JENNIFER SERRAVALLO

With **300** strategies

Updated with new charts



The Writing Strategies Book

YOUR **EVERYTHING GUIDE** TO DEVELOPING SKILLED WRITERS

Heinemann
DEDICATED TO TEACHERS™

For more information about this Heinemann resource, visit https://www.heinemann.com/products/the-writing-strategies-book-spiral-1873714.aspx

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Credits continue on page 410.

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6.19 Read, Sketch, Stretch

Who is this for?

LEVELS
2–8

GENRE / TEXT TYPE
informational/ nonfiction

PROCESS
developing

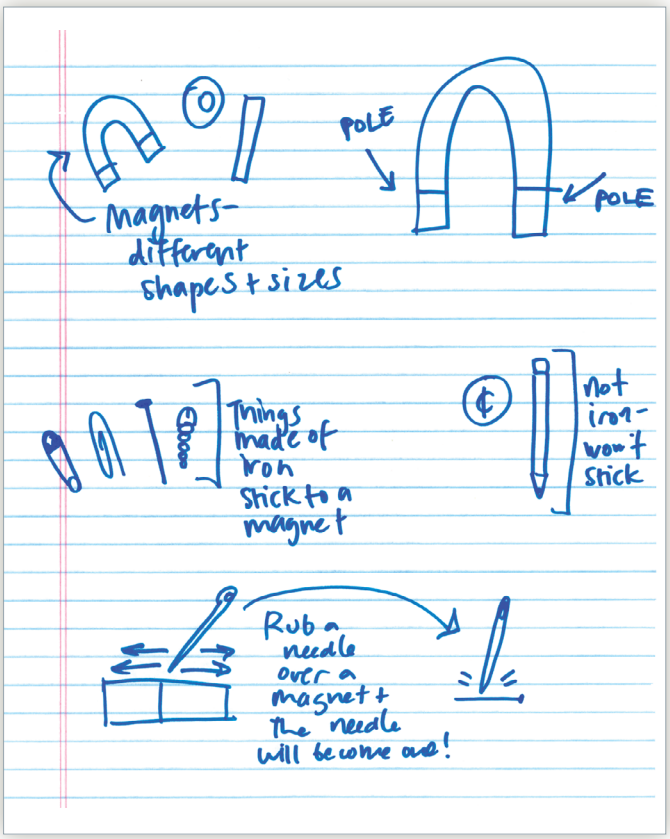
Hat Tip: *Crafting Nonfiction, Intermediate* (Hoyt 2012)

Strategy Read to learn some information about the topic you'll be writing about. Stop and make sure you understand what you read. Sketch a picture or diagram to show the information you learned. Add labels and captions to your notes using your own words.

Teaching Tip One common problem with teaching children to add more information about their research topic is that they tend to copy the information straight from the book. Do they understand what they copy? Who knows, but probably not. Instead, having them convert the words they read into pictures and labeling and captioning with their own words ensures that they note only what they comprehend. When they convert these notes to a draft, their writing will sound like it's in their own voice. This is also a great strategy to use with younger students who may be able to write sketch notes more fluently than notes in sentences.

Prompts

- What's the important information you learned from this page?
- Now check to make sure you understand it.
- Sounds like you understand what you read! What sketch will you draw?
- Draw a sketch quickly to hold onto that information.
- Now label.
- Can you add a caption or sentence to explain what you've drawn?
- I see you're using your own words. That shows you understand it.



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