

SEARCH

Set goals

- I've thought about who is the audience and the impression I want to give them; I want them to think. ..(e.g., my story is scary)
- My quality goal is ...(e.g., a score of 5 on a scale of 1-6 in word choice)
- My quantity goal is ...(e.g., at least 10 different descriptor words)

Examine paper to see if it makes sense

- I've read my paper out loud
- Each sentence and the whole paper makes sense
- No words have been omitted
- I've combined sentences that are too short and broken up ones that are too long

Ask if you said what you meant

- My ideas are clear and related to the topic
- The order of my ideas is logical

Reveal picky errors

- I've corrected all errors in spelling, capitalization, and punctuation that I found
- Someone else has double checked my work

Copy over neatly

Have a last look for errors

- I made sure my final copy doesn't have any new or remaining errors in it
- Someone else has checked my work one last time
- I did/did not meet my goals

SPACE LAUNCH



The parts of a good story include:

- S → Setting elements**
- P → Problems**
- A → Actions**
- C → Consequences**
- E → Emotional reactions**

The steps to write a good story are:

- L → List idea words for my story**
- A → Ask if my ideas will meet my writing goals**
- U → Use encouraging self-talk**
- N → Now write a story with million \$ words, sharp sentences, and lots of detail**
- C → Challenge myself to develop more good ideas**
- H → Have a close look at my paper for mistakes**

SPACE LAUNCH
Story Planning Sheet

Author: _____ Date: _____

My quality goal for this story is: _____

My quantity goal for this story is: _____

Generate idea words for...

Setting elements: _____

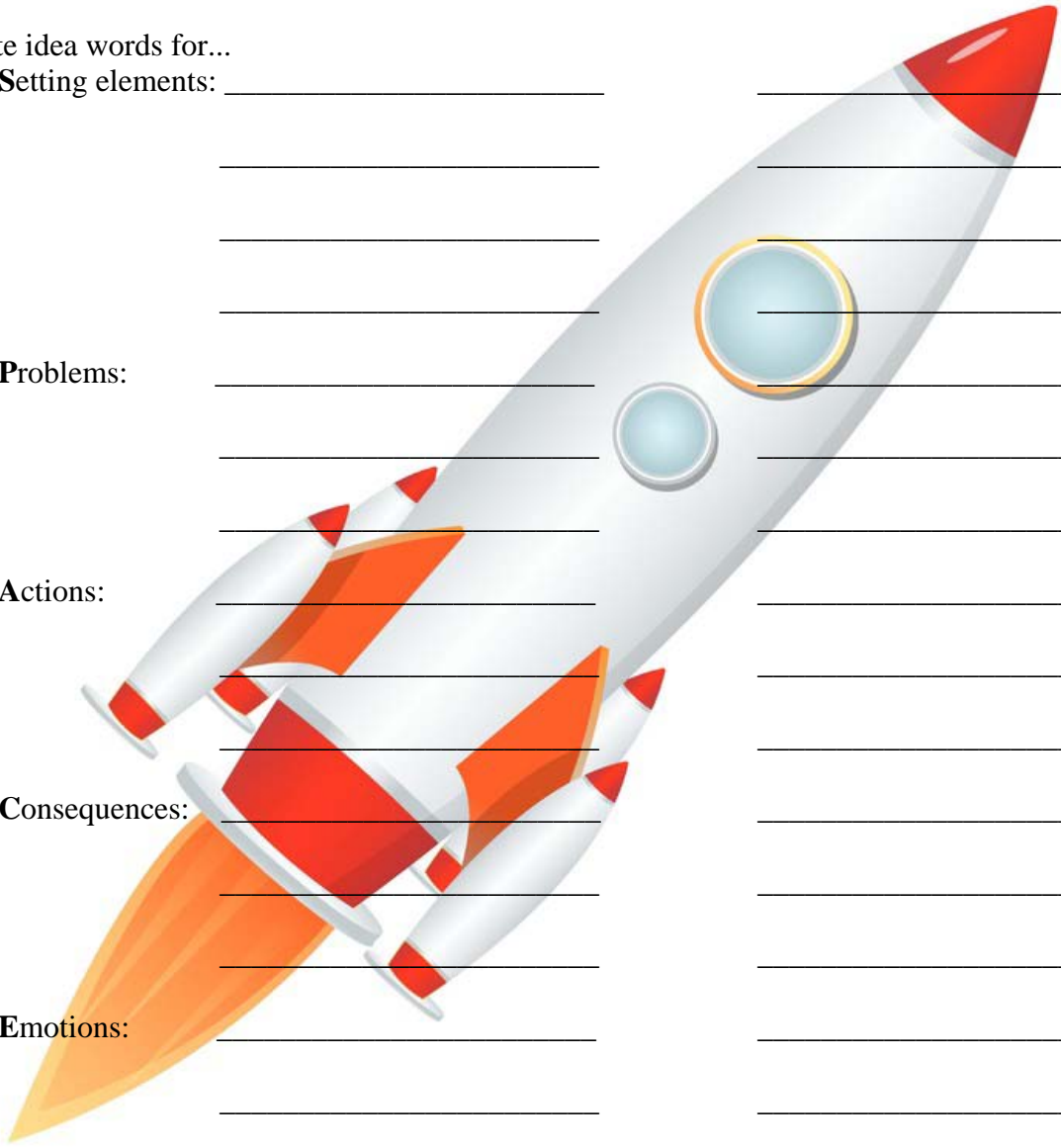
Problems: _____

Actions: _____

Consequences: _____

Emotions: _____

Self-talk statements: _____



SPACE LAUNCH
Score Card for Story

Author: _____ Partner: _____

Points

- 1 = Needs a lot more work
- 2 = Could be a little better
- 3 = Pretty good the way it is
- 4 = Terrific, other kids should see this

Questions for Your Partner

After reading and marking the author's story, answer the following:

- | | | | | |
|---|---|---|---|---|
| 1. Does the writer use lots of descriptive words? | 1 | 2 | 3 | 4 |
| 2. Does the writer use different kinds of sentences that are clear? | 1 | 2 | 3 | 4 |
| 3. Is the story creative and enjoyable to read? | 1 | 2 | 3 | 4 |
| 4. Does the story have a beginning, middle, and end? | 1 | 2 | 3 | 4 |
| 5. Does the writer include the 5 parts of a good story (SPACE)? | 1 | 2 | 3 | 4 |
| 6. Is the paper free of errors (such as in spelling and punctuation)? | 1 | 2 | 3 | 4 |

Author Goals

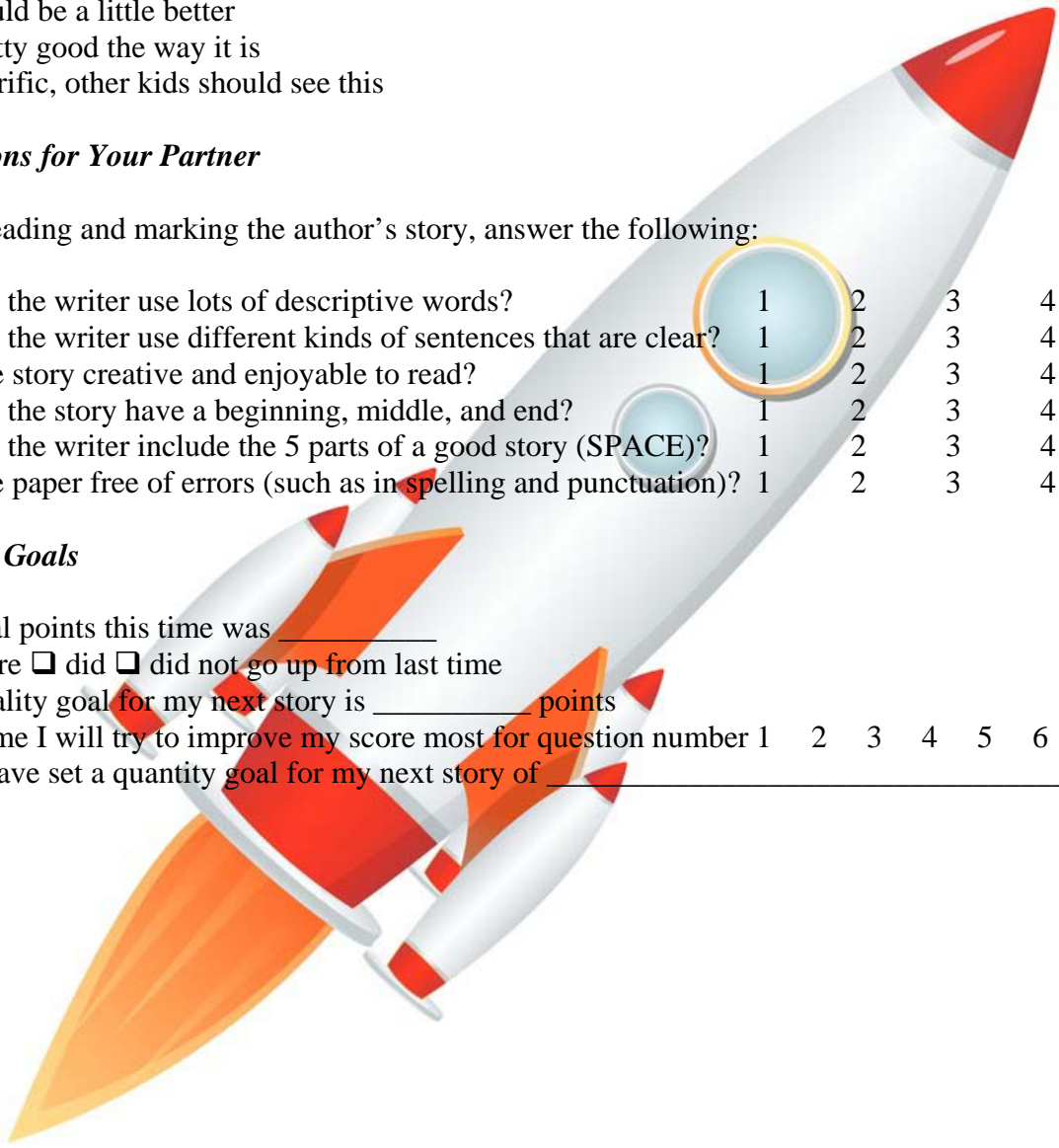
My total points this time was _____

My score did did not go up from last time

The quality goal for my next story is _____ points

Next time I will try to improve my score most for question number 1 2 3 4 5 6

I also have set a quantity goal for my next story of _____



TREE BRANCH

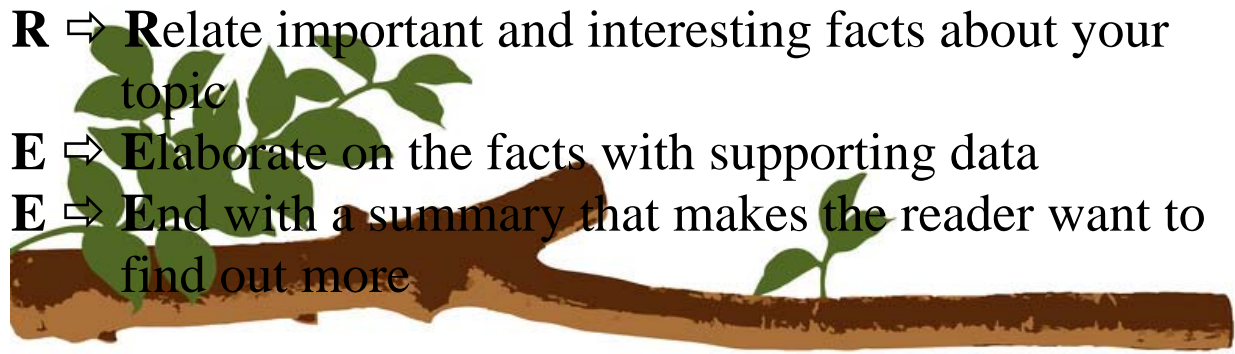
The parts of a good report include:

T ⇒ **Tell** what your topic is and why it's important with a good lead

R ⇒ **Relate** important and interesting facts about your topic

E ⇒ **Elaborate** on the facts with supporting data

E ⇒ **End** with a summary that makes the reader want to find out more



The steps to write a good report are:

B ⇒ **Brainstorm** idea words for my plan

R ⇒ **Recite** my self-talk to keep me going strong

A ⇒ **Ask** myself if my ideas will meet my writing goals

N ⇒ **Now** write a report with good organization, powerful words, and accurate information

C ⇒ **Challenge** myself to come up with more good ideas

H ⇒ **Have** a close look at my paper for mistakes

TREE BRANCH
Expository Paper Planning Sheet

Author: _____ Date: _____

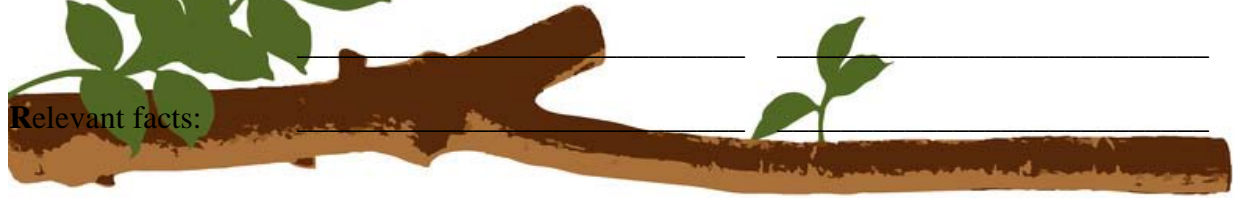
My quality goal for this report is: _____

My quantity goal for this report is: _____

Generate idea words for:

Topic leads: _____

Relevant facts:



Elaborate details: _____

Ending summary: _____

Self-talk statements: _____

TREE BRANCH
Score Card for Expository Paper

Author: _____ Partner: _____

Points

- 1 = Needs a lot more work
- 2 = Could be a little better
- 3 = Pretty good the way it is
- 4 = Terrific, other kids should see this

Questions for Your Partner

After reading and marking the author's essay, answer the following:

- | | | | | |
|---|---|---|---|---|
| 1. Does the writer use lots of descriptive words? | 1 | 2 | 3 | 4 |
| 2. Does the writer use different kinds of sentences that are clear? | 1 | 2 | 3 | 4 |
| 3. Is the paper informative? | 1 | 2 | 3 | 4 |
| 4. Does the paper include accurate supporting data? | 1 | 2 | 3 | 4 |
| 5. Does the writer include details to make the topic interesting? | 1 | 2 | 3 | 4 |
| 6. Is the paper free of errors (such as in spelling and punctuation)? | 1 | 2 | 3 | 4 |

Author Goals

My total points this time was _____

My score did did not go up from last time

The quality goal for my next essay is _____ points

Next time I will try to improve my score most for question number 1 2 3 4 5 6

I also have set a quantity goal for my next essay of _____



DARE to DEFEND

The parts of a good opinion paper include:

- D → Develop** a position statement
- A → Add** supporting arguments
- R → Report** and refute counter-arguments
- E → End** with a strong conclusion

The steps to write a good opinion paper are:

- D → Develop** a list of idea words for my essay
- E → Evaluate** their importance
- F → Find** even more ways to convince my readers
- E → Encourage** myself through self-talk
- N → Now** write an essay with clear ideas, sharp sentences, and great impact
- D → Decide** if I met my writing goals

DARE to DEFEND
Opinion Paper Planning Sheet

Author: _____ Date: _____

My quality goal for this essay is: _____

My quantity goal for this essay is: _____

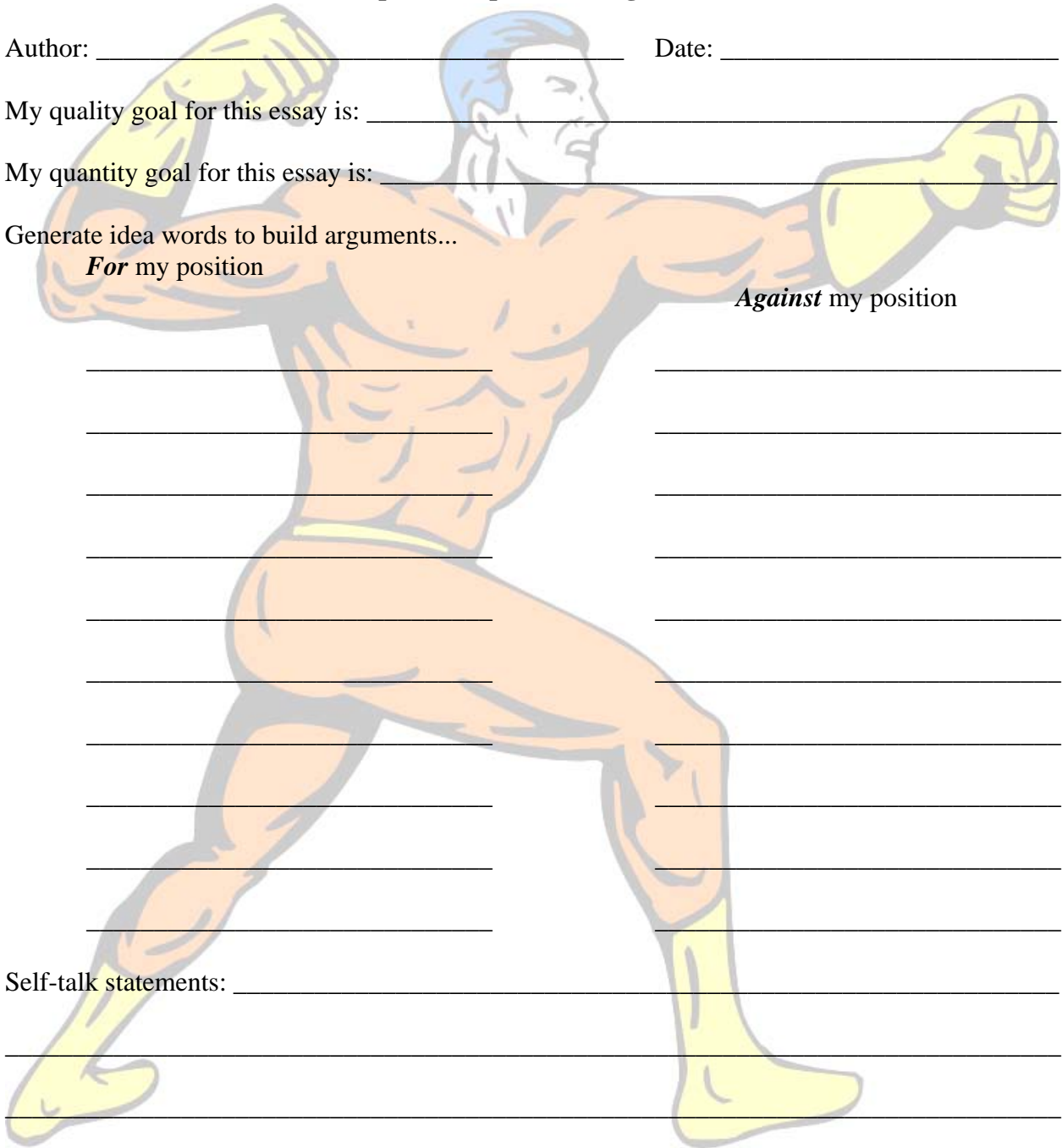
Generate idea words to build arguments...

For my position

Against my position

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Self-talk statements: _____





DARE to DEFEND
Score Card for Opinion Paper

Author: _____ Partner: _____

Points

- 1 = Needs a lot more work
- 2 = Could be a little better
- 3 = Pretty good the way it is
- 4 = Terrific, other kids should see this

Questions for Your Partner

After reading and marking the author's essay, answer the following:

- | | | | | |
|---|---|---|---|---|
| 1. Does the writer use lots of descriptive words? | 1 | 2 | 3 | 4 |
| 2. Does the writer use different kinds of sentences that are clear? | 1 | 2 | 3 | 4 |
| 3. Is the essay convincing? | 1 | 2 | 3 | 4 |
| 4. Does the essay include logical supporting ideas? | 1 | 2 | 3 | 4 |
| 5. Does the writer include and logically refute counterarguments? | 1 | 2 | 3 | 4 |
| 6. Is the paper free of errors (such as in spelling and punctuation)? | 1 | 2 | 3 | 4 |

Author Goals

My total points this time was _____

My score did did not go up from last time

The quality goal for my next essay is _____ points

Next time I will try to improve my score most for question number 1 2 3 4 5 6

I also have set a quantity goal for my next essay of _____



C-D-O

Compare

- First Cycle:* Ask myself, “Does my sentence match what I really wanted to say?”
- Second Cycle:* Ask myself, “Does my paragraph match the main idea I wanted to express?”

Diagnose

- First Cycle:* Pick a diagnostic card (e.g., words are too vague, forgot some words, sentence lacks detail, sentence is too long or short, words are in the wrong order)
- Second Cycle:* Pick a diagnostic card (e.g., forgot a topic or main idea sentence, lacks a transition, paragraph is too long or short, sentences are in the wrong order, need more details about the main idea)

Operate

- First Cycle:* Make the change and evaluate the impact by asking, “Was the change effective?”
- Second Cycle:* Make the change and evaluate the impact by asking, “Was the change effective?”