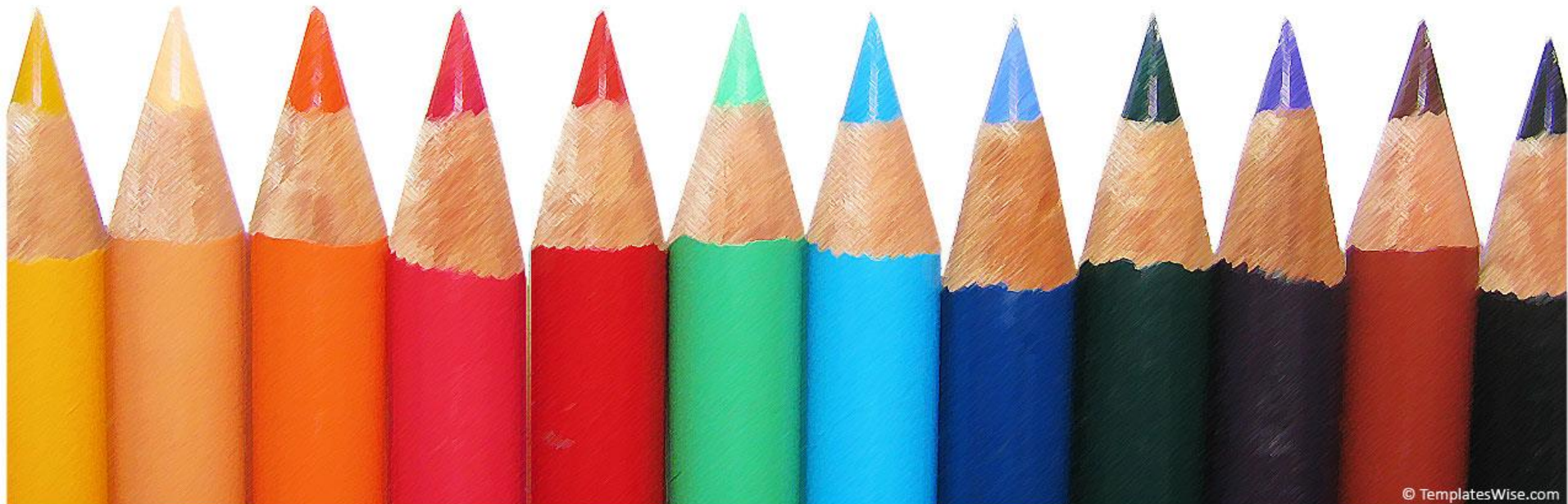


Using Visible Thinking Routines to Support Evidence-Based Writing

Presented by:

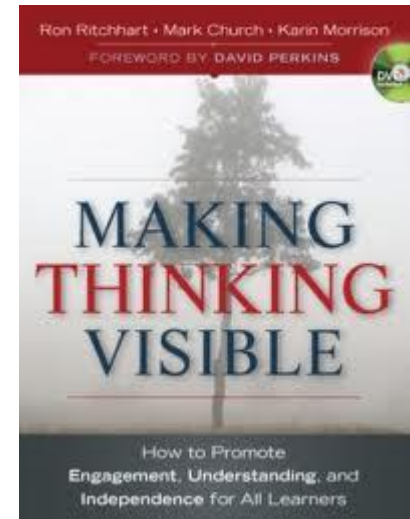
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Visible Thinking Routines

{MYTH} Routines must be used exactly as they appear in the book in order to be effective



{TRUTH} Routines with creative and personalized spins seem to produce the most effective results

Writer's Workshop - Prewriting Stage

Discuss:

The pros and cons of using graphic organizers during the prewriting stage



A Shift in the Prewriting Process

Possible Solution:

Change the prewriting stage from independent thinking to open-minded & shared thinking

Benefits:

Reluctant writers feel more empowered/secure

Creative writers receive a challenge



Preparation for Practice

- Copy of Langston Hughes's "Thank You, M'am"
- Sticky notes
- Markers
- Writer's Notebook
- Team Roger and Team Mrs. Jones
- Mrs. Jones's Attribute Posters (Caring/Kind & Protective)
- Roger's Attributes Posters (Fearful & Respectful)

A combination of Chalk Talk and
Generate > Sort > Connect > Elaborate
during the prewriting stage of a character analysis

TEAM Mrs. Jones

Find evidence within the text to support the claim that Mrs. Jones is caring/kind

Find evidence within the text to support the claim that Mrs. Jones is protective

TEAM Roger

Find evidence within the text to support the claim that Roger is fearful

Find evidence within the text to support the claim that Roger is respectful

USE CITATIONS!

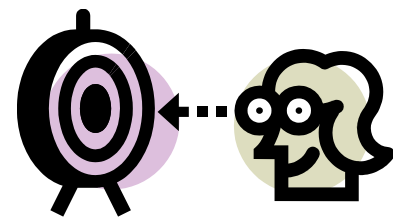
USE CITATIONS!



A combination of **Chalk Talk** and **Generate > Sort > Connect > Elaborate** during the prewriting stage of a character analysis

Within your teams . . .

Sort the sticky notes (evidence) according to strength/proof of attribute (claim)



The strongest pieces of evidence should be located in the center

Group similar pieces of evidence/notes together

Place sticky notes on the outside of the central target if deemed less germane

**This does not mean those ideas are not valuable,
but just not as strong as the others*



Evidence Exploration

- Hang up posters in classroom (stations)
- Encourage students to visit all posters and review the posted pieces of evidence
- This can be done in a *Gallery Walk* style
- Students can travel with their **Writer's Notebooks** and jot down evidence that appeals to them
- Students can question placement of sticky notes
- Discuss the clusters and placement of notes

The Next Steps . . .

Differentiation Options

- Allow students to choose their own claims/focus for essay
- Include a *Tug-of-War* routine where students can debate over which attribute is best suited for each character
- Decide as a whole group on a claim and choose three pieces of evidence to support. Use the *Chalk Talk* routine to practice writing reasoning statements by branching off of the evidence collected
- **Ideas for other uses?**