

Cristo Rey Kansas City
Reading and Writing
Handbook



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Cristo Rey Kansas City Reading Handbook



Reading Benchmarks

- English Language Arts benchmarks should be shared by science, social studies, math, and religious studies teams
- It is essential that **all disciplines** include **TEXT** in their instructional routines
- Content teachers will need to emphasize aspects of literacy that they have not in the past (these are disciplinary standards, not content area reading standards—the idea is not how to apply reading skills and strategies to content subjects, but how to teach the unique uses of literacy required by each discipline)
 - More that the students read in other disciplines will help develop/increase ACT scores and will increase vocabulary to help understand instruction
- **Importance of Informational Text**
 - Most high school academic learning opportunities involve the reading of text that is not literary (Even clearer in the workplace!)
- **The Right Mix of Literary and Informational Text**
 - Provide students with a good mix of literary and informational reading experience so that they have sufficient opportunity to gain both sets of skills
 - Secondary students' experiences should be substantial, with more attention to informational text (2/3-4/5 of all text read)
- **Text Throughout the Curriculum**
- **The Real Point!**
 - Students must be engaged in a substantial amount of reading experience with both literary and informational text
 - It's imperative that we beef up informational text learning. Students have been getting too little experience with such text.

Adapted from the Reading Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Alignment Tool Example

Toolkit For Matching Content, Literacy, and Strategies

Content Benchmark	Literacy Benchmark	Strategies
<p>Sample: World History 9.10.3 Explain the importance of filial piety in the social culture of China.</p>	<p>Sample: World History 2.10.3 Analyze the development of a central idea over the course of a text.</p>	<p>Sample: Building Background Knowledge</p>

Alignment Tool

Toolkit For Matching Content, Literacy, and Strategies

Content Benchmark	Literacy Benchmark	Strategies

Before Reading Strategies

1. **Purpose for Reading:** Every discipline must decide the purpose of reading for each assignment, if it is: to answer an overarching question, to gain background knowledge, or to provide evidence for a student's claim.
 - a. Disciplines possess their own language, purposes, ways of using text
 - b. There are special skills and strategies needed for students to make complete sense of texts for each discipline
 - c. As students begin to confront these kinds of text, instruction must facilitate their understanding of how to read disciplinary texts for specific purposes
 - d. **Science Reading:**
 - i. Text provides knowledge that allows prediction of how the world works
 - ii. Full understanding needed of experiments or processes
 - iii. Close connections among prose, graphs, charts, formulas (alternative representations of constructs an essential aspect of chemistry text)
 - iv. Major reading strategies include corroboration and transformation
 - v. Technical, abstract, dense, tightly knit language (that contrasts with interactive, interpersonal style of other texts or ordinary language)
 - e. **History Reading:**
 - i. History is interpretative, and authors and sourcing are central in interpretation (consideration of bias and perspective)
 - ii. Often seems narrative without purpose, and argument without explicit claims (need to see history as argument based on partial evidence; narratives are more than facts)
 - iii. Single texts are problematic (no corroboration)
 - iv. Multiple texts are encouraged to help students develop a fully rounded point of view (Primary Documents should be used)
 - f. **Math Reading:**
 - i. Goal: arrive at "truth"
 - ii. Importance of "close reading," an intensive consideration of every word in the text
 - iii. Rereading a major strategy
 - iv. Heavy emphasis on error detection
 - v. Precision of understanding essential

Adapted from the Reading Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Before Reading Strategies Continued...

2. Accessing Background Knowledge (Activators)
 - a. Students become cognitively engaged and focused.
 - b. We surface students' misconceptions.
 - c. Students feel empowered and more confident- "I already know something"- approaching the new material.
 - d. We gather data about how we might want to adapt the lesson plan(s) to match student knowledge or interest.
 - e. **Activator Playlist**
 - i. **Two-person interview:** What do you know about this topic? From looking at the cover, what do you think this book may be about?
 - ii. **Absence Recovery:** Jose was absent yesterday. We need someone to explain to him what we learned yesterday. Class, prepare a 1-3 sentence summary, and I'll call on someone to explain in 1 minute.
 - iii. **Steps of a Process:** Name the 5 steps of the writing process we learned yesterday. Mentally rehearse the description of each step, and be ready to tell the group.
 - iv. **Scratch Summary:** Take out a piece of scratch paper, In 2 minutes, write everything you know about....
 - v. **Five Words- Three Words:** A variation of brainstorming, 5 Words asks students, working on their own, to list 5 words that come to mind when they think of a particular topic. Students then get into pairs, groups of 3 or 4 to share and discuss their words. Finally each small group selects 3 words to share and explain to the entire class.
 - vi. **Know, Think I know, Want to Know:** Know; think I know, Want to know is a brainstorming activator that can be used prior to the study of new material, a discussion, a reading or an event. Students are asked to brainstorm all of the things you either know, think you know or want to know about _____ (topic they will be studying).
 - vii. **Paired Verbal Fluency:** Paired Verbal Fluency is a 3 to 5 minute strategy for getting students verbally active prior to discussing or studying a new topic. Students work with a partner and take turns brainstorming ideas about a topic. The brainstorming is timed and partners get 3 rounds of equal "air time."
 - viii. **Wordsplash:** Display selected terms randomly and at angles on a visual (overhead or chart). Students brainstorm and generate complete statements, which predict the relationship between each term and the broader topic. Once students have generated statements for each term they turn to the printed material, read to check the accuracy of their predictive statements and revise where needed.

Before Reading Strategies Continued...

3. Building Vocabulary

a. Why Teach Vocabulary?

- i. Many of our students do not have strong foundations. (Some are English Language Learners.)
- ii. Explicit instruction will help will reading comprehension.
- iii. Vocabulary is heavily stressed in standardized tests.

b. Five Instructional Strategies

- i. **Marzano Six-Step Process:** Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.) Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.) Ask students to construct a picture, symbol, or graphic representing the word. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate) Involve students periodically in games that allow them to play with terms.
 1. **See Example on page**
- ii. **Framer Model:** is an adaptation of the concept map. The framework includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non-example of the concept word.
 1. **See Example on page**
- iii. **Context Charts:** Provides the breakdown of a word. The framework includes: word, part of speech, prefix, root/connection, meaning, and a sentence.
 1. **See Example on page**
- iv. **Word Sort:** There are two types of word sorts: closed and open. In closed word sorts the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure. In open word sorts the students determine how to categorize the words, thereby becoming involved in an active manipulation of words
 1. **See Example on page**
- v. **Word Maps:** Provides the full understanding of a word. The framework includes: the word/concept, the students definition, words that are alike, examples of the word, and antonyms.
 1. **See Example on page**

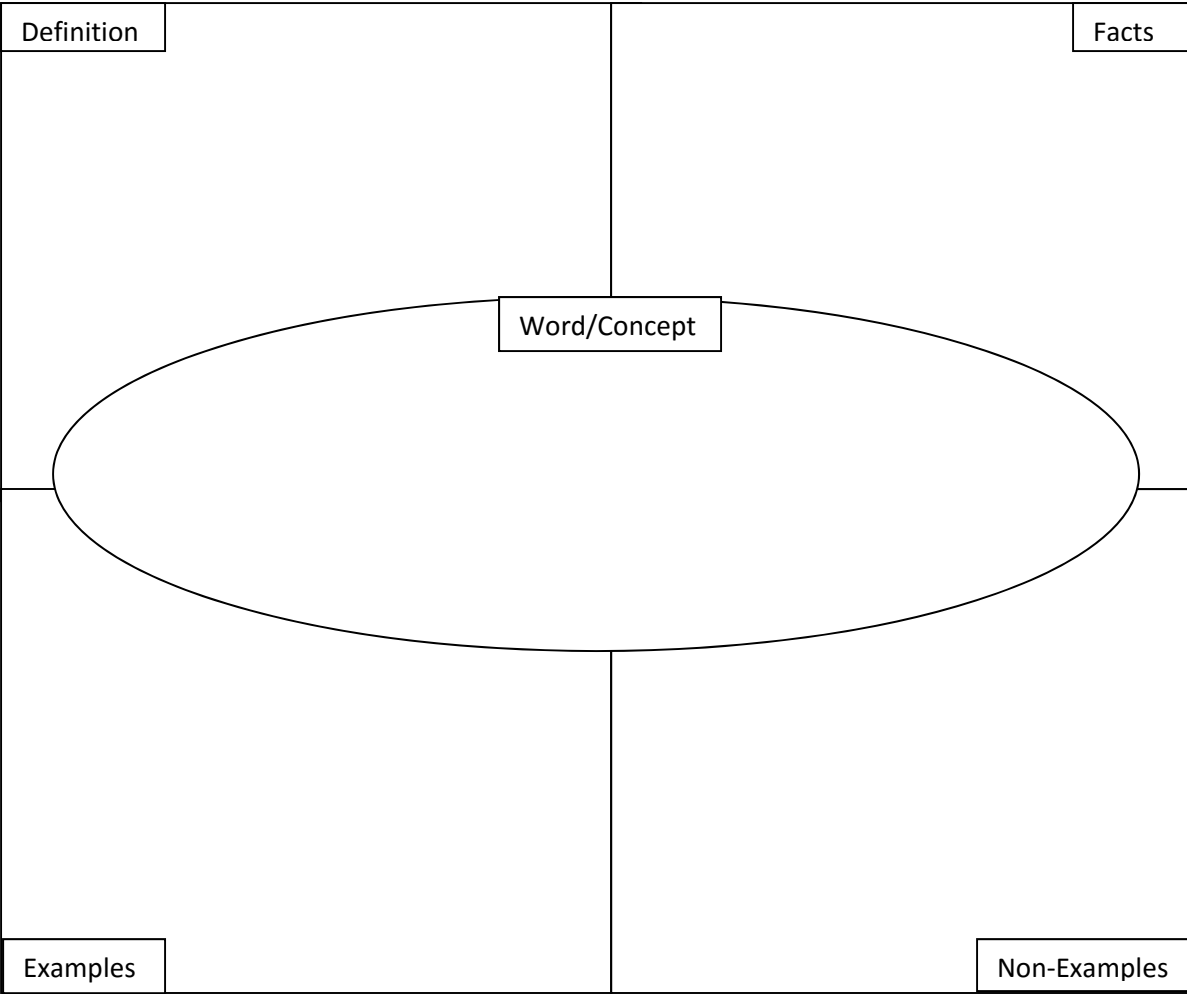
Adapted from the Reading Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

A Six-Step Process of Teaching Vocabulary

By Robert J. Marzano

Summarize Thinking about Each Process	Draw
Describe:	
Restate:	
Draw:	
Activities:	
Discuss:	
Games:	

Frayer Model



Word Map

Student Definition			Synonym
	Word/Concept		
Examnle			Antonyms

During Reading

Close Reading: involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax, and the discovery of different levels of meanings as passages are read multiple times.

- Explanation of Close Reading
 - Engage with a text directly
 - Examine its meaning thoroughly and methodically
 - Use texts of grade-level appropriate complexity
 - Focus students reading on the particular words, phrases, sentences, and paragraphs of the author
 - Read and re-read deliberately
- Close Reading Procedure
 - The **first** reading of a text should allow the reader to determine **what a text says**
 - The **second** reading should allow the reader to determine **how a text works**
 - The **third** reading should allow the reader to **evaluate the quality and value of the text** (and to connect the text to other texts)

Informational Text

- Informational text is text the primary purpose of which is to convey information about the natural and social world.
- Informational text typically addresses whole classes of things in a timeless way
 - They are not typically about specific instances
- Informational text requires the interpretations of structures, graphics, features, etc. that are not available in literary text
- Text that comes in many different formats (books, magazines, handouts, brochures, CD-ROMs, and Internet)

Adapted from the Reading Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Annotative Note Taking

- This strategy can be assigned as a note taking task in a variety of ways.
 - Students can take notes on the reading material itself or use the worksheet on the following page.

Annotate the Text

Annotate Symbol	Meaning of Symbol
✓	• Something Known
L	• New Learning
**	• Important
?	• Questions
??	• Confusion
!	• Surprising Information
R	• Reminds me

Annotative Note Taking Sheet

Name: _____ Class: _____ Date: _____

Directions: As you read, find a way to connect what you are reading to what you already know. Use the following system to keep track of your connections on sticky notes. Create additional notations for connections you make that are not listed below.

YES I agree with this

– I do not like this part

NO I disagree with this

! This is like something else I know

? I do not understand this

√ This seems important

W I wonder ...



I need to come back and look at this

+ I like this part

If you do not have sticky notes, keep track of your connections in a chart like this.

Page	Column	Notation and short note about my connection
Ex: p. 6	1	! The kid in this story reminds me of my friend Brad.

After Reading

Here is a summary of my connections: _____

Here is how my connections were the same as those of my classmates: _____

Here is how my connections were different from those of my classmates: _____

Cornell Notes

Name: _____

Date: _____

Class: _____

Title in Textbook: _____

Page Numbers: _____

Reduce & then Recite <ul style="list-style-type: none">- Create questions which elicit critical thinking, not 1 word answers- Write questions directly across from the answers in your notes- Leave a space or draw a pencil line separating questions	Record for Review <ul style="list-style-type: none">- Write headings and key words in colored pencil- Take sufficient notes with selective (not too much verbiage) & accurate paraphrasing- Skip a line between ideas and topics- Use bulleted lists and abbreviations- Correctly sequence information- Include diagrams or tables if needed for clarification or length

Thieves Worksheet

Name: _____ Class: _____ Date: _____

Chapter: _____ Section: _____

Directions: This is a textbook reading strategy. The objective of the strategy is to *preview* the contents of the section you are reading about. This strategy helps you to “steal” information before reading or taking notes. You can also use this strategy to reread the textbook information.

1. Title- Write the title here. What information about the section can you learn from the title?

2. Headings- Write the subheadings here. What information about the section can you learn from reading all the headings and sub-headings?

3. Illustrations-What types of illustrations are there? What information about the section can you learn from looking at the illustrations?

4. Every First Sentence- Write one of the first sentences. What information can you learn by reading the first sentence of each subsection?

5. Vocabulary- Write some of the vocabulary words. What information can you learn about the section by looking at the vocabulary or key terms for the section?

6. Every Last Sentence- Write one of the last sentences from subsection here. What information can you learn by reading the last sentence of each subsection?

Note Outline Template

- I. Main Heading
 - A. Subheading
 - 1. Details
 - 2. Details
 - B. Subheading
 - 1. Details
 - 2. Details
- II. Main Heading
 - A. Subheading
 - 1. Details
 - 2. Details
 - B. Subheading
 - 1. Details
 - 2. Details
 - C. Subheading
 - 1. Details
 - 2. Details

Summary:

Works Cited

During Reading Strategies

Text Dependent Questions

- Close reading requires close attention to the ideas expressed and implied by the author and to the author’s craft.
- Often comprehension questions allow students to talk about other things besides the text
 - (how do you think people felt about the emancipation Proclamation? If you were a slave, who would you feel about it?)
- Questions are text-dependent if they can only be answered by reading the text (the evidence must come largely or entirely from the text and not from opinions/experience.)
- Text dependent questions are not necessarily low level
 - “Low-level” questions are little more than memory tasks—they ask readers to remember what the author had said explicitly
 - “High-level” questions ask for answers that require logic, inference, and/or analysis of the text information
 - Text dependent question can be low level or high level
- Past research indicates that a mix of questions levels leads to better comprehension
- The Common Core encourages both low level and high level questions, the answers of which depend on text **evidence**
 - **The Common Core standards ask you to “read like a detective...and write like a reporter.”**

Possible Formula for Text-Dependent Questions:

- Why do you think _____?
- Using facts from the text and your own ideas, explain your

Adapted from the Reading Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

After Reading Strategies

- Given the opportunity to summarize and take notes, student performance has been found to be **34% tile points higher** than for students who do not summarize and take notes.
- Comprehension is crucial to understanding text in **every** subject area. At its core comprehension is based on **summarizing—restating content in a succinct manner that highlights that most crucial information.**

“Ruled-Based” Summarizing Strategy

1. Delete trivial material that is unnecessary to understanding
2. Delete redundant material
3. Substitute subordinate terms for lists.
4. Select a topic sentence or invent one if it is missing.

****Assume Nothing!****

- **Assume that your students do not know how to summarize**
- **Teachers need to plan and explicitly teach summarizing strategies.**

I Do → → → → → → → → → → We Do → → → → → → → → → → You Do

Adapted from the Reading Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Summary Frame Types

Narrative Frame: Use these questions to help students to create a written summary.

1. Who are the main characters? What distinguishes them from the other characters?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feelings?
5. What did the main characters decide to do? Did they set a goal? What was it?
6. How did the main characters try to accomplish their goals?
7. What were the consequences?

Topic-Restriction-Illustration Frame: This summary could be used for non-fiction reading and research topics.

1. What is the general statement or *topic*?
2. What information narrows or *restricts* the general statement or topic?
3. What examples *illustrate* the topic or restriction?

Definition Frame: This summary could be used for all disciplines

1. What is being defined?
2. To which general category does the item belong?
3. What characteristics separate the item from the other things in the general category?
4. What are some different types or classes of the items being defined?

Argumentation Frame: This summary could be used for all disciplines

1. What is the basic claim or focus of the information?
2. What information is presented that leads to a claim?
3. What examples or explanations support that claim?
4. What restricts the claim? What evidence counters the claim?

Problem-Solution Frame: This summary could be used for all disciplines.

1. What is the problem?
2. What is a possible solution?
3. What is another possible solution?
4. Which solution has the best chance of succeeding and why?

Conversation Frame: This summary could be used for all disciplines

1. How did the participants in the conversation greet one another?
2. What questions or topics were insinuated, revealed, or referred to?
3. How did the conversation progress?
4. How did the conversation conclude?

Adapted from the Reading Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Cristo Rey Kansas City Writing Handbook



Writing Benchmarks

- English Language Arts benchmarks should be shared by science, social studies, math, and religious studies teams
- It is essential that **all disciplines** include **TEXTS** in their instructional routines
- Content teachers will need to emphasize aspects of literacy that they have not in the past (these are disciplinary standards, not content area reading standards—the idea is not how to apply reading skills and strategies to content subjects, but how to teach the unique uses of literacy required by each discipline)
- **Five Components of an Effective School-wide Literacy System at a Cristo Rey School**
 - Teach and assess English language arts curriculum benchmarks
 - Teach and assess disciplinary literary benchmarks imbedded in all curriculum
 - Ensure evidence-based, effective instruction in English language arts and all content area classes
 - Provide a double dose of literacy freshmen year
 - Establish a learning resource center at the heart of the reading/writing research process
- **Importance of informational Text**
 - Most high school academic learning opportunities involve the reading of text that is not literary. (Even clearer in the workplace)
- **The Right Mix of Literary and Informational Text**
 - Provide students with a good mix of literary and informational reading experiences so that they have sufficient opportunity to gain both sets of skills
 - Secondary student’s experiences should be substantial, with more attention to informational text (2/3-4/5 of all text level)
- **Text throughout the Curriculum**
- **The Real Point!**
 - Students must be engaged in substantial amount of reading experience with both literary and informational text
 - It’s imperative that we beef up informational text learning. Students have been getting too little experience with such text.
- **The teacher’s job is to create the right MATCH between the curriculum benchmark(s) and the literacy strategy.**

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Alignment Tool Example

Stage 1: Desired Results		Stage 2: Evidence	Stage 3: Instruction
Content Benchmarks	Writing Benchmarks	Essential Performance	Tool
<p>Sample: Biology</p> <p>4.10.8 Explain the ethical considerations in the development of science and technology</p>	<p>Scientific Literacy in Writing:</p> <p>4.10.9 Identify the central ideas or conclusions of a text; provide an accurate objective summary of the text distinct from prior knowledge or opinions (ENG. 8.10.4)</p>	<p>Students Summary of article on Stem Cell Research</p>	<p>Summary Notes Sheet</p>

Alignment Tool Example

Stage 1: Desired Results		Stage 2: Evidence	Stage 3: Instruction
Content Benchmarks	Writing Benchmarks	Essential Performance	Tool

Thinking Strategies Summaries

Two Thinking Strategies:

- Precision and Accuracy-Summary falls into this category
- Complex Reasoning Strategies
 - **Comparing** is the process of identifying similarities and differences between or among things or idea
 - **Classifying** is the process of grouping things that are alike into categories on the basis of their characteristics
 - **Constructing Support**
 - **Analyzing Perspectives**

Two Lifelong Learning Behaviors

- Persistence with New Tasks
- Teamwork and Collaboration

Summarizing MUST be in the “cognitive tool kit”

- Summarizing helps the students remember what they have read and communicate it to others in writing. Summarizing also provides a vehicle for teachers to monitor comprehension and even allows students to self-monitor and regroup before missing too much information.
- Cognitive strategies make the invisible process of reading and writing visible to students.

The Case for Teaching the Skill of Summarizing

- **Summary especially helps lower-level learners**, who “jump in” to writing or discussion too often without prep.
- **Summary is an important skill that can also appeal to multiple intelligences** (Gardner)-linguistic, musical, logical/mathematical, spatial, bodily, personal, naturalist)
- **Summary can increase motivation and confidence:** Summary is a “habit of mind” that can be learned and mastered. According to Booth, citing Janet Allen- two most powerful sources of motivation are achievement and recognition (could this be achieved step by step with summary organizers)

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Thinking Strategies
Summaries Continued...

- The Common Core encourages both low level and high level questions, the answers of which depend on text **evidence**
 - **The Common Core standards ask you to “read like a detective...and write like a reporter.”**

- **Applying the Summary Notes Tools**

Step 1: Help students connect to the Text they will be summarizing by asking them what they think about the subject.

Step 2: Develop a purpose question

Step 3: Using the summary notes page to help the students write the summary.

- **The Process of refining the piece of writing.**
 - Students should evaluate and revise their summaries:
 - Does it convey info accurately?
 - Is it too narrow or too broad? Does it convey all of the important elements?
 - Would someone else using this summary gain what he or she needed to know to understand the subject?
 - Are the right ideas in the right sequence?
 - Did I leave out my opinion and just report an undistorted essence of the original content?
 - Did I use my own words and style?

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Burke's Summary Response Notes

Name: _____ Date: _____ Class: _____

Directions: Please write all answers in complete sentences and cite any evidence from the text.

1. Write the title and author of the article here:

2. Set a purpose: What are you trying to answer about this subject?

3. Preview the article: Jot down three things you know based on your preview:

a. _____

b. _____

c. _____

Burke's Summary Paragraph

Name: _____ Date: _____ Class: _____

Directions: Follow the following steps in order to create the summary.

- Identify the title, author, and topic in the first sentence.
- State the main idea in the second sentence
- 3-5 sentences where students explains in their own word's the author's point of view
- 2-3 interesting quotes or details
- Ideas should be presented in the order in which they appear in the text
- Use transition words- "according to" and the author's last name to show your presenting another's idea

In addition, the summary should be:

- Shorter than the original text
- Maintain the author's meaning
- Include enough information so someone who has not read the article will understand the ideas

RAFT Writing

- RAFT is a writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing
- By using the strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences. Students learn to respond to a writing prompt that requires them to think about various perspectives (Santa & Havens, 1995):
 - **Role of the Writer:** Who are you as the writer?
 - A pilgrim?
 - A soldier?
 - The President?
 - **Audience:** To whom are you writing?
 - A political rally?
 - A potential employer?
 - **Format:** In what format are you writing?
 - A letter?
 - An advertisement?
 - A speech?
 - **Topic:** what are you writing about?

RAFT: Create the Strategy

- Explain to your students the various perspectives writers must consider when completing any writing assignment
- Display a RAFT writing prompt to your class and model on an overhead or Elmo how you would write in response to the prompt.
- Have students react to another writing prompt individually, or in small groups. It works best if all students react to the same prompt so the class can learn from varied responses.
- As students become comfortable in reacting to RAFT prompts, you can create more than one prompt for students to respond to after a reading, lesson, or unit. Varied prompts allow students to compare and contrast multiple perspectives, deepening their understanding of the content.

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

RAFT Examples

RAFT: Social Studies

Grade Level: 10

Content Area: Social Studies

Content Benchmarks: U.S. History 11.11.4 P- Analyze the cause and results of the First World War

Writing Benchmarks: U.S. History 3.11.8- Develop and strengthen writing by revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose or audience (ENG 6.11.10)

Role: Kaiser Wilhelm II

Audience: European Heads of State

Format: Recipe

Topic: How to start a World War

RAFT: Algebra I

Grade Level: 9

Content Area: Algebra I

Content Benchmarks: Algebra I 1.09.8- Perform operations on polynomials (e.g. adding, subtracting, and multiplying)

Writing Benchmarks: Algebra I 11.10.1- Acquire and accurately use mathematical words and phrases sufficient for reading, writing, speaking, and listening. (ENG. 3.10.5)

Role: Doctor

Audience: Medical Students

Format: Medical Journal

Topic: Performing operation on polynomials

RAFT: Biology

Grade Level: 10

Content Area: Biology

Content Benchmarks: Biology 8.10.1- Describe and predict the inheritance of traits using Mendelian genetic principles

Writing Benchmarks: Biology 4.10.3- Accurately use general academic words and phrases sufficient for reading, writing, and listening at the college and career readiness level (ENG. 3.10.5)

Role: Parent

Audience: Child

Format: Letter

Topic: Why you are the way you are?

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Teaching Comparing and Contrasting

Teaching Comparing

1. Help students understand the process.
2. Give the students a model for the process of comparing and create opportunities for them to practice using the process.
3. As students study and use the process of comparing, help them focus on critical steps and difficult aspects of the process.
4. Provide students with graphic organizers or representations to help them understand and use the process of comparing.
5. Use teacher-structured and student structured tasks.

Why Teach Compare and Contrast?

- When students compare and contrast, they come to understand that their knowledge of a benchmark/idea isn't about the process of comparing, but demonstrating understanding at a deeper level through the process of comparing.
- Practice and groupings can be differentiated: Students reading the same material can grow their thinking through prewriting with a compare-contrast analysis using sentence stems, or a more sophisticated use a comparison matrix.

How: Compare and Contrast

- **Prewrite**
 - Identify common ground between subjects you are comparing
 - Examine specific similarities and differences
 - Select the **items** you want to compare
 - Select the **characteristics of the items** on which you want to base your comparison.
 - Explain how the items are **similar and different** with respect to the characteristics your identified
 - Brainstorming Tools
 - Venn Diagram
 - Triple Venn Diagram
- **Draft and Revise**
 - Develop a point you are trying to make about two subjects
 - Use transitions to organize the comparison and make it flow
- **Edit**
 - Grammar and punctuation revised.
 - Opportunities for self-editing and peer-editing

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Compare and Contrast
Drafting: Transition Words

- In Comparison and contrast, transition words tell a read that the writer is changing from taking about one item to the other.
- Transitional words and phrases help make a paper smoother and more coherent by showing the reader the connection between the ideas that are being presented.

Compare	Contrast
Also	Although
As well as	But
Both	Differ
In the same manner	Even though
In the same way	However
Like	In contrast
Likewise	Instead
Most Important	Nevertheless
Same	On the Contrary
Similar/Similarly	On the other hand
The same as	Unless
Too	Unlike
	While
	Yet

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Writing Using Evidence

Effective Writing

Write in an effective paragraphs is an essential skill for success in school and in life. Most classes, courses, exams, jobs and college applications require students to write. Many employment and personal situations will also require them to write, and they benefit from being able to do so effectively.

Steps to helping students write effectively:

1. Help students connect to the text they will be summarizing by asking them what they think about the subject.
 - a. Establish **Focus**
 - b. Identify **Organizational** Patterns
 - c. Discuss and label details that contribute to **Development**
 - d. Discuss the rhetorical purpose of the **Paragraph**
2. Have students revise their paragraphs using Summary Notes and **FODP**
 - a. **Focus**
 - b. **Organizational**
 - c. **Development**
 - d. **Paragraph**

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Analyzing Perspectives

Teaching Analyzing Perspectives

1. Help Students understand the process.
2. Give the students a model for the process of analyzing perspectives and create opportunities for them to practice using the process.
3. As students study and use the process of analyzing perspectives, help them focus on critical steps and difficult aspects of the process.
4. Provide students with graphic organizers or representations to help them understand and use the process of analyzing perspectives.
5. Use teacher-structured and student-structured tasks.

Steps for Analyzing Perspectives

1. Identify and articulate explicit **points of disagreement** that cause conflict.
2. **Articulate a position** and the basic reasoning underlying the position, addressing some errors or gaps in the reasoning.
3. **Articulate an opposing position** and the reasoning behind it, addressing some errors or gaps in the reasoning.

****Caution...Review the knowledge level first!****

Before a student can: articulate opposing positions, the reasoning behind each position, as well as address some errors or gaps in the reasoning, he or she will need to have a thorough understanding of all the information surrounding an issue, event, etc.

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Crafting an Effective Argument

“Argument is not a genre or rhetorical mode as much as it is a way of thinking. The way of thinking is essential to the academic work all students do in all their classes.”

Constructing Support is the process of building systems of support for assertions. Stated more simply, it is the process of providing support for statements.

- Support your argument

Burke’s Argument Organizer

- Can be used multiple ways
 1. To frame and support one claim in multiple ways from one text
 2. To provide support or one claim from a variety of texts
 3. To compare and contrast or synthesize claims in one text or among multiple texts
 4. To organize a paragraph or an essay

Forces Systematic thinking and self-direction

1. Students reflect on “fit” between evidence and main idea at each stage
2. Provides space for additional thinking or connections, including rebuttals
3. Fairly easily assessed by partners for “fit”

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Five Steps of the Writing Process

Step	Description	Strategies
Prewriting	An activity that causes the writer to think about the subject. The writer organizes his or her thoughts before he begins to write.	Drawing Talking Brainstorming Graphic Organizer Research Listing Field Trips
Drafting	The process of putting ideas down on paper. The focus is on content not mechanics.	Taking notes Organizing thoughts into paragraphs Writing a first draft
Revising	The process of refining the piece of writing. The writer adds to a writing piece. The writer reorganizes a piece of writing. The writer shares his or her story and gets input from peers or teachers.	Peer editing Conferencing Share Chair or Author's chair
Editing	Mechanical, grammatical, and spelling errors are fixed in the writing piece.	Checklists Rubrics Editing Checklists Proofreading
Publishing	The writing piece is prepared in final form, including illustrations. The writer shares his or her writing with others.	Reading aloud Reading to a group Displaying in the room Printing the books Web publishing

Adapted from the Writing Strategies that Work at Cristo Rey Network Workshop, Loyola University Chicago.

Types of Writing Assignments

1. **Compare and Contrast Essay:** Discuss and give examples of similarities and differences between two or more persons, places, or things.
2. **Critical (Literary) Analysis Essay:** Analyze characteristics or literary elements of a text.
3. **Definition Essay:** Define a key term by stating the criteria/rules by which a person meets the term.
4. **Expository Essay:** A factual essay that explains, gives information or persuades about a topic
5. **I-Search Paper:** A personal research paper, in which you pick a topic about a genuine need or a real desire to know more about a topic.
6. **Lab Reports:** A report that provides details about an experiment.
7. **Narrative/Personal Essay:** Tell a story from author's point of view about himself with supporting details and examples based on personal experiences.
8. **Persuasive (Argumentative) Essay:** State a position about a specific topic and research information that supports and opposes your position. Then give details and examples to show why your position is right to persuade the reader to believe your point of view.
9. **Reflection/Journal Essay:** State an overall reaction to content by supporting your opinion with specific reasons and examples.
10. **Research Paper:** A factual essay which presents information from a variety of valid sources to support a point of view on a particular topic.
11. **Short Story:** A short piece of fiction that often takes place in one setting.
12. **Summary Essay:** Restate main points of a topic under study without personal opinion

Adapted from the Essay Writing Manual Quick Reference at Verbum Dei High School in Los Angeles, CA.

Freshmen Expectations and Timeline

1. Pre-Writing Process (including use of graphic organizers)
2. MLA Formatting- Mastered by the end of Fourth Quarter
3. Writing Five Paragraph Essay-Mastered by the end of the Fourth Quarter
 - a. Strong Thesis Statement- Mastered by the end of Fourth Quarter
 - b. Topic Sentences to begin each paragraph- Mastered by the end of Fourth Quarter
 - c. One to Two paragraph Essay mastered by the end of First Quarter
 - d. Two to Three Paragraph Essay mastered by the end of the Second Quarter
 - e. Four Paragraph Essay mastered by the end of Third Quarter
 - f. Five Paragraph Essay mastered by the end of Fourth Quarter
 - g. Five to Six sentences per paragraph mastered by the end of Fourth Quarter
4. Types of Essays Written throughout the course of the school year
 - a. Compare and Contrast Essay
 - b. Critical (Literary) Analysis Essay
 - c. Definition Essay
 - d. Expository Essay
 - e. Persuasive (Argumentative) Essay
 - f. Reflection/Journal Essay
 - g. Short Story
 - h. Summary Essay

Sophomore Expectations

1. Pre-Writing Process (including use of graphic organizers)- Mastered by the end of Fourth Quarter
2. MLA Formatting- Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
3. Writing a Two to Three page Essay by Fourth Quarter
 - a. Strong Thesis Statement- Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
 - b. Topic Sentences at the beginning of each body paragraph- Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
 - c. Integrating Sources and Quotes by the end of Second Quarter thru Fourth Quarter
 - d. Five Paragraph Essay mastered by the end of the First Quarter
 - e. Six to Seven Paragraph Essay mastered by the end of the Second Quarter
 - f. Two to Three page Essay mastered by the end of the Fourth Quarter
4. Types of Essays Written by the end of the year and mastered
 - a. Compare and Contrast Essay- Mastered by the end of the Fourth Quarter
 - b. Critical (Literary) Analysis Essay
 - c. Definition Essay- Mastered by the end of Fourth Quarter
 - d. Expository Essay- Mastered by the end of Fourth Quarter
 - e. I-Search Paper
 - f. Lab Report
 - g. Persuasive (Argumentative) Essay- Mastered by the end of Fourth Quarter
 - h. Reflection/Journaling Essay- Mastered by the end of Fourth Quarter
 - i. Summary Essay- Mastered by the end of Fourth Quarter

Junior Expectations and Timeline

1. Pre-Writing Process (including use of graphic organizers)- Mastered by the end of Sophomore year (Needs to be reviewed at the beginning of each year)
2. MLA Formatting- Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
3. Writing a Four to Five page Essay by Fourth Quarter
 - a. Strong Thesis Statement Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
 - b. Topic Sentences at the beginning of each body paragraph- Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
 - c. Integrating Sources and Quotes- Mastered by the end of Third Quarter
 - i. Analysis of sources and quotes in the Essay
 - d. Two to Three page Essay Mastered by the end of First Quarter
 - e. Three to Four page Essay Mastered by the end of Second Quarter
 - f. Four page Essay Mastered by the end of Third Quarter
 - g. Five page Essay Mastered by the end of Fourth Quarter
4. Types of Essays Written by the end of the year and mastered
 - a. Compare and Contrast Essay- Mastered by the end of Sophomore year (May need to be reviewed)
 - b. Critical (Literary) Analysis Essay-Mastered by the end of Second Quarter
 - c. I-Search Paper- Mastered by the end of Third Quarter
 - d. Lab Report- Mastered by the end of Fourth Quarter
 - e. Micro-Research Paper
 - f. Narrative/Personal Essay- Mastered by the end of Third Quarter
 - g. Persuasive (Argumentative) Essay- Mastered by the end of Sophomore year (May need to be reviewed)
 - h. Reflection/Journaling Essay- Mastered by the end of Sophomore year (May need to be reviewed)
 - i. Research Process- Mastered by the end of Third Quarter
 - j. Summary Essay- Mastered by the end of Sophomore year (May need to be reviewed)

Senior Expectations and Timeline

1. Pre-Writing Process (including using graphic organizers)- Mastered by the end of Sophomore year (Needs to be reviewed at the beginning of each year)
2. MLA Formatting- Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
3. Writing a five to seven page Essay by Fourth Quarter
 - a. Strong Thesis Statement-Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
 - b. Topic Sentences at the beginning of each paragraph- Mastered by the end of Freshman year (Needs to be reviewed at the beginning of each year)
 - c. Integrating Sources and Quotes- Mastered by the end of Junior year (may need to be reviewed)
 - i. Analysis of sources and quotes in the Essay- Mastered by the end of Second Quarter
 - d. Four to Five page Essay Mastered by the end of First Quarter
 - e. Five to Six page Essay Mastered by the end of Second Quarter
 - f. Five to Seven page Essay Mastered by the end of Third Quarter
 - g. Six to Ten page Essay Mastered by the end of Fourth Quarter
4. Types of Essays Written by the end of the year and mastered
 - a. Compare and Contrast Essay- Mastered by the end of Sophomore year (May need to be reviewed)
 - b. Critical (Literary) Analysis Essay- Mastered by the end of Junior year (May need to be reviewed)
 - c. I-Search Paper- Mastered by the end of Junior year (May need to be reviewed)
 - d. Lab Report Mastered by the end of Junior year (May need to be reviewed)
 - e. Narrative/Personal Essay- Mastered by the end of Junior year (May need to be reviewed)
 - f. Persuasive (Argumentative) Essay- Mastered by the end of Sophomore year (May need to be reviewed)
 - g. Reflection/Journaling Essay Mastered by the end of Junior year (May need to be reviewed)

MLA Formatting Guidelines

Modern Language Association (MLA) Guidelines:

1. The paper should be formatted to One inch margins and double-spaced.
2. The font should be Times New Roman size 12 font.
3. The students should place the heading in the left hand side of the paper. (This heading should not be double-spaced).
 - a. Heading Example
Student Name
Instructor's Name
Class
Due Date
4. The title should be centered in Times New Roman size 12 font. It should not be bolded or italicized.
5. The header should start on the second page of the document and on the left side of the paper. It should be the last name of the student with the number. (If the student has the same last name of another student, the student should put their first initial of their first name). The header and footer function should be used to place the header in the correct position.

Suggested check off list to give students when writing a paper.

MLA Formmating Check List	
<input type="checkbox"/> Typed	<input type="checkbox"/> On standard 8.5 X 11 inch paper
<input type="checkbox"/> Double spaced	<input type="checkbox"/> Have 12 point, Times New Roman font
<input type="checkbox"/> Left Aligned	<input type="checkbox"/> Spell Checked
<input type="checkbox"/> 1 inch margins on all sides	
<input type="checkbox"/> All paragraphs indented .5 inches from left (1 tab)	
<input type="checkbox"/> Heading has your name, teacher's name, course name and due date in the upper left corner of the first page of the paper.	
<input type="checkbox"/> Title of the paper is centered. Important words are capitalized. No special fonts.	
<input type="checkbox"/> Number all pages in the upper right corner. Your last name should appear before the page number (Myers 2).	
<input type="checkbox"/> Citations (if needed): In-text parenthetical citations	
<input type="checkbox"/> Works cited (if needed): Is the last page of the paper, and is titled Works Cited (centered, regular text). Alphabetize each citation according to the first word of the entry. Use the MLA style guide to write your works cited.	

Taken primarily from:

Purdue OWL. "MLA Formatting and Style Guide." The Purdue OWL. Purdue U Writing Lab, 10 May 2008. Web. 15 Nov. 2008

Citation

Basic Terms

Internal Citations: When citing sources within an essay, the internal citation provides readers with basic information about a source. Ex: (Whitman 151).

Paranetical Citations: This term is another name for internal citations when the information is presented in parenthesis.

External Citations: When citing sources at the end of an essay, the external citation provides readers with the information for locating a source. Ex: See External Citation Formats.

How to Cite?

When quoting in MLA, writers need to look for set criteria. For prose, writers need to find the author and page number of a work (Smith 76), but for poetry, writers need the author and the line numbers (Poe 15-17). When working with dramas, writers need to introduce the author in the text before a quotation and need to provide the play title and line numbers in the paranetical citation (Hamlet 15-17). As writers incorporate quotations into their work, they also need to consider whether they have a short or long (block) quote.

Prose:

Short Quotations (4 typed lines or less) Place the quote within the text of the paper. Introduce the quote with comma, and place the period after the paranetical citation. Use quotation marks to show all borrowed material. Include author and page number.

In literature, children often represent minor but important characters. In *The Scarlet Letter*, Nathaniel Hawthorne writes, “Weeks, it is true, would sometimes elapse, during which Pearl’s gaze might never once be fixed upon the scarlet letter; but then, again, it would come at unawares, like the stroke of sudden death, and always with that peculiar smile, and odd expression in her eyes” (1299). Pearl, Hester’s daughter, represents . . .

Block Quotations (More than 4 typed lines)

Place the quote one inch from the left margin, and omit quotation marks. Introduce the quote with a colon, and place the period before the paranetical citation.

In *The Scarlet Letter*, Hawthorne discusses the impact of social code on the next generation as he writes:
Pearl saw, and gazed intently, but never sought to make acquaintance. If spoken to, she would not speak again. If the children gathered about her, as they sometimes did, Pearl would grow positively terrible in her puny wrath, snatching up stones to fling at them, with shrill, incoherent exclamations that made her mother tremble, because they had so much the sound of a witch’s anathemas in some unknown tongue. (1297)

Pearl’s experience shows the reader the impact of the scarlet letter. The author uses this example to make his . . .

Poetry:

Short Quotation (3 lines or less) Place the quote within the text of the paper. Introduce the quote with a comma, and place the period after the paranetical citation. Use quotation marks to show all borrowed material, and use slashes to denote lines.

She writes, “The greatest gift that ev’n a God can give, / He freely offered to the numerous throng, / That on his lips with listening pleasure hung” (Wheatley 25-27).

From the MLA Formatting Handout from UMKC Writing Studio.

Citation Continued...

Block Quotation (More than 3 lines)

Place the quote one inch from the left margin, and omit quotation marks. Introduce the quote with a colon, and place the period before the parenthetical citation. Use one hard return at the end of every line.

In "On the Death of the Rev. Mr. George Whitefield 1770," Phillis Wheatley writes:

Hail, happy saint, on thine immortal thorne,
Possessed of glory, life, and bliss;
We hear no more the music of they tongue,
Thy wonted auditories case to throng (1-4).

External Citation Formats

Book

Author. *Title*. Publishing City: Publishing Co, Year. Medium Publication.

Example: Diament, Anita. *The Red Tent*. New York. Picador USA, 1998. Print.

Book with Multiple Authors

First Author's name, and second author's name. *Title*. Publishing City: Publishing Co, Year. Medium.

Example: Caldwell, Ian, and Dustin Thomason. *The Rule of Four*. New York: Dial Books, 2004. Print.

A Work in an Anthology or Textbook

Original Author. "Title of Piece." *Title of Composite Text*. Ed. Editor's Name. Publishing City: Publishing Co, Year. Page Number of the Piece. Medium of Publication.

Example: Hawthorne Nathaniel. "Young Goodman Brown." *The Norton Anthology of American Literature to 1865*. 6th ed. Ed. Nina Baym. New York: W.W. Norton and Company, 2002. 1198-1207. Print.

An Introduction, Preface, a Forward or an Afterward

Author, Introduction. *Title of Composite Text*. Ed. Editor's Name. Publishing City: Publishing Co, Year. Page Numbers of the Piece. Medium of Publication.

Example: Rosenthal, Lisa. Introduction. *The Writing Group Book: Creating and Sustaining a Successful Writing Group*. Ed. Lisa Rosenthal. Chicago: Chicago Review Press, 2003. Xiii-xviii. Print.

A Translation

Author. *Title*. Trans. Translator's Name. Publishing City: Publishing Co, Year. Medium of Publication.

Example: Christine de Pizan. *The Book of the City of Ladies*. Trans. Earl Jeffrey Richards. New York: Persea Books, 1982. Print.

From the MLA Formatting Handout from UMKC Writing Studio.

Citation Continued...

Article from a Periodical

Author. "Title of Article." *Title of Periodical* Date: Page numbers. Medium of Publication.

Example: Yakir, Dan. "The Sorcerer." *Film Comment* 17 May 1981: 49-53. Print.

Article from a Newspaper

Author, "Title of Article." *Title of Newspaper* Date, edition abbreviated.: Page Numbers. Medium of Publication.

Example: Mills, Nancy. "Half-Mortal Merlin Full of Heart." *Chicago Tribune TC Week* 26 May 1998, Sunday ed.: 3+. Print.

Scholarly Journal

Author. "Title of Article." *Journal Title* Volume Number. Issue Number (Year): Page Numbers. Medium of Publication.

Example: Mark, Elizabeth Wyner. "The Four Wives of Jacob: Matriarchs Seen and Unseen." *Reconstructionist* 63.1 (1998): 22-35. Print.

Film

Title. Dir. Director's Name. Perf. List 2-3 of the main actors. Production Company, Year. Medium of Publication.

Example: *Spider-Man 2*. Dir. Sam Raimi. Perf. Tobey Maguire, Kirsten Dunst, and Alfred Malina. Sony Pictures, 2004. Film.

CD

Artist. *Title*. Publication Company, Year. Medium of Publication.

Example: Outlandish. *Bread and Barrels of Water*. BMG Denmark, 2003. CD.

An Article in a Reference Book

"Item looked up." *Title*. Ed. Editor's Name. Edition Publication City: Publication Company, Year. Medium of Publication.

Example: "Violin." *Webster's New World College Dictionary*. Ed. Michael Agnes. 4th ed. New York: Macmillan, 1999. Print.

Personal Interview

Name of Person being Interviewed. Personal Interview. Date.

Example: Knodel, Judy. Personal Interview. 8 May 2004.

The Bible

Title. Ed. Editor's Name. Publication City: Publication Company, Year. Medium of Publication.

Example: *The Oxford Study Bible: Revised English Bible with the Apocrypha*. Ed. M. Jack Suggs, Katherine Doob Sakenfeld, and James R. Mueller. New York: Oxford University Press. 1992. Print.

Map or Chart

Title. Map. Publication City: Publication Company, Year. Medium of Publication.

Example: *Japanese Fundamentals*. Chart. Hauppauge: Barron 1992. Print.

From the MLA Formatting Handout from UMKC Writing Studio.

Citation Continued...

Work Cited Only on the Web

Author. "Title of Work." *Title of Website if different from Title of Work*. Version of edition if one. Publisher. Publication Date. Medium of Publication. Date Accessed.

Example: McWard, Jim. "McWard's English Home Page." Johnson County Community College. n.d. Web. 12 July 2004.

Print Journal Accessed Online

Author. "Title of Article." *Journal Title*. Volume Number. Issue Number (Year): page numbers. *Title of Database*. Medium of Publication. Date Accessed.

Example: Myers, Sharon A. "Reassessing the 'Proofreading Trap': ESL Tutoring and Writing Center Instruction." *The Writing Center Journal*. 24.1 (2003): N. pag. *The Writing Center Journal Online*. Web. 24 July 2004.

Print Book Accessed Online

Author. *Title*. Publishing City: Publishing Co, Year. *Title of Database*. Medium of Publication. Date Accessed.

Example: Dumas, Alexandre. *Camille (la Dame Aux Camelias)*. New York: Atlantic Books, 1852. *The Online Books Page*. Web. 21 July 2004.

Works Cited v. Bibliography

A Work cited is a list of works referenced in the paper. A writer often researches more works than they cite. A bibliography is a list of all works read during the course of the paper. When constructing a bibliography, writers need to include everything they read associated with a project, not just the works cited. Works cited lists and bibliographies are a source of information for writers. When doing research, writers should use the works cited lists and bibliographies of their source to find more information on a given subject.

Formatting and Organizing the Works Cited/ Bibliography

Alphabetize works cited lists and bibliographies by author's last name and/or first key word of the title. Indent all entries as a text wraps around.

Smith 12

Works Cited

Atwood, Margaret. *The Handmaid's Tale*. New York: Fawcett Crest, 1985. Print.

North, Steven M. "The Idea of a Writing Center." *The St. Martin's Sourcebook for Writing Tutors*. Ed. Christina Murphy and Steve Sherewood. Boston: Bedford/St. Martin's, 2003. 31-46. Print.