order seems most logical—or from least to most important.

Step E. Brainstorm details to support the first point (main idea). Choose the three most important ones and write them in the box. Do the same for the remaining two points (main ideas).

### Whole-class writing (Section 5.12)

Lead the students through the process of writing the essay, following the **Your Paper** graphic in Section 5.12 to guide the process. Have students suggest sentences, based on the points written in the Essay Planner, which you then record. Give lots of time for discussion.

Together, decide on a title that clearly indicates what the paper is about. Put this first on the paper and immediately beneath the

title, write “by Class \_\_\_\_\_” Start the first paragraph a couple of spaces below.

When the first draft is complete, ask the students whether there are any immediate improvements they’d like to make. Keep a copy of the paper for a peer editing activity during Chapter 6.

### Pairs writing activity

Have students self-select partners. Direct them to use the Essay Planner and follow exactly the same process you and they just went through together.

During this stage, you will likely be very busy answering questions and asking probing questions when needed to stimulate production.

The sharing stage (Section 5.13) should be approached as a celebration of the creation. The peer editing and feedback will come in Chapter 6.

### Whole-class follow-up

Lead a full class discussion (debriefing) using the five questions in Section 5.13 as starting points. The responses to the fourth question should be helpful when doing the research paper in the next simulation.

## Sections 5.14 & 5.15

Skills
Analyzing the implementation of a process
Brainstorming
Collaborative writing
Developing a narrow topic from a broad topic
Developing a thesis statement from a narrow topic
Evaluating ideas
Evaluating information
Finding information
Following a process (teacher-led)
Following a process (with a partner)
Identifying a broad topic
Identifying information sources
Identifying sub-topics suggested by a thesis statement
Recording bibliographic information
Selecting information to support a thesis statement
Sharing ideas
Sorting information
Understanding similarities and differences in processes
Understanding the term <i>first draft</i>
Writing a research paper title
Writing an executive summary

## Desk Survey Research Paper Simulation

### Whole-class activity

Begin by going over the Research Planner so students will have a clear idea of the similarities and differences between this and the Essay Planner.

### Whole-class planning

In this you will be leading the students through the steps laid out in the Research Planner, just as you did with the Essay Planner.

Step A. Ask the students to suggest several topics of interest. Help them select one as most promising for writing an essay. This will be the “Broad Topic.” Write it in the box.

Step B. Lead a brainstorm to break the broad topic into smaller and smaller topics of interest. Have the students choose one. This will be the narrow topic. Write it in the box.

Step C. Have students suggest possible thesis statements that could be made about the narrow topic. (Leave the development of research questions for another time.) Have students select the one they think will be most interesting. Write it in the box.

Step D. Lead another brainstorm, this time to break the thesis statement into parts. The three that students think are most important can be written in the list area as sub-topics.

Step E. Have students draw on the list of resources from Chapter 1 to identify possible sources of information about the sub-topics. Write these in the the list area.

Step F. Divide the class into three groups and assign each one a sub-topic to research. Their task is to find the best information they can, make notes of the information, and write the bibliographic information for the source. Have the students put the notes and bibliographic information in electronic form that can be given to you for collating and sharing.

### Whole-class writing (Section 5.14)

Display or distribute the collated notes. Lead the students through the process of sorting the notes and selecting the most important points for use in the paper.

Use the **Your Paper** graphic in Section 5.12 to guide the writing process. As before, have students suggest sentences, which you then record. Give lots of time for discussion.

When you've finished the writing, have the students select the most important points to go in the Executive Summary. List these points in the same order as they appear in the paper. Put the list at the beginning of the paper.

Together, decide on a title that clearly indicates what the paper is about. Put this before the Executive Summary. Immediately beneath the title, write "by Class \_\_\_\_\_"

When the first draft is complete, ask the students whether there are any immediate improvements they'd like to make. Keep a copy of the paper for a peer editing activity during Chapter 6.

### Pairs writing activity

Have students self-select partners. Direct them to use the Research Planner and follow exactly the same process you and they just went through together.

Again, you will likely be very busy answering questions and asking probing questions when needed to stimulate production.

As before, the sharing stage (Section 5.15) should be approached as a celebration of the creation. The peer editing and feedback will come in Chapter 6.

Whole-class follow-up. Lead a full class discussion (debriefing) using the five questions in Section 5.15 as starting points.

## Chapter 6 Peer Editing and Rewriting

In this chapter, students are going to come face-to-face with some language challenges of a technical nature. I think that understanding of formal language structure and function develops over time. So, what is experienced here will need to be experienced again and again in order for learners to internalize it and make its use automatic.

### Section 6.2

Skills
Analyzing the implementation of a process
Checking a rewritten paper
Identifying the essential parts of a sentence
Rewriting
Sharing ideas
Understanding sentence structure
Understanding <i>subject-verb agreement</i>
Understanding the language of language function
Understanding the language of language structure
Understanding the peer editing process
Understanding <i>transitions</i>
Using a peer editing worksheet (with a partner)

The activities I suggest are meant to provide a playful approach (a little bit of sugar...) that, hopefully, your students will not be too sophisticated to get into.

You'll probably discover other areas to focus on, but for now, I suggest the following three: sentences, subject-verb agreement, and transitions (even though transitions were taken up before).

[Preparation—Sentences. Here's a chance to make use of all those pages of scrap paper. Select or write several sentences of varying length related to your subject area. Make a set of sheets for each sentence, with one word on each sheet—except for verb phrases, which should be kept together on one sheet. (Decide whether your students need the added support of having upper case for the initial word or whether you want them to use other clues to get the sentence started. Of course, upper case proper nouns.)]

### Whole-class activity

Take your first sentence set and hand out the sheets randomly. Challenge the students to get together where the rest of the class can see and form a line so the sheets form a sentence.

(Variation. You could make identical sentence sets and turn it into a competition between groups.)

Discuss the process and results. (e.g., *Does the sentence make sense? How did you decide on this order?*)

Next step: Ask, *Are there any words you could leave out and still have a sentence?* Lead the class through an examination of each word and whether there'd still be meaning if that word were taken away. As a word is removed, have the student sit down. You should be left with only two students holding the subject and verb sheets—and this is an important learning point. (You'll probably want to keep any article sheets—*a, an, the*— with the subject.)

Continue with other sentence sets.

[Preparation—Subject–verb agreement. Preparation is the same as for the previous activity EXCEPT you need to make TWO verbs for each sentence—one singular and one plural (i.e., the correct one and an incorrect one).]

### Whole-class activity

The activity is done the same way as before, but this time the students will be challenged to decide what fits and what doesn't. Students will likely know intuitively what “sounds right”—and you will need to help them to discover the link between the “subject” and “verb.”

(Variation. Hold back the students with the verb sheets until the others have formed a verb-less sentence and indicated what they need to complete it in a meaningful way. The verb students)

Discuss the process and results. (e.g., *Are there any words you could leave out and still have a sentence?*)

Continue with other sentence sets.

Note: Compound subjects can present a challenge, in part because of widespread improper use. You might want to start with some very simple examples. These websites can help:

This site has very clear examples of subject-verb agreement

<http://owl.english.purdue.edu/owl/resource/599/01/>

This site is more complex than the previous one, but it has quizzes on subject-agreement

[http://grammar.ccc.commnet.edu/grammar/sv\\_agr.htm](http://grammar.ccc.commnet.edu/grammar/sv_agr.htm)

More examples of subject-verb agreement types

<http://writing.wisc.edu/Handbook/SubjectVerb.html>

This site presents the examples in a clear way and has a follow-up quiz

<http://www.grammarbook.com/grammar/subjectverbagree.asp>

[Preparation—Transitions. Choose pairs of sentences that could be logically linked. Make sentence sets, as before. Make a number of transition word sheets. Be sure to include the transitions that could potentially be used to join the sentence pairs.]

### Whole-class activity

Transitions. First, select a number of students to receive the transition sheets. Then, for the first sentence pair, hand out each sentence set to a different group of students and have them form their sentences independently.

Ask students to suggest whether the ideas are linked in any way. Once a link is understood, have the students with the transition sheet make their “pitches” to be chosen to link the sentences. Try out different combinations until workable ones are found.

Continue with other sentence pairs.

Discussion. *Why are transitions important in your writing?*

### Whole-class activity

Peer Editing Keynote. Display the Keynote and take the students through it together. Discuss the ideas. As questions arise, try to have students come up with sound answers.

Follow-up activity. Go over what has to be done during each of the four readings.

[I think it's human nature to want to be as efficient as possible, so students will probably think that four readings are too much. This is, however, a case where, in order to do a fair job and an in-depth job, it's necessary to become very familiar with the material.]

### Whole-class activity—Essay peer editing

Display the essay written as a whole class activity during the simulation in Chapter 5.

Guide the students in the use of the Peer Editing Worksheet to edit the essay. Ensure that the four readings are followed closely.

Go to **Section 6.5** and lead the students through the use of the list of “Checks” as a further analysis of the essay.

Debriefing. *Based on the peer editing and the “Checks” just discussed, what changes are needed in the essay?* Make the changes on the display copy and discuss the results. Make sure that the students understand that they are moving from a first draft toward a finished copy, although more rewriting may yet be necessary.

[Preparation—Peer editing. Print enough copies of the Peer Editing Worksheet for pairs.]

### Pairs activity—Essay peer editing

Students return to their essay-writing pairs. If the students had shared their essays with another pair after the writing stage, the two pairs can now exchange their essays and peer edit the essays using the Peer Editing Worksheet.

### Double-pairs follow-up

When peer editing has been completed, the pairs should take turns explaining their evaluation to the other team and answering questions.

### Whole-class activity

Debriefing. Lead a general discussion of the peer editing process. Discussion questions could include: *Did you find peer editing easy? What was easy? What was not so easy? Do you feel you really understood the paper? Was the paper easy to read? Were there enough transitions to make the essay flow smoothly? Looking at your own paper, what are the parts you could make stronger?*

### Pairs activity follow-up

Pairs discuss the peer editing worksheet they received and decide what changes, if any, they should make to their essay. They should then prepare a final copy and submit it to you.

Ask for student permission to share their final copies—either as posted hard copy or electronically.

### Whole-class activity—Research paper peer editing

Display the research paper written as a whole class activity during the simulation in Chapter 5.

Guide the students in the use of the Peer Editing Worksheet to edit the paper. Ensure that the four readings are followed closely.

Go to **Section 6.5** and lead the students through the use of the list of “Checks” as a further analysis of the research paper.

Whole-class debriefing. *Based on the peer editing and the “Checks,” what changes are needed in the research paper? Make the changes on the display copy and discuss the results. As before, make sure that the students understand that they are moving from a first draft toward a finished copy, although more rewriting may yet be necessary.*

[Preparation—Peer editing. Print enough copies of the Peer Editing Worksheet for pairs.]

### Pairs activity—Research paper peer editing

Students return to their research paper-writing pairs. If the students had shared their papers with another pair after the writing stage, the two pairs can now exchange their papers and peer edit the papers using the Peer Editing Worksheet.

### Double pairs follow-up

When peer editing has been completed, the pairs should take turns explaining their evaluation to the other team and answering questions.

### Whole-class follow-up

Debriefing. As before, lead a general discussion of the peer editing process. Discussion questions could include: *Did you find peer editing the research paper easier or harder than the essay? What was easy? What was not so easy? Did the “hook” really get your attention? Did you have any trouble finding the thesis statement? Was the paper easy to read? Do you feel you really understood the paper? Were there enough transitions to make the essay flow smoothly? Looking at your own paper, what are the parts you could make stronger?*

### Pairs activity follow-up

Pairs discuss the peer editing worksheet they received and decide what changes, if any, they should make to their paper. They should then prepare a final copy and submit it to you.

Ask for student permission to share their final copies—either as posted hard copy or electronically.

# Brain Tools Skills Inventory--Chapter & Section

## Chapter 1 Learning Resources

### Section 1.1

Sharing ideas (large group)

### Section 1.2

Critical reading

### Section 1.5

Connecting information

Gathering information

### Section 1.6

Analyzing for bias

Thinking critically

### Section 1.8

Thinking about consequences

### Section 1.9

Explaining own ideas

Gathering information

Preparing a simple report

Sharing a report (large group)

Thinking critically

### Section 1.10

Analyzing possibilities

### Section 1.11

Analyzing the completeness of information

Supplying missing information (locating & explaining)

## Chapter 2 Graphic Organizers

### Section 2.2

Analyzing information

Analyzing potential graphics as analysis and presentation tools

Explaining own ideas

Understanding a flowchart

### Section 2.3

Seeing uses for the spider map  
Sharing ideas  
Using a spider map

#### **Section 2.4**

Gathering information  
Preparing a simple report  
Sharing a report (large group)  
Using the vocabulary map

#### **Section 2.5**

Reading analytically  
Seeing uses for the *5Ws + H* diagram  
Sharing ideas

#### **Section 2.6**

Seeing uses for the Y-chart  
Sharing ideas  
Using descriptive words

#### **Section 2.7**

Discriminating between facts and opinions  
Sharing ideas

#### **Section 2.8**

Analyzing characteristics of a social structure  
Seeing uses for the comparison/contrast chart  
Sharing ideas  
Understanding the difference between *comparison* and *contrast*

#### **Section 2.9**

Brainstorming  
Developing rules for brainstorming with others  
Identifying groups (topics, sub-topics, sub-sub-topics)  
Identifying prior knowledge  
Interpreting a cluster/cloud diagram  
Organizing information using a cluster/cloud diagram  
Searching on-line for a purpose  
Seeing uses for the cluster/cloud diagram  
Sharing ideas

#### **Section 2.10**

Creating a jpeg  
E-mailing an attachment  
Understanding the use of the family tree diagram  
Using a graphics app on the iPad

### **Section 2.11**

Analyzing characteristics of a social structure  
Analyzing the effectiveness of the star diagram  
Seeing uses for the star diagram  
Sharing ideas  
Using the star diagram

### **Section 2.12**

Analyzing adequacy of information  
Seeing uses for semantic feature analysis  
Sharing ideas  
Understanding semantic feature analysis  
Using semantic feature analysis

### **Section 2.13**

Assessing own knowledge  
Brainstorming  
Identifying prior knowledge  
Using the K-W-L-H chart

## **Section 3 Reading**

### **Section 3.1**

Analyzing a graphic organizer  
Analyzing information in a Keynote  
Identifying important ideas and terms  
Identifying prior knowledge  
Previewing an extended text (chapter)

### **Section 3.3**

Analyzing text features  
Searching on-line for a purpose  
Sharing ideas  
Understanding different organization structures

### **Sections 3.4, 3.5 & 3.6**

Comprehending ideas in written text  
Making predictions while reading  
Sharing ideas (large group)  
Understanding how *purpose determines process*  
Understanding *metacognition*  
Understanding the process of *making and confirming predictions*

### **Section 3.7**

Identifying the main idea (*gist*) of a text  
Sharing ideas  
Skimming text

### **Section 3.8**

Analyzing process  
Scanning for information  
Sharing ideas

### **Section 3.9**

Reviewing brainstorming  
Reviewing cluster diagrams  
Reviewing K-W-L-H  
Understanding *pre-reading*  
Understanding *previewing and turning headings into questions*

### **Section 3.10**

Analyzing text for bias  
Analyzing the thinking process  
Identifying important information to highlight  
Inferring meaning from context  
Sharing ideas  
Understanding *bias*  
Understanding organizational structure of text

### **Section 3.11**

Analyzing process  
Outlining from highlighted text  
Sharing ideas  
Summarizing using the *Sum-It-Up* strategy  
Understanding how to apply the *Sum-It-Up* strategy using the iPad  
Using the Vocabulary Self-collection Strategy  
Writing a summary from highlighted and outlined text

### **Section 3.12**

Analyzing process  
Evaluating the effectiveness of a fix-up strategy  
Experiencing a reading think aloud  
Identifying potential fix-up strategies to use when understanding breaks down  
Identifying understanding problems while reading  
Implementing a fix-up strategy  
Practicing *metacognitive* strategies  
Practicing reading think aloud  
Sharing ideas  
Understanding the D-R-T-A

## Chapter 4 Notetaking

### Sections 4.2 & 4.3

Identifying important information  
Listening for information  
Reciting information learned (4th R of the 5Rs of notetaking)  
Sharing ideas  
Sorting information into like groups  
Understanding how to use the Cornell Method with the iPad  
Using the Cornell Method worksheet  
Using the *Sum-It-Up* strategy  
Writing *cues* to aid recall

### Section 4.5

Summarizing short and long texts

### Section 4.6

Understanding the qualities of an effective summary

## Chapter 5 Five-Paragraph Paper

### Section 5.1

Identifying the main idea of a paragraph  
Understanding and using *transitions*  
Understanding paragraph structure

### Section 5.3

Analyzing the effectiveness of writing  
Sharing ideas  
Understanding *point of view*  
Understanding the intent of a writing selection  
Writing to convince an audience

### Sections 5.2, 5.3 & 5.4

Analyzing text structures and purposes  
Sharing ideas  
Using the comparison/contrast chart

### Sections 5.5 to 5.10

Answering questions  
Identifying characteristics of forms of exposition  
Preparing a short report  
Sharing ideas

### **Sections 5.11 to 5.13**

Analyzing the implementation of a process  
Brainstorming  
Collaborative writing  
Developing a narrow topic from a broad topic  
Developing a thesis statement from a narrow topic  
Developing ideas to support a thesis statement  
Evaluating ideas  
Following a process (teacher-led)  
Following a process (with a partner)  
Identifying a broad topic  
Identifying details to support main ideas  
Ordering ideas in a logical way  
Sharing ideas  
Understanding the purpose of a *hook* when writing  
Understanding the term *first draft*  
Writing an essay title

### **Sections 5.14 & 5.15**

Analyzing the implementation of a process  
Brainstorming  
Collaborative writing  
Developing a narrow topic from a broad topic  
Developing a thesis statement from a narrow topic  
Evaluating ideas  
Evaluating information  
Finding information  
Following a process (teacher-led)  
Following a process (with a partner)  
Identifying a broad topic  
Identifying information sources  
Identifying sub-topics suggested by a thesis statement  
Recording bibliographic information  
Selecting information to support a thesis statement  
Sharing ideas  
Sorting information  
Understanding similarities and differences in processes  
Understanding the term *first draft*  
Writing a research paper title  
Writing an executive summary

## **Chapter 6 Peer Editing and Rewriting**

### **Section 6.2**

Analyzing the implementation of a process

Checking a rewritten paper  
Identifying the essential parts of a sentence  
Rewriting  
Sharing ideas  
Understanding sentence structure  
Understanding *subject-verb agreement*  
Understanding the language of language function  
Understanding the language of language structure  
Understanding the peer editing process  
Understanding *transitions*  
Using a peer editing worksheet (with a partner)

## Brain Tools Skills Inventory--Aggregated

1. Analyzing a graphic organizer
2. Analyzing adequacy of information
3. Analyzing characteristics of a social structure (2)
4. Analyzing for bias
5. Analyzing information
6. Analyzing information in a Keynote
7. Analyzing possibilities
8. Analyzing potential graphics as analysis and presentation tools
9. Analyzing process (3)
10. Analyzing text features
11. Analyzing text for bias
12. Analyzing text structures and purposes
13. Analyzing the completeness of information
14. Analyzing the effectiveness of the star diagram
15. Analyzing the effectiveness of writing
16. Analyzing the implementation of a process (3)
17. Analyzing the thinking process
18. Answering questions
19. Assessing own knowledge
20. Brainstorming (4)
21. Checking a rewritten paper
22. Collaborative writing (2)
23. Comprehending ideas in written text
24. Connecting information
25. Creating a jpeg
26. Critical reading
27. Developing a narrow topic from a broad topic (2)
28. Developing a thesis statement from a narrow topic (2)
29. Developing ideas to support a thesis statement
30. Developing rules for brainstorming with others
31. Discriminating between facts and opinions
32. E-mailing an attachment
33. Evaluating ideas (2)
34. Evaluating information
35. Evaluating the effectiveness of a fix-up strategy
36. Experiencing a reading think aloud
37. Explaining own ideas (2)
38. Finding information
39. Following a process (teacher-led) (2)
40. Following a process (with a partner) (2)
41. Gathering information (3)
42. Identifying a broad topic (2)
43. Identifying characteristics of forms of exposition

44. Identifying details to support main ideas
45. Identifying groups (topics, sub-topics, sub-sub-topics)
46. Identifying important ideas and terms
47. Identifying important information
48. Identifying important information to highlight
49. Identifying information sources
50. Identifying potential fix-up strategies to use when understanding breaks down
51. Identifying prior knowledge (3)
52. Identifying sub-topics suggested by a thesis statement
53. Identifying the essential parts of a sentence
54. Identifying the main idea (*gist*) of a text
55. Identifying the main idea of a paragraph
56. Identifying understanding problems while reading
57. Implementing a fix-up strategy
58. Inferring meaning from context
59. Interpreting a cluster/cloud diagram
60. Listening for information
61. Making predictions while reading
62. Ordering ideas in a logical way
63. Organizing information using a cluster/cloud diagram
64. Outlining from highlighted text
65. Practicing *metacognitive* strategies
66. Practicing reading think aloud
67. Preparing a short report
68. Preparing a simple report (2)
69. Previewing an extended text (chapter)
70. Reading analytically
71. Reciting information learned (4th R of the 5Rs of notetaking)
72. Recording bibliographic information
73. Reviewing brainstorming
74. Reviewing cluster diagrams
75. Reviewing K-W-L-H
76. Rewriting
77. Scanning for information
78. Searching on-line for a purpose (2)
79. Seeing uses for semantic feature analysis
80. Seeing uses for the *5Ws + H* diagram
81. Seeing uses for the cluster/cloud diagram
82. Seeing uses for the comparison/contrast chart
83. Seeing uses for the spider map
84. Seeing uses for the star diagram
85. Seeing uses for the Y-chart
86. Selecting information to support a thesis statement
87. Sharing a report (large group) (2)
88. Sharing ideas (21)
89. Sharing ideas (large group) (2)

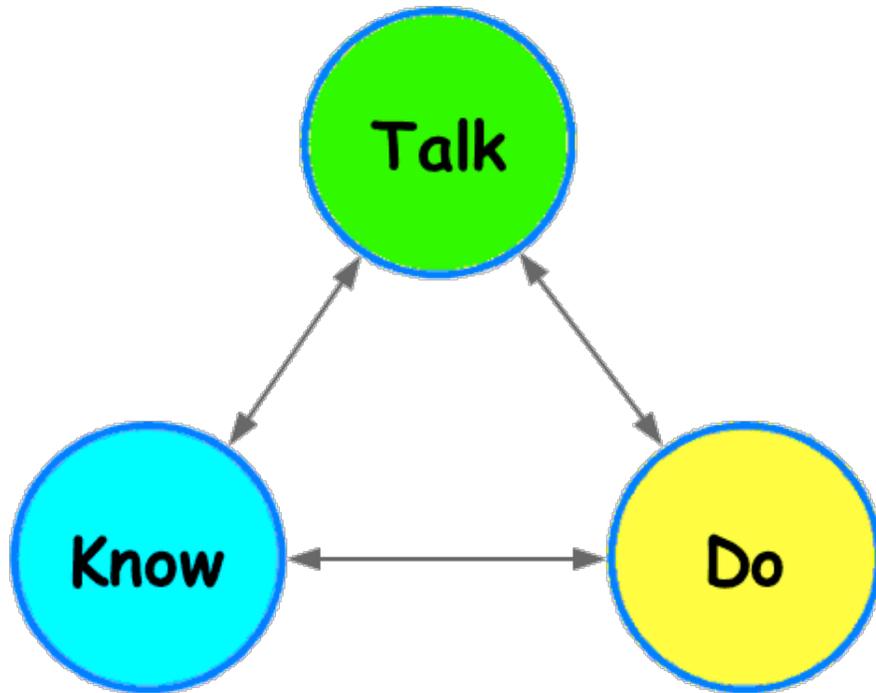
90. Skimming text
91. Sorting information
92. Sorting information into like groups
93. Summarizing short and long texts
94. Summarizing using the *Sum-It-Up* strategy
95. Supplying missing information (locating & explaining)
96. Thinking about consequences
97. Thinking critically (2)
98. Understanding a flowchart
99. Understanding and using *transitions*
100. Understanding *bias*
101. Understanding different organization structures
102. Understanding how *purpose determines process*
103. Understanding how to apply the *Sum-It-Up* strategy using the iPad
104. Understanding how to use the Cornell Method with the iPad
105. Understanding *metacognition*
106. Understanding organizational structure of text
107. Understanding paragraph structure
108. Understanding *point of view*
109. Understanding *pre-reading*
110. Understanding *previewing and turning headings into questions*
111. Understanding semantic feature analysis
112. Understanding sentence structure
113. Understanding similarities and differences in processes
114. Understanding *subject-verb agreement*
115. Understanding the D-R-T-A
116. Understanding the difference between *comparison* and *contrast*
117. Understanding the intent of a writing selection
118. Understanding the language of language function
119. Understanding the language of language structure
120. Understanding the peer editing process
121. Understanding the process of *making and confirming predictions*
122. Understanding the purpose of a *hook* when writing
123. Understanding the qualities of an effective summary
124. Understanding the term *first draft (2)*
125. Understanding the use of the family tree diagram
126. Understanding *transitions*
127. Using a graphics app on the iPad
128. Using a peer editing worksheet (with a partner)
129. Using a spider map
130. Using descriptive words
131. Using semantic feature analysis
132. Using the comparison/contrast chart
133. Using the Cornell Method worksheet
134. Using the K-W-L-H chart
135. Using the star diagram

- 136. Using the *Sum-It-Up* strategy
- 137. Using the vocabulary map
- 138. Using the Vocabulary Self-collection Strategy
- 139. Writing a research paper title
- 140. Writing a summary from highlighted and outlined text
- 141. Writing an essay title
- 142. Writing an executive summary
- 143. Writing *cues* to aid recall
- 144. Writing to convince an audience

## Brain Tools Readability Statistics

	Passive Sentences	Flesch Reading Ease	Flesch-Kincaid Grade Level
<b>Introduction</b>	10%	77.5	5.7
<b>Learning Resources</b>	5%	71.2	6.7
<b>Graphic Organizers</b>	3%	74.1	5.6
<b>Reading</b>	6%	66.5	7.1
<b>Notetaking</b>	1%	61.7	7.5
<b>The Five-Paragraph Paper</b>	4%	68.7	6.4
<b>Peer Editing and Rewriting</b>	4%	68.4	6.4

**Learn + Use → Evaluate**



**Or...**

