

## Three Dynamic Approaches to Create Successful Writers

William Yerger<sup>1</sup>

### Abstract

---

In order for students to be successful in writing, they must be motivated to want to write. The author examined three very successful approaches for motivating students and developing their writing skills. The three approaches that will be presented are RAFT, Readers Theatre, and AREA. These are excellent strategies that both students and teachers can successfully employ in answering questions, addressing the mood and tone of a writer's craft, and for critical and reflective thinking. The methods are clear, straightforward ways of responding to a question, prompt, or dealing with a writer's message with assurance that the responses were developed thoroughly and in an organized manner.

---

**Keywords:** Instructional strategies; methods and materials, methodological perspectives, motivation/engagement, writing approaches

### Introduction

Students are required daily to answer numerous questions in class, on tests, and in everyday life. Furthermore, the high stakes assessments that states are now administering use a rubric where not only is a correct response required, but also a written justification or rationale for that response is needed for a higher score on the item. The rationale that students give must be thorough and complete. Students no longer can just guess and get the full credit if they are correct. However, numerous school districts report low scores, especially at the high school level (Schwartz, 2012). The problem may be that many students have demonstrated a lack of motivation in wanting to write resulting in less than their best efforts. If students find enjoyment and even intrigue in writing where indeed they are proud of their efforts, then they will have greater ownership and take pride in their work. This article attempts to address this crucial issue.

---

<sup>1</sup> Loeb School of Education, Eastern University, St. Davids, PA USA. E-mail: wyerger@eastern.edu

## **Writing Approaches**

The author has found and utilized numerous approaches to writing that students can use to improve their products in persuasive, informational, and entertaining (PIE) writing. Through writing in response to reading, the reader can identify whether or not he/she is communicating with the author (Smith & Dahl, 1984). Therefore, readers need to write about what they are reading, so that they can appreciate the words and style of the author. All writing activities assigned with reading are based upon the premise that students assimilate their perceptions of a text by writing in response to reading (Cobine, 1995). Through reading and writing activities, students will learn more about their own reading and writing abilities, which can lead to more possibilities in their own working and personal lives (Haneline & Aiex, 1997).

Three approaches that are especially noteworthy in connecting reading and writing include the RAFT (Buehl, 2008; Holston and Santa, 1985), Readers' Theatre (Tompkins, 2013), and the AREA approach (Mamchak and Mamchak, 1991).

Perhaps the most interesting approach to writing that the author has worked with is the RAFT (Santa, Havens, & Valdes, 2004) which is highly recommended for differentiating writing instruction by both Tomlinson (2009) and Tompkins (2013).

The second approach has been touted as very effective in significantly increasing the fluency of students. That approach is Readers Theatre. Research will be presented on Readers Theatre and its usefulness in developing the writing skills of students.

The third approach to writing for developing support for the answer was not found in any writing book.

The **AREA** approach originally shared by Mamchak and Mamchak (as cited in Yerger, 2012) is especially noteworthy in connecting reading and writing in a straightforward and easy to follow manner. It is a template-based method that students complete. The approach is the same one that

Ronald Reagan, the great communicator, used in answering questions for reporters.

## The RAFT Approach

The RAFT is an exciting creative writing approach which allows the writer the flexibility to deal with persuading, informing, or entertaining. It can be used in any subject. The use of the pizza wheel to display the components creates an ongoing visual for use of the wheel. The acronym of RAFT stands for:

**R**ole of the Writer

**A**udience that is being addressed

**F**ormat of the writing, i.e. letter, article, speech

**T**opic being addressed



An example (Frank, Grossi, and Stanfield, 2006) of this could be as follows from a social studies class:

**Role:** Colonist

**Audience:** King of England

**Format:** Letter

**Topic:** Unfair taxation

The writer has utilized the RAFT approach with his students numerous times with great success.

One writing that stands out most was when an article (Stoneback, 2009) from the newspaper was read to them that told readers about how a pizza establishment is deep frying pizza and the effect it has in increasing its flavor along with doubling the calories from about 250 calories to 500 calories. After the article was read, the students were asked to write a RAFT on any aspect of the article or its effect on them.

Below are two of their productions:

**Role:** Jeans

**Audience:** Pizza Maker

**Format:** Poem

**Topic:** Stop Making Deep Fried Pizza

Supersized

I split my sides, they're starting to fray,

I really don't want to look this way.

Thanks a lot you big jerk,

Now I'm at the gym after work!

**Role:** Pizza Oven

**Audience:** Pizza Maker

**Format:** Letter

**Topic:** Deep Frying Pizza vs. Pizza Ovens



Dear Deep Frying Pizza Maker,

In today's world, technology is creating advances in all areas. New ideas are created daily and easily shared via the internet, texting, etc. I understand the pressure you are under. But please remember that newer does not mean better.

For many, many years pizza ovens such as myself have been carefully preparing soft, flavorful pizzas across the world. You lovingly prepare your pies and place them confidently in our care. You walk away and believe in us to cook them properly. We never fail you.

Fryers, however, belong to the instantaneous generation. They hurry the process and cover the traditional flavor with fat. They require your constant presence. They serve your customers today without the tradition of yesterday or the guarantee of a healthy tomorrow.

Please remember the tradition of your forefathers and don't follow the mistakes of your peers. A pizza should be made in a PIZZA oven!

Warmly, Your Pizza Oven

In a video series that shares pre-reading, during reading, and post-reading strategies in the content areas (ASCD, 2002), the RAFT strategy was shown when it was presented as a new strategy to utilize in a high school social studies class. Students expressed with passion how much they enjoyed using the strategy in that it allowed for creativity and fresh thinking rather than just having a writing prompt completed with similar responses. They felt that the novel and fresh approach allowed them to explore writing in a unique and exciting manner.

Tompkins (2013) shares teaching procedures and examples of the RAFT technique along with how to differentiate instruction with tiered techniques and projects. There are many examples at the following internet site: <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>

## **The Readers Theatre Approach**

Readers Theater (Cornwell, 2013) is an integrated approach for involving students in reading, writing, listening, and speaking activities. It involves children in....

- sharing literature,
- reading aloud,
- writing scripts,

- performing with a purpose, and
- working collaboratively.

Readers Theater helps to....

- develop fluency through repeated exposure to text.
- increase comprehension.
- integrate reading, writing, speaking, listening in an authentic context.
- engage students.
- increase reading motivation.
- create confidence and improve the self-image of students.
- provide a real purpose for reading.
- provide opportunities for cooperative learning.

The benefits of Readers Theatre have been applauded by numerous authorities in the area of literacy (Pollette, 2008; O'Neil, 2001) for promoting strong reading fluency. Yet, the opportunities for students to create their own Readers Theatre will motivate students to explore the writer's craft in greater depth, analyze tone and mood, along with allowing for choice of expression. It also allows students to create a product that will be performed for an audience, thus creating ownership in the work.

Students love Reader's Theater productions, in which they write and perform scripts based on what they read in class (Tankersley, 2005). There are many guides to such productions available; one particularly good one is Chris Gustafson's *Acting Cool: Using Reader's Theater to Teach Language Arts In Your Classroom* (2003). There are also many ways to turn content-area materials into scripts: in science class, for example, students could create a performance in which the planets of the solar system are the main characters. Social studies class is filled with wonderful stories that could easily be turned into scripts. Tankersley provides a readers theatre script in the appendix of her book written by students for social studies entitled "The Ordeal of Cabeza de Vaca" (McGann,1971). It begins as follows:

Narrator: The year was 1528. Forty Spanish sailors, tired and weary, drifted in the ocean. They were all that was left of the great Navaez expedition, which had set out from Spain in June of 1527 with five ships and 600 men to explore the new world.

Students in a sixth grade class where the teacher was a student in the author's class worked in groups to create a script for Readers' Theatre presentations from *Romeo and Juliet*. The writing they did drew heavily on the various levels of Bloom's Taxonomy since students needed to comprehend and analyze the author's intent, mood, tone and style. They then applied these understandings and synthesized these thoughts into a noteworthy document.

On the left side below is a segment from the original script citing Act 1 of Scene 5 from Shakespeare's classic work of *Romeo and Juliet* while the students' Readers' Theatre is on the right of it.

**ROMEO**

[To JULIET] If I profane with my unworhiest hand  
This holy shrine, the gentle fine is this:  
My lips, two blushing pilgrims, ready stand  
To smooth that rough touch with a tender kiss.

**ROMEO**

Kiss me!

**JULIET**

Good pilgrim, you do wrong your hand too much,  
Which mannerly devotion shows in this;  
lips!  
For saints have hands that pilgrims' hands do touch, And palm to palm is holy  
palmer's kiss.

**Juliet**

Kiss my hand, not my

**ROMEO**

Have not saints lips, and holy palmer's too?

**Romeo**

We can use our lips.

**JULIET**

Ay, pilgrim, lips that they must use in prayer.

**ROMEO**

O, then, dear saint, let lips do what hands do;  
They pray, grant thou, lest faith turn to despair.

(They kiss)

**JULIET**

Saints do not move, though grant for prayers' sake.

**ROMEO**

Then move not, while my prayer's effect I take.

Thus from my lips, by yours, my sin is purged.

**JULIET**

**Juliet**

Then have my lips the sin that they have took.

My lips have sinned!

**ROMEO**

**Romeo**

Sin from thy lips? O trespass sweetly urged!  
again! Give me my sin again.

Let them sin  
(They kiss again)

**JULIET**

**Juliet**

You kiss by the book.  
kisser!

You are a good

The students had fun both creating the script and performing it for the class. They analyzed many lines and synthesized them into a production that had a great appeal to the other members of the class. This type of re-creation of a script can easily be applied to events in history, literature, science and math. The students will develop both reading and writing skills in the process. Students as low as second grade could have fun in doing this along with sharpening their writing techniques.

## **The AREA Approach**

Very simply stated, when someone asks a question the one answering the question needs “to cover the area well” to convince others of their response. This means to be as thorough as possible in the answer, covering the information fully. The approach should reflect a positive attitude, passionate response, and an optimistic viewpoint. When applying the AREA approach, the topic will be covered thoroughly.

## **AREA Components**

Specifically, the **AREA** approach to answering a question is as follows:

**Answer** the question in a simple sentence.

**Reason(s)** stated for the answer.

**Example(s)** shared supporting the reason.

**Answer Again.**



In using this approach, students no longer find that they do not know what to write about or what to say. Once they take a position they just need to follow the formula in a prescribed step-by-step manner. Fear leads to writers' block. Students face the fear of not knowing if they are good enough, if anyone will like it, if they can finish, if they can start. However, the **AREA** approach takes the fear out of writing for many students. For others it serves as a check on their position, developing added confidence in their response.

### **AREA Approach Example 1**

An example that could be utilized follows:

- Should students be allowed to wear hats in class?

Answer:

I feel that students should not be allowed to wear hats in class.

Reason:

It can pose problems for other students and even themselves.

Example:

If the hat is novel, others may be looking at it and not paying attention to the teacher. If it's a large hat, it may block the vision of others. The one wearing it may also be distracted by moving it around on his head.

Answer Again:

Therefore, I feel that hats should not be worn in class because of the distraction created and the lost focus on learning.

A counter example of responding to the question without clarity might sound like:

"No, they shouldn't" or "No, it's not a good idea for kids to wear hats in school. Hats are for outside the classroom." A response like this lacks clarity and specificity, doing little to persuade or convince anyone to accept their thinking. It just is an unsupported opinion rather than based on real facts.

## **Application**

The author has found that in using this approach with students and teachers one way to help them think and organize their thoughts is to tell them the following:

"If you wanted to find out something about the topic on the internet, what would some key words that you could put in a search engine that would assist you in finding information about the topic? Also, what do you already know about some of the key words?"

A few years ago the writer was presenting the **AREA** approach to teachers in a school district near the Atlantic seacoast. In order to demonstrate the effectiveness of the approach the following was shared:

"Now that an example of the approach has been given, someone please present a question for me to answer by using the AREA approach." The room was silent for about ten seconds, after which one of the presented the following:

- "What should a person do if they experience a decompression injury while scuba diving?"

Having never scuba dived perhaps this question was really going beyond my headlights in providing an appropriate answer to the question. To begin, repeat the question for everyone to hear. This is actually done to give the speaker more reflection time in dealing with the question so they can better organize their thinking. Immediately what went through the author's mind was both the key search engine words and what was already known about some of the words expressed in the question. The words that came onto the radar screen were scuba diving, decompression, and injury. Very little was known about the first two words, therefore the third word injury was focused on. Here's the question repeated and how the response sounded:

- What should a person do if they experience a decompression injury while scuba diving?

Answer

Short of going to a doctor or medical facility and receiving help, a person who has experienced a decompression injury while scuba diving needs to stay out of that situation for six to eight weeks.

Reason(s)

We know that when the body has experienced nearly any kind of severe blow, trauma, or injury, it takes about six to eight weeks for the body to heal. Bones, tissues, and corpuscles need time to be restored.

Example(s)

If a person experiences a broken arm or leg, the doctor generally tells you that it will take at least six weeks and as much as eight weeks till you're fully healed. The same is true for the healing time for a mother after childbirth. Major operations also take about the same amount of time.

Answer Again

Therefore, because of the trauma to the body and healing needed, short of going to a doctor or medical facility and receiving help, a person who has experienced a decompression injury while scuba diving needs to stay out of that situation for six to eight weeks. After I finished answering the question, the writer asked her how he did. To my delight she surprisingly stated, "That's exactly right!"

This technique has been shared over the last twenty years with teachers coming back telling how well students are now answering questions along with getting better results on the statewide tests. The writer's daughter while in college took the Praxis 1 Writing Test and scored twelve point out of thirteen on the section where they had to answer a question and justify what they wrote. She shared, "Dad, I wrote the word **AREA** and did what you and mom taught me about the approach." She shared the question and what she said in answering the question. The author didn't even agree with what she wrote, but she provided the reasons and examples for her thinking which gave her the good score.

### **AREA Applied to an Eighth Grade Ecology Class**

After presenting several workshops in a district in central Pennsylvania, one of the eighth grade science teachers made up several questions using the AREA approach for framing their response. The components of the worksheet are shared below with one of the actual questions listed:

Answer-- Think about the answer and possible answers. Think about what words would improve the quality of your answer. State the answer to the question.

Reasons—Provide a valid reason for the answer you stated.

Examples– Provide at least three good examples for your reason.

Answer Again– Consider all that you have written and rewrite your answer.

Question—How can a change in carrying capacity affect homeostasis?

A--

R--

E--

A--

(See Appendix for an example of a lesson to teach the AREA Approach.)

## Research on Classroom Application

When the writer was an elementary principal, a decision was made to not only in-service the intermediate teachers on the **AREA** approach but also to follow the test results. The teacher met one morning with the writer bringing in a fluorescent poster board with the **AREA** approach on it. After teaching them the method and giving examples, they taught it to their students complete with a chart similar to the one brought in. They posted the chart in the room and had children write responses in class following the procedure. The results that we achieved on the New Jersey ESPA Language Arts Literacy

Test were remarkable. Our school went from one of the lowest in the school district to one of the highest in the state. The number of students who became advanced proficient increased nearly seven times after using the approach for two years.

Poster of the AREA Chart



The table below shows the outcome:

Table 1: ESPA Tests in Grade 5

|                        | Partially Proficient | Proficient | Advanced Proficient |  |
|------------------------|----------------------|------------|---------------------|--|
| Language Arts Literacy | 15.7%                | 80.4%      | 3.9%                | Year 1: Before AREA Introduced               |
| Language Arts Literacy | 10.5%                | 73.7%      | 15.8%               | Year 2: After One Year of AREA Approach      |
| Language Arts Literacy | 0.0%                 | 73.0%      | 27.0%               | Year 3: After Two Years of the AREA Approach |

In addition, the writer presented a workshop for Penn State University on “Motivational Strategies for Engaging All Students in Writing” at a Literacy Conference in September 2012. Three weeks later the following e-mail was received by one of the participants:

Hi, my name is Tim Hauenstein. I saw you present at the Penn State Lehigh Valley Reading Conference the end of September. Since then I have been using AREA in my 3rd grade classroom. I want to thank you, because the quality of work has grown greatly in three short weeks.

#### Final Example

Presently, the writer teaches the method to my undergraduate students. They find it very easy to write a paper on “My Most Effective Teachers” just to name one. In-service meeting to teachers are also provided in consulting with school districts. In addition, the **AREA** approach is an effective and successful tool in preparing aspiring teachers for an interview. For example, a potential teacher may be asked, “What do you feel are your greatest strengths that you would bring to this job?” By using the AREA approach the interviewee will most certainly be convincing if not remarkable.

## Conclusion

In summary, the three approaches RAFT, Readers Theatre and AREA are some of the most exciting and motivating writing approaches that teachers can employ.

The RAFT strategy allows for creativity and excitement in its novel approach to writing. The Readers Theatre permits students to have fun with the language and make decisions in writing that resemble real life discourse and is quite relevant to today's student. The AREA approach is a clear, straightforward way of answering a question with assurance that the response was thorough and well-organized. If teachers apply these methods in their teaching of strategies in writing, they will have writers who find enjoyment in expressing their thoughts in a variety of ways that motivate the learner.

## References

- ASCD (2002). Reading in the content areas, number three (DVD). Alexandria, VA: ASCD.
- Buehl, D. (2008). *Classroom strategies for interactive learning* (3<sup>rd</sup> ed.). Newark, DE: International Reading Association.
- Cobine, Gary. (1995). "Writing as a Response to Reading". ERIC Digest. Bloomington, IN: National Clearinghouse on Reading, English, and Communication. [ED 386 734.]
- Cornwell, L. (2013, January 8). What is readers theatre? *Scholastic Inc.* Retrieved from <http://www.scholastic.com/librarians/programs/whatisrt.htm>.
- Cunningham, J.W. (1982). Generating interactions between schemata and text. In J.A. Niles and L.A. Harris (Eds.), *New inquiries in reading research instruction* (pp.42-47). Rochester, NY: National Reading Conference.
- Frank, C., Grossi, J, and Stanfield, D. (2006). *Application of reading strategies within the classroom: explanations, models, and teacher templates for content areas in grades 3-12*. New York: Pearson Education, Inc., pp.168-170
- Haneline, D., & Aiey, N. (1997). *Asking the right questions: Reading assignments that work for writing*. ERIC Digest. Bloomington, IN: National Clearinghouse on Reading, English, and Communication. [ED 409 534]
- Hauenstein, T. (2012, October 19). AREA writing, E-mail received from [thauenstein@lebanon.k12.pa.us](mailto:thauenstein@lebanon.k12.pa.us)
- Holston, V. and Santa, C. (1985). RAFT: A method of writing across the curriculum that works. *Journal of Reading* (28), 456-457.

- Mamchak, P. and Mamchak, S. (1991). *School administrator's public speaking portfolio*. West Nyack, NY: Parker Publishing Company.
- McGann, T. F. (1971). The ordeal of Cabeza de Vaca. In R. G. Athearn (Ed.), *The American Heritage New Illustrated History of the United States, Vol. 1: The New World* (pp. 83–88). Uncasville, CT: Fawcett Publishers.
- O'Neill, A. (2001, September). Hassle-free drama: The joy of reader's theater. *Book Links*.(11.1), 57.
- Parker-Pope, T. (2009, February 23). Retrieved from <http://www.nytimes.com/2009/02/24/health/24well.html>.
- Polette, N. (2008). *Whose Tale Is True?: Readers Theatre to Introduce and Research 49 Amazing American Women*, Englewood, CO:Teacher Ideas Press, p. ix.
- Simon, C. A. (n.d.). Strategy guide: Using RAFT writing strategy. ReadWriteThink. Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>
- Smith, C. B. & Dahl, K. L. (1984). *Teaching reading and writing together: The classroom connection*. NY: Teachers College Press.
- Stoneback, D. (2009, February 25). There's a new slice in town: Deep-fried pizza drops a bombshell on an eating-lighter world. *The Morning Call*, p. D1.
- Swartz, S. (2012, December 31). Berwick may make qualifying students take honors courses. *Press- Enterprise*, p.1.
- Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading*. Alexandria, VA: ASCD, pp. 21 and 169.
- Tompkins, G. (2013). *50 literacy strategies: step by step* (4<sup>th</sup> ed.), NY: Pearson Education, Inc., pp. 106- 112.
- Yerger, W. (October 2012). Using the AREA approach to create successful writers, *Creative Education*, 3, 852-855.



## Appendix 1

### Sample Lesson Plan for AREA Approach

**Procedure with Amount of Time Stated for Each Activity:**

1. Have students print their first name of the twice folded paper and place it in front of them. **(1 min.)**
2. Ask the students to work with a partner to share what very important event in our country in September of 2001; have a few students respond. Write these responses on the board. **(3 min.)**
3. Read the article on 9-11 to them asking them to be ready to share with a partner one new idea that they learned from the article. **(3 min.)**
4. Ask for volunteers to share and write these underneath those already listed on the board. **(3 min.)**
5. Share the pictures with the students and point out the towers and point out the destruction. **(1 min.)**
6. "During the flights hijackers opened the door of the cockpit, killed the pilots & took over the controls. **(1min.)**
7. Pass out the article on "Airline Safety" with the picture of the dog sniffing luggage. **(1 min.)**
8. Read each paragraph and have them tell a partner what they feel are important ideas in the paragraph. Call on students to share and have them highlight with a water color marker important ideas. **(8 min.)**
9. Should pilots carry guns? is asked at the end of the article. You will have an opportunity to answer this question in writing alone or you'll be able to work with a partner. **(1 min.)**
10. Before we do that I want to share an easy way to answer a question that makes you sound like an expert. The word AREA is written vertically on the board. The teacher then states that when we have a question to answer we can answer it with this approach. **(1 min.)**
11. Let's give you an example. Let's suppose that you asked me if I thought that the Phillies are going to make the playoff in the new season. First, I'll answer (write the word "Answer" on board) by saying: "Yes, I believe that the Phillies will make the playoffs in the new season." Then I'll give the reason for it (write Reason on the board). "The reason I believe that the Phillies will make the playoffs is because they have brought into the lineup numerous players from their farm team who have made solid contributions." Then I give examples (write Example on the board): Since the All Star break the Phillies have been winning about 2 out of every 3 games and the starting pitchers have gone deeper into the game. Then write Answer again on the board while you say, "Since the Phillies have brought on new and demonstrated talent along with the pitching getting stronger, I believe that they will be in the playoffs. **(4 min.)**
12. Now it's your turn. With a partner or alone write your name or names on the paper and answer the question using the AREA method **(8 min.)**
13. Now you score your paper. You get one point for each of the letters in AREA that you completed. Write your score on the paper. **(1 min.)**
14. With a partner share what you want to remember about this lesson. Call on volunteers.

**(2 min.)****State Standard Addressed:****1.5.4.B:** Develop content

- Gather, organize, and select the most effective information appropriate for the topic, task, and audience.
- Write one or more paragraphs that connect to one central idea.

**Appendix 2**

Sample Lesson Plan for a RAFT

Anne M. Brletich

December 2012

Techniques to Differentiate Instruction in the Mixed Ability Classroom

**Lesson Plan**

**Enthusiasm**= I am enthusiastic about creating options for students to present their ideas for a novel.

**Materials**= Novel: *The Cay*, Book Ball, RAFT worksheet (attached), Inspirations software, computer, whisper phones (optional)

**Objective**= Students will be able to synthesize information from a novel to writing assignment which includes perspective, audience, and topic. Through the writing process the students will edit and revise their work prior to presenting it orally to peers

**Procedure**=

1. Toss the Book Ball of questions to review the book content up to Chapter 11.
2. Introduce the writing assignment using the RAFT worksheet. Answer any questions related to the writing assignment.
3. Think Pair Share: Have the student independently think about ideas, pair, and share.
4. Use Inspirations or student selected format to plan for the writing assignment. No specific structure required. However, previously used graphic organizer templates will be offered to the students.
5. Conference with the students informally to encourage and pose questions related to their plan.
6. Collect, comment on, and approve plans prior to beginning the writing of the assignment.
7. Give students ample time to complete the assignment including self and peer edit.
8. Provide feedback informally and formally through checks and teacher/student conferencing.

9. Have students indicate on the RAFT worksheet their preference for sharing their writing.
10. Match the students as to their desired presentation. Partners are matched and small groups are constructed.
11. Have the partners and small groups share their writing and provide positive feedback and question the author for clarification. The class presenters will practice reading their writing in preparation using the whisper phones. When the students are finished, they should read silently until all groups have completed their sharing.
12. The class presenters will share their stories and students will provide positive feedback and question the author for clarification

### Core Standards

#### Reading:

**R6.A.1.3.1:** Make inferences and/or draw conclusions based on information from text.

**R6.A.1.3.2:** Cite evidence from text to support generalizations.

**R6.A.1.5.1:** Summarize the key details and events of a fictional text as a whole.

#### Writing:

**1.5.6.A:** Write with a clear **focus**, identifying topic, task, and audience and establishing a single **point of view**.

**1.5.6.C:** Write with controlled organization.

**1.5.6.E:** Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, **style, tone**, and word choice.

#### Speaking:

**1.6.6.A:** Listen critically and respond to others in small and large group situations.

**1.6.6.B:** Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

In Chapter 10 and 11, Timothy is convinced Stew Cat is the evil spirit preventing their rescue. Select on box from the chart below for each column to complete the writing assignment. You will choose to share your writing with a partner, peer group, or the class. Use the Inspiration to design a graphic organizer or provide your own planning format.

| Role of the Writer<br>(Whose point of view?) | Audience<br>(Who is your reader?) | Format<br>(How are ideas presented?) | Topic<br>(What is the focus of the writing) |
|--|-----------------------------------|--------------------------------------|---|
| Timothy                                      | A Bird                            | A Song                               | Rescue                                      |
| Stew Cat                                     | Phillip's Parents                 | Persuasive Essay                     | Friendship                                  |
| The Island                                   | Potential Rescuers                | A Narrative Poem                     | Prejudice                                   |
| Phillip                                      | The Ocean                         | A Personal Letter                    | Love  |

I would like to share my writing

- \_\_\_\_\_ with a partner,
- \_\_\_\_\_ in a small group,
- \_\_\_\_\_ to the class.