GLOSSARY OF TERMS

Two hands—the graphic demonstrating the two most basic kinds of text: knowledge and experience. Readers are most interested in pieces that include both kinds of text. For further reading, check Thomas Newkirk’s *The School Essay Manifesto.*

Text structure—the plan, or path, that a piece will follow; it must involve at least one step from each of the two hands, above, in order to track movement of the mind, showing what you know and how you know it. Other than that one requirement, text structures can be revised in any way that works for the writing situation. These can be created intentionally by a writer or gleaned from other writers. For ease of discussion, we place these steps into sequenced boxes. For further reading, see Aristotle’s *Rhetoric* and Quintilian’s *Institutes of Oratory.*

Kernel essay—A writer writes about the topic, using the text structure as a guide, creating one sentence per box. These sentences are called a *kernel essay.* The next step is for the writer to read the kernel essay aloud to several listeners to see whether that structure worked for the topic. For further reading, see Gretchen Bernabei’s *Reviving the Essay.*

Guided kernel essay—The teacher doesn’t show the students the structure ahead of time; instead, she leads them through writing a kernel essay by phrasing each step of a structure as a question and giving them time to write an answer in one sentence. As each question is read, she draws the box for that step on the blackboard (or some other visual display), until the entire text structure is visible.

Truisms—also called thematic statements, or life lessons. These are statements that are true for most people. (This makes them debatable.) Sentences are most useful when written in third person, as general truisms about the world or about life. If students write second-person sentences, or imperative sentences, like “Don’t judge other people,” help them convert them to third person: “It’s difficult not to judge other people,” for example. If students write first-person sentences, like “I love my dog,” help them convert them to third person: “People love their dogs,” for example. For information about the use of maxims in classical oratory, see Aristotle’s *Rhetoric.* For contemporary resources, google “truisms” or Gretchen Bernabei’s *Lightning in a Bottle.*
**Obvious infoshot**—a sentence using the template pattern sentences from the infoshots analogy page, in order to add information to a piece of writing. (I like my dog. **My dog can be described as playful. He can be described as huge.**)

**Sneaky infoshot**—the use of the template pattern sentences, combined into the piece in such a way that the reader doesn’t recognize the original template pattern sentences. (I like my **playful, huge** dog.)

**Expanded infoshot**—one template pattern sentence, explained. After the explanation is written, the original template sentence can be deleted. (My dog can be described as playful. Whenever I come into the room, he runs up with a chew toy in his mouth, hoping for a game of catch.) For developing your own infoshots pattern sentences, google SAT analogy patterns.

**Three-in-one infoshot**—a two-step operation: you write three different obvious infoshots and then combine them into one sneaky infoshot. These are useful for infusing information into a piece of writing or for thesis statements. For sentence-combining practice, see Don and Jenny Killgallon’s *Sentence Combining*. For powerful, focused grammatical “brushstrokes,” see Harry Noden’s *Image Grammar*.

**Quick list of memories**—the process of listing different individual short memories of different kinds, to use as an idea source for writing personal narratives. Memories should be moments, not long periods of time; the quick list asks students about specific categories (like proud moments; moments involving birds, insects, reptiles; bad hair moments; postcard moments you hope to remember). For more information, see Paula Brock’s *Nudges*.

**Gritty life quick list**—the process of listing different kinds of (non-narrative) thoughts a person has in his or her head at any given moment, to use as an idea source for writing any kind of writing. For background pedagogy and inspiration, see James Moffett’s *Teaching the Universe of Discourse*. 
**Indelible moment**—the process of capturing a significant memory, especially through different kinds of writing paper that trigger memories and situational contexts. For the seeds of this idea, see Tom Romano’s *Blending Genre, Altering Style*.

**Ba-da-bing**—one example of detail-combining using a sequence of icons to represent the sequence of text showing where your feet were, what your eye saw, and what you thought. To use the ba-da-bing for expository writing, the present tense will be more useful. *(When you walk into the store, you notice the bakery aisle and you decide to buy bread.)* For more information, see Gretchen Bernabei’s *Reviving the Essay*. 
The following icons represent specific kinds of text. These can be used for details, or they can also be used to generate compositions or text structures.

Each will give an example of how to add details to the sentence: **Boys laugh.**

<table>
<thead>
<tr>
<th>Icon</th>
<th>Type of Text</th>
<th>Sample Details for a Narrative (past tense)</th>
<th>Sample Details for Expository (present tense)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Talking" /></td>
<td><strong>Talking</strong> (dialogue, direct or indirect)</td>
<td>“Did you hear those boys chuckling?” my mom asked.</td>
<td>Experts agree that laughter is good for everybody.</td>
</tr>
<tr>
<td><img src="image" alt="Thinking" /></td>
<td><strong>Thinking</strong> (inner speech or thoughtshots)</td>
<td>I knew it. They were laughing at me. At least that’s what I suspected.</td>
<td>When boys laugh, they seem to attract the admiration of their peers.</td>
</tr>
<tr>
<td><img src="image" alt="Seeing" /></td>
<td><strong>Seeing</strong> (snapshots)</td>
<td>I looked up and saw the three boys standing in the corner, doubled over in laughter.</td>
<td>When a boy laughs, his eyebrows rise, and his lips compress at first.</td>
</tr>
<tr>
<td><img src="image" alt="Doing" /></td>
<td><strong>Doing</strong> (active verbs)</td>
<td>As the boys choked with laughter, tears ran down their faces. The air hummed with humor.</td>
<td>Boys gather to play sports, to compete physically, and to laugh.</td>
</tr>
<tr>
<td><img src="image" alt="Information" /></td>
<td><strong>Information</strong> (background or analytic)</td>
<td>For the first time all year, the boys from Mr. Kauffman’s class laughed out loud.</td>
<td>The boys laugh, experiencing what researchers call a “social vocalization, which binds people together.”</td>
</tr>
<tr>
<td><img src="image" alt="Smells" /></td>
<td><strong>Smells</strong> (literal or figurative)</td>
<td>I smelled the enchiladas, the sandwiches, and the embarrassment in the cafeteria as the boys shrieked with laughter.</td>
<td>Boys never grow too old to laugh at certain smells.</td>
</tr>
<tr>
<td><img src="image" alt="Sounds" /></td>
<td><strong>Sounds</strong> (nonverbal sound effects)</td>
<td>The boys were snorting, wheezing with laughter, chortling and chuckling.</td>
<td>Contagious, the sounds of the boys’ laughter cause everyone nearby to join in.</td>
</tr>
<tr>
<td>Icon</td>
<td>Type of Text</td>
<td>Sample Details for a Narrative (past tense)</td>
<td>Sample Details for Expository (present tense)</td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>![Heart]</td>
<td>Emotional reactions (especially in conflict)</td>
<td>Although it was hilarious, I felt guilty laughing with them.</td>
<td>When boys laugh together, they test each other and bond strong friendships.</td>
</tr>
<tr>
<td>![Book]</td>
<td>Book references</td>
<td>The boys laughed with Grinchlike delight as they threw the paper around the room.</td>
<td>Sometimes the laughter of boys can be intimidating, especially when they are in Grinchlike moods.</td>
</tr>
<tr>
<td>![Movie]</td>
<td>Movie references</td>
<td>Suddenly they all laughed a tittering, timid, Munchkin kind of laugh.</td>
<td>One kind of laughter is timid, shy Munchkin-like laughter.</td>
</tr>
<tr>
<td>![World]</td>
<td>World references (geographical or historical)</td>
<td>They laughed and cavorted like competing court jesters.</td>
<td>Like a court jesters joking for the pleasure of a king, the boys laughed and entertained their coach.</td>
</tr>
<tr>
<td>![V]</td>
<td>Vocabulary</td>
<td>Their laughter rang out, ostracizing their classmate.</td>
<td>Boys’ laughter is hardly ever synthetic, but spontaneous.</td>
</tr>
</tbody>
</table>

(Add icons for any devices you have covered in class, like figurative devices, rhetorical devices, or grammatical structures.)
TEXT STRUCTURES: A GROWING COLLECTION

The Story of My Thinking

What I used to think  But this happened  So now I think

A Memory

Where you were  Moment it started  Next moment  Final moment  What you thought

A Colorized Memory

Where you were (dramatized)  Moment it started (dramatized)  Next moment (dramatized)  The final moment (dramatized)  What you thought

Completely Made up Story

Moment involving character(s)  Moment when a problem arises  How the characters try (unsuccessfully) to solve the problem  How the characters solve it (or deal with it)

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A Fable

| Animals doing something | Conversation between the animals | Action | Result | Moral |

Sequel to a Fable

| Moral of original fable | But the next day the animals said | And this happened | The result was | New moral |

Comparing Notes (Mine and Others)

| Some people think . . . | And other people think . . . | But I think . . . | What that tells me . . . |

Tevye's Debate

| On one hand | On the other hand | But on the other hand | But on the other hand | How I can be guided when the choice is so tough |

Evolution of a Term (word or phrase in the prompt)

| What the word meant to me when I was 4 | What it meant when I was a little older | What the word means to me now | What the word will probably mean when I am ___ (pick an age) |
Tribute to the Person Who Taught Me Something

| What the lesson is | Flashback to the lesson | Description of the person | Lyrics or words you can remember that person saying (on the subject) | What I wish I could find out now from that person |

The Onion - Unlayering What We Know

| One (real) belief something we know | How do I know this? (Tell one way, one thing that happened) | If that had not happened, how else would you know it? | If that had not happened, how else would you know it? |

Insight Garden/The 11-minute essay

| An insight about life | One illustration from literature | One illustration from a movie | An illustration from my life | I wonder |

Pet Peeve

| What you saw first | What you said to yourself | What else you saw | What you decided | What you know now |

I Will Never

| I will never... | If I did... | This would cause... | I've seen it before like when... | So I have decided that... | I will probably change my mind if... |
### Replacement

- I need to replace my . . .
- I used to . . .
- Now it doesn’t . . .
- A new one would . . .
- However . . .
- And so . . .

### Shopping List

- I need to buy . . .
- Without it . . .
- This would cause . . .
- Eventually . . .
- And so . . .
- I only hope . . .

### A time you watched someone else do something on your won’t-do list

- I don’t think I will ever . . .
- I don’t understand how someone could . . .
- It’s true that . . .
- And so it’s so true that . . .
- However . . .
- So . . .

### Prized Possession

- I just couldn’t do without . . .
- It has the most . . .
- It has . . .
- Before I had it . . .
- That’s why . . .
- Without it, I would . . .

### Conversation: One thing you and your friends talk about

- When I was young, I wondered about . . .
- I thought that probably . . .
- Since then . . .
- All I really need to know now is . . .
- Eventually I’ll . . .
### Curiosity: One thing you’d like to know about

- I have sometimes wondered about . . .
- I know that . . .
- I also know that . . .
- But I can’t figure out how . . .
- Even so, I will always . . .

### Competency: Something you can do well

- I’ve never/always considered myself a . . .
- But then . . .
- That’s when . . .
- So now . . .

### Conversation: Comparing notes

- Some people think . . .
- Other people think . . .
- I think . . .
- What I wonder is . . .

### Work Moment (Frustrating or satisfying)

- Where you were
- What you were doing
- What you heard/saw
- What good (or frustrating) thing happened
- What surprised you

### Going Against the Grain

- Some people think . . .
- This seems to happen because . . .
- However I believe . . .
- But I know people feel strongly . . .
- Even so I will always . . .

*Contributed by Christi Gonzales*
### Alternative Solution

<table>
<thead>
<tr>
<th>Problem</th>
<th>Conventional solution</th>
<th>The problem with that</th>
<th>Another solution</th>
</tr>
</thead>
</table>

### David Brooks Editorials

| This happened | An obvious way to think about it is . . . | The problem with that view is . . . | A better way to look at it would be . . . |

*Contributed by Thomas Newkirk*

### Giving an Award

| Who you choose | One quality they have | One moment where you saw that quality | How that affected you then | What you think of that person still |

*Contributed by Theresa Phelps*

### Favorite Activity

| I like to _________ | my first experience with it | How you do/play it | How it makes you feel | Positive results |

*Contributed by Theresa Phelps*

### Ethos

| You know (of) this person | You trust this person | This person says _________ | It must be true |

### Pathos

| we value these things | Look what happened | Isn’t that sad | We must do this _________ |

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Logos

Here is a point
Reason/Evidence
Proven theories
So

Syllogism

If this is true
And this is true
Then this must be true

Cicero’s arrangement (dispositio)

Who you are and what you want
Facts of the case
What should be done (your position)
Flaws in opposing arguments
Summary and next steps
Exordium
Narratio
Confirmatio
Refutatio
Peroxio

Curiosity

I have wondered...
I figured out that...
Then I also figured out...
Last I figured out...
This all means that...
What you can do about it

Doing Something 101

Truism
Step 1
Step 2
Step 3
Step 4
Results (with image)

Robin Pool

Robert Schuler

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History of Something

- Why this is
- When this happened
- What people thought then
- What people think now

Dilemma

- Choice: Staying the same or changing
- What change would mean
- Biggest disadvantage of change
- Biggest disadvantage of staying the same
- How change might make it worse
- What happens if you just don't decide

Problem/Solution

- Why people deliver messages like this
- Our deep belief
- How things are supposed to work
- The problem
- Proof
- What we have tried (unsuccessfully)
- Our solution

Now Introducing

- One person’s moment using the thing
- What problem the thing solves
- How the thing works
- But one problem the thing creates
- Reasons it is a good idea anyway
- Data to support the purpose

Musing to an object

- Direct address and a question (something you want to know)
- Description of one physical characteristic of the object
- Description of another characteristic of the object, with a simile
- An imperative to the object; a wish or a hope

Twinkle, Twinkle, Little Star

Declaration of Independence

From Drive Cam Article

No Introducing

- One person’s moment using the thing
- What problem the thing solves
- How the thing works
- But one problem the thing creates
- Reasons it is a good idea anyway
- Data to support the purpose

From Drive Cam Article

Musing to an object

- Direct address and a question (something you want to know)
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- An imperative to the object; a wish or a hope

Twinkle, Twinkle, Little Star
## TEXT STRUCTURES INVENTED BY KIDS

### Hindsight Reflections

<table>
<thead>
<tr>
<th>This bad situation happened</th>
<th>How I should have reacted</th>
<th>Rather than making the best of a bad situation, how I did react</th>
<th>Now I know</th>
</tr>
</thead>
</table>

Amanda Grosch

### Seeking an Answer

<table>
<thead>
<tr>
<th>I had this question</th>
<th>I asked somebody for an answer</th>
<th>I asked somebody else to confirm the previous answer</th>
<th>I tested out the answer for myself with this experience</th>
<th>What I learned from my experience</th>
</tr>
</thead>
</table>

Giovanni Ocasio

### Deception

<table>
<thead>
<tr>
<th>I saw this happen</th>
<th>And so I did this</th>
<th>But then I realized</th>
<th>So now I know</th>
</tr>
</thead>
</table>

Destiny Costly

### We Agreed

<table>
<thead>
<tr>
<th>I said this</th>
<th>And she/he said that</th>
<th>But we both agree on this</th>
</tr>
</thead>
</table>

Eric Flores

### The Right Choice

<table>
<thead>
<tr>
<th>My problem</th>
<th>What my friend thinks I should do</th>
<th>So I decided to . . .</th>
<th>Now I think</th>
</tr>
</thead>
</table>

Rebecca Dschuden

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Why We Do Things

This event happened
It caused me to be in this mood
Which caused this to happen
So now I know

Shawn St. Hilaire

Wishful Thinking

One problem in the world
Why it is this way
What you wish it would be like

Gisela Navarro

Maturing Thoughts (over a key word in the prompt)

How important it was to you when you were ____ (young)
How important it was to you when you were ________ (older)
How important it is to you now
How your thoughts changed as you grew older

Marissa LaRochelle

The Unexpected Reaction

What I said
How the listener reacted
What I learned

Samantha Runnels

Action Up

I used to act like this
Then I went through this
Which made me consider the future like this
So now I act like this

Casey Towle
Explanation of a Term

- Dictionary-like definition
- Your personal definition
- What feeling you get from it
- What others make you think
- Example in society today
- Another example (optional)

Rebekah Long

Following a Path

- Where I started out in life
- Where I found myself
- Where I am now
- Where I might be in the future

Rebekah Long

A Box of Chocolates

- What happened
- What you expected to get
- What you really got
- How you reacted

Marco Vidarri

Influences and Consequences

- I was taught this
- But I was influenced by this
- So I did this
- And the consequences were this

Adam Saenz

A Bad Choice

- A choice you made
- What happened after that choice
- Things you learned later about that choice
- What you think now about that choice you made

Joseph Kidder
Never Ever

- What I’ve never done
- Why I’ve never done it
- Will I ever do it?

Adrian Martinez

Temptations

- How someone else was tempted
- So I was tempted
- So then we did this
- Then this happened
- Then this happened

Tabitha Flores

True Friends

- My friend would always do this
- So I believe this about them
- Then over time, they started/stopped doing this
- So now I think this about them

Dash Dalrymple

Anxiety

- A fear I have...
- What made me scared...
- Will I be scared in the future?

Amanda Garza

Change of Heart

- Because I thought this...
- I used to feel this...
- But this happened...
- So now I feel this...
- Which makes me think that...

Anissa Castaña
Discovering the Fireworks

What the spectacular event was
How it made you feel
Why it made you feel that way
What it made you realize

A. J. Ouellette

Wrong Assumption

I made this wrong assumption
Something happened as a consequence
I learned the truth
So now I believe

Diana Diaz

Garden of Eden

One time long ago
As time passed
Now . . .

Tara Coleman

Expert Testimony

According to this person
According to this other person . . .
But according to me . . .
So now I think . . .

LaQuette Barksdale

Alternate Choices

I can either do this . . .
Or I can do this
I choose ________ because

Marisa Farias
Elimination or Confirmation

I've never been sure if  But I've always suspected  Because once I experienced  Which made me think that  And finally I realized

Michael Gonzalez

Sensory Associations

When I heard/smell/see . . .  It reminds me of . . .  which makes me feel . . .  Because . . .

Julee Lanum

The Evolution of a Habit

I used to have this habit  Because I thought this  But then this happened  As a result, the habit was

Alexander Burke

The Real Deal

I saw someone  I assumed . . .  When actually . . .  So now I understand . . .

Amber Wojtek

What is it? (Defining a Word)

Is it this?  Or this?  Or this?  A memory  Which makes me realize it's this

Adrian Martinez

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### Confusing Testimony

- Someone told me (an inaccurate thing)
- Then I checked it with someone else
- And that person set me straight
- How I explain that 1st person’s misinformation

*Alexander Burke*

---

### Yellow Brick Road

- This (bad thing) happened
- And this is how I reacted
- Then later something similar happened
- So, reflecting on my prior experience, this time I did this instead

*Nathan McCann*

---

### Find and Truth Through Experience

- I heard this
- But I thought the opposite
- Then I had this experience
- Now I think this

*Nathan Hay*

---

### Not on my Nerves Any More

- I used to hate it when other people . . .
- But then I realized I also did it
- So now when I see other people doing it I remember that . . .

*Tricia Asher*

---

### Crossing the River Again

- A recurring challenge
- How the challenge first came up
- But since then this happened
- How I now meet the challenge
- How it still challenges me

*Clayton Graham*
Use Your Noodle

I was taught this  What I thought about what I was taught  But this happened  So what I now think about what I was taught

Brianna Cook

You Never Know

I assumed . . .  But it turned out . . .  So now I think . . .

Matt Cadena

The Idea

I think about a . . .  I ask other people what they think  We put our thoughts together  We came up with a final decision

Leanna Hernandez

Day Dreamer

Sometimes I'm thinking a lot about  What made me think it  What this thought means

Sarah Crickmore

With This in Mind

One true thing  With this in mind, it will not be possible for  One hardship that will create  So now I wonder

Ashley Brzostowski
The Game

There was a perfect time when . . .

But then . . .

Now I know . . .

Stacey Arias

Making a Change

One thing I wanted to change

What was stopping me

Even thought I know this . . .

So . . .

Samantha Ross

Thinking Hurts

This happened

Which caused this

Which made this happen

Which caused this

Which made me think this

Stephen Crisp

Faith in Spite of Experience

Despite this repeated bad thing happening . . .

I know that . . .

So I will do this

Carmen Garcia

Wisdom Tug-of-War

I was always told to . . .

Then I actually wanted

In order to keep me on the right path

But instead I

I slowly realized that

Bernard Gottschalk
Your Actions

Something makes you too confident in this belief
Your actions cause a downfall
So now, you act like this
Because now you believe

Marcus Garcia

Deciding Through Diverse Opinions

We did this
I thought it was a bad idea because
But others thought differently
So together we concluded
So we did this

Megan Morefield

Changing Gears

_________ is (characteristic)
One thing they did that shows this
When asked why he/she behaved in this manner
Gradually
To this day...

Inspired by Elise Leal

Wo . . . Wo . . . Wonder

I used to wonder
Because
But then this happened
So I no longer wonder; now I think...

Re'Shelle Kibler

Line of Thought

One time this happened
Which made this happen
Which made me realize this
So this happened

Chris Clay

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Seeing is Believing

What I did first
But then I saw
And that made me think
So then I did this...

Molly Pierce and Sarah Sinclair

She Saw

She saw...
And she thought
I saw the same thing
And I thought
So I guess

Adria Warner

Who Reacted When

Why this happened
How this happened
When this happened
What people thought about it

Alex Blue

Metamorphosis

How you felt before it happened
How you felt while it was happening
How you felt after it happened
How you feel now
What you believe now

Kelsey Mahan

What the Heck

My friends did this
I thought about it
I believe ______ so
I did this
They reacted like this
So now, we...

Casey Lewis
### The Influence of We

<table>
<thead>
<tr>
<th>What I thought</th>
<th>How I felt about this thought</th>
<th>What others thought about my thoughts</th>
<th>What I thought about my thoughts after others told me what they thought</th>
<th>What I know</th>
</tr>
</thead>
</table>

*Sarah Chu*

### Cause and Effect

<table>
<thead>
<tr>
<th>I did this</th>
<th>It caused this</th>
<th>Now I know this</th>
</tr>
</thead>
</table>

*Celeste Ramirez*

### Life Lesson, Past and Future

<table>
<thead>
<tr>
<th>what the life lesson is</th>
<th>what it means to you</th>
<th>How it affected your life (past)</th>
<th>How it will affect your life (future)</th>
</tr>
</thead>
</table>

*Adam Hinds*

### Backfire

<table>
<thead>
<tr>
<th>I did this</th>
<th>Because of ________</th>
<th>What I was hoping for</th>
<th>But instead this happened</th>
<th>So now I think</th>
</tr>
</thead>
</table>

*Armando Barrera*

### Life Lessons Learned

<table>
<thead>
<tr>
<th>I never realized ________</th>
<th>Until this happened</th>
<th>Then I realized</th>
<th>So now I try . . .</th>
</tr>
</thead>
</table>

*Amanda Walker*
Discovering a Lie

Someone told me  
So I believed  
Then I found out  
So now I think/know

Alyssa Flores

Changing Your Mind

I believe this  
But society proved me wrong by doing this  
So then I believe this  
But then this happened  
So now I believe this

Greg Herbst

I Wish

I wish that  
But I know  
And knowing this  
Makes me believe . . .

Steven Young

Arguing

I said this . . .  
They said that . . .  
We argued because of  
How we resolve it  
Now I think this

Remy Locasio

Then What?

One way I got in trouble  
After that this happened  
Then this happened  
I was thinking about my consequences  
So now I think

Artemis Martinez and Justin Garza
Name: ________________________________________

## Planning Sheet

### Type of Writing (Check One)
- [ ] Writing about myself
- [ ] Writing to inform
- [ ] Writing to inform others
- [ ] Writing to persuade
- [ ] Writing about literature

### Put your truism (aka assertion aka problem aka main question) here.

_______________________________________________________________________________________

_______________________________________________________________________________________

### Put your text structure here.

- [ ] action detail
- [ ] sensory details
- [ ] thoughtshots
- [ ] ba-da-bing
- [ ] dialogue
- [ ] __________

### Write your kernel essay here.

1. 

2. 

3. 

4. 

5. 

6. 

### Plan for details:

<table>
<thead>
<tr>
<th>ACTION DETAIL</th>
<th>INFOSHOTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>snapshots</td>
<td>description</td>
</tr>
<tr>
<td>thoughtshots</td>
<td>compare/contrast</td>
</tr>
<tr>
<td>dialogue</td>
<td>cause/effect</td>
</tr>
<tr>
<td>__________</td>
<td>before/after</td>
</tr>
<tr>
<td>sensory details</td>
<td>synonyms/antonyms</td>
</tr>
<tr>
<td>ba-da-bing</td>
<td>part/whole</td>
</tr>
<tr>
<td>__________</td>
<td>item/category</td>
</tr>
</tbody>
</table>
**Elastic Kernel**

Your Topic: ________________________________________________________________________________________________________________________

How could you write about this topic in different ways?

<table>
<thead>
<tr>
<th>NARRATIVE (What Happened)</th>
<th>EXPOSITORY (What Happened)</th>
<th>ARGUMENTATION (What Should Happen)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memory driven:</strong> what happened in your life, and what did it mean to you?</td>
<td><strong>Curiosity driven:</strong> what would other people want to know? What else would you want to find out?</td>
<td><strong>Driven by the need for change:</strong> right/wrong, good/better, current ways/better ways</td>
</tr>
<tr>
<td><strong>Ex:</strong> The moment that we caught a marlin</td>
<td>All about fishing tackle, How to catch a marlin, Different kinds of fishing trips, Background on catch-and-release, Tips for safe fishing</td>
<td>Why catch-and-release is important, Why families should fish together, Why Gulf waters should be protected, The value of male bonding over fishing, The benefits of spending time with your family out in nature</td>
</tr>
</tbody>
</table>
Titles That Sell Informational Articles

All About _____________________________________________________________________ and Why It Matters

Everything You Need to Know About ________________________________________________

What You Never Knew About _______________________________________________________

Top Ten Reasons for _______________________________________________________________

The Secret(s) Behind _______________________________________________________________

The Truth About _________________________________________________________________

Amazing Facts About _____________________________________________________________

The Real Story About _____________________________________________________________

The __________________________________ Controversy

Your Personal Guide to _____________________________________________________________

Success with ________________________________________________________________

Win Big with _________________________________________________________________

Prizewinning ______________________________________________________________________

The Ultimate Scoop on __________________________________________________________________

Hidden Secrets About _____________________________________________________________

An Essential Guide to ______________________________________________________________

The Zen of _________________________________________________________________________

________________________________ for Dummies

Lessons from a ___________________________________________________________________

Just Say No to ___________________________________________________________________

Little Known Facts About __________________________________________________________________

The Secret Life of ___________________________________________________________________
Infoshots

- **Requirement/Action**
  - Money is required to buy a gift.
  - __is required in order to__. 
  - __made by Vargas__

- **User/Tool**
  - A worker uses a shovel.
  - __uses__. 
  - __made by Helen Koch Loken used__

- **Opposites**
  - Day is the opposite of night.
  - __is the opposite of__. 
  - __made by Bernabei__

- **Synonyms**
  - This mug is almost the same as that mug.
  - __is almost the same as__. 
  - __made by Lotz__

- **Defining Characteristic**
  - A sheep can be described as soft.
  - __can be described as__. 
  - __made by Bernabei__

- **Part/Whole**
  - A kernel is part of an ear.
  - __is part of a__. 
  - __made by Pena__

- **Cause/Effect**
  - A cactus can cause the need for a bandaid.
  - __can cause__. 
  - __made by Blake__

- **Object/Function**
  - A violin is used for creating music.
  - __is used for__. 
  - __made by Marreza__
Infoshots

- A cow can be transformed into ______ transforms into ______.
- A banana is a type of ______.
- Typical location ______ is usually located ______.
- The large leg block is a large version of the small leg block ______ is a version of ______.
- Peas are an ingredient in ______ is an ingredient in ______.
- A typewriter is used to create ______ is used to create ______.
- A cup is used to hold a drink ______ is used for ______.
# Journal Hunt

Look through your journal, find entries. List phrases and page numbers.

<table>
<thead>
<tr>
<th>WAS</th>
<th>WAI</th>
<th>WTP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best moments</strong></td>
<td><strong>Things You Explained (Even a Little)</strong></td>
<td><strong>Things You'd Like to Change</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td><strong>Worst moments</strong></td>
<td><strong>Are You Curious About</strong></td>
<td><strong>Things (Almost) Everyone Agrees About</strong></td>
</tr>
<tr>
<td>1.</td>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td><strong>Moments of Confusion</strong></td>
<td><strong>Things You Believe(d)</strong></td>
<td><strong>Things You Need(d) to Find Out About</strong></td>
</tr>
<tr>
<td>1.</td>
<td>6.</td>
<td>2.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>5.</td>
</tr>
<tr>
<td><strong>Changes You See In You</strong></td>
<td><strong>Things You Need Other People to Do</strong></td>
<td><strong>Things You Can Do</strong></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td><strong>Changes In How You See Others/The World</strong></td>
<td><strong>Things You Need Other People to Do</strong></td>
<td><strong>Things You Can Do</strong></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>
Bank of Expository Prompts

In each of the following, the word explain signals an expository (not narrative) essay. You could change any of the content words in the prompts, especially the adjectives, to create many more prompts.

Who is the most surprising person you know? Write an essay about that person, explaining what makes him or her so surprising.

Who is the most helpful person you know? Write an essay about that person, explaining what makes him or her so helpful.

Who is the most focused person you know? Write an essay about that person, explaining what makes him or her so focused.

Who is the funniest person you know? Write an essay about that person, explaining what makes him or her so funny.

Where is the place you consider the most exciting? Write an essay about that place, explaining what makes it so exciting.

Where is a place you consider the most peaceful? Write an essay about that place, explaining what makes it so peaceful.

What is an important possession you have lost? Write an essay about that possession, explaining its importance to you.

What is one of your favorite possessions? Write an essay about that possession, explaining what makes it one of your favorites.

Explain the meaning of bravery.

Explain the importance of failure.

Explain the significance of responsibility.

Explain the effects of stress.

Explain the kinds of friendship.

Explain the value of hope.

Explain the sources of pride.

Explain the difficulties of trustworthiness.
# Checking Your Essay

<table>
<thead>
<tr>
<th>Category</th>
<th>Instructions</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization and Structure</strong></td>
<td>One paragraph for each kernel sentence?</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Is your planning sheet attached? (text structure boxes and kernel essay)</td>
<td></td>
</tr>
<tr>
<td><strong>Depth</strong></td>
<td>2 or more 3-in-1 infoshots?</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Highlight yellow</td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>3 or more vocabulary words?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Underline these</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Periods? Proper nouns capitalized? Apostrophes correct?</td>
<td>4</td>
</tr>
<tr>
<td><strong>Proofreading</strong></td>
<td>3 &quot;I heard this&quot; signatures?</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Did you listen as you read?</td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Is your heading on the top left?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title centered, capitalized, and not underlined?</td>
<td></td>
</tr>
</tbody>
</table>

**Total: 30 points**
# Build an Opinion Prompt

**Explain why I**

(choose one)

- crave
- need
- enjoy
- like
- dislike
- delect
- abhor

(choose one)

- times
- things—possessions
- activities
- places
- abstract concepts

<table>
<thead>
<tr>
<th>TIMES</th>
<th>POSSESSIONS</th>
<th>ACTIVITIES</th>
<th>PLACES</th>
<th>ABSTRACT CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1898 (or another year)</td>
<td>awards</td>
<td>apologizing</td>
<td>airport</td>
<td>acceptance</td>
</tr>
<tr>
<td>afternoon</td>
<td>basketball</td>
<td>biking</td>
<td>backyard</td>
<td>bravery</td>
</tr>
<tr>
<td>birthdays</td>
<td>cameras</td>
<td>cooking</td>
<td>beach</td>
<td>caring</td>
</tr>
<tr>
<td>breakfast</td>
<td>candy</td>
<td>crying</td>
<td>beauty shop</td>
<td>confusion</td>
</tr>
<tr>
<td>early morning</td>
<td>chocolate</td>
<td>dreaming</td>
<td>bookstore</td>
<td>disappointment</td>
</tr>
<tr>
<td>far into the future</td>
<td>electronics</td>
<td>exercising</td>
<td>car</td>
<td>embarrassment</td>
</tr>
<tr>
<td>last semester</td>
<td>food</td>
<td>falling</td>
<td>college</td>
<td>envy</td>
</tr>
<tr>
<td>last week</td>
<td>furniture</td>
<td>gossiping</td>
<td>country</td>
<td>excitement</td>
</tr>
<tr>
<td>last year</td>
<td>glasses</td>
<td>hopping</td>
<td>dollhouse</td>
<td>failure</td>
</tr>
<tr>
<td>naptime</td>
<td>gym bag</td>
<td>interrupting</td>
<td>ecosystems</td>
<td>fear</td>
</tr>
<tr>
<td>nighttime</td>
<td>jewelry</td>
<td>jumping</td>
<td>front seat</td>
<td>freedom</td>
</tr>
<tr>
<td>noon</td>
<td>junk</td>
<td>laughing</td>
<td>gardens</td>
<td>friendship</td>
</tr>
<tr>
<td>now</td>
<td>library books</td>
<td>painting</td>
<td>gas station</td>
<td>frustration</td>
</tr>
<tr>
<td>party time</td>
<td>money</td>
<td>planning</td>
<td>grocery store</td>
<td>happiness</td>
</tr>
<tr>
<td>study time</td>
<td>movies</td>
<td>pondering</td>
<td>highway</td>
<td>honor</td>
</tr>
<tr>
<td>summer time</td>
<td>pets</td>
<td>reading</td>
<td>islands</td>
<td>hope</td>
</tr>
<tr>
<td>sunrise</td>
<td>plants</td>
<td>running</td>
<td>Jacuzzi</td>
<td>independence</td>
</tr>
<tr>
<td>sunset</td>
<td>rugs</td>
<td>sewing</td>
<td>land</td>
<td>loneliness</td>
</tr>
<tr>
<td>today</td>
<td>school supplies</td>
<td>shopping</td>
<td>library</td>
<td>love</td>
</tr>
<tr>
<td>tomorrow</td>
<td>shoes</td>
<td>singing</td>
<td>mine shaft</td>
<td>loyalty</td>
</tr>
<tr>
<td>Tuesday</td>
<td>skates</td>
<td>skating</td>
<td>mountains</td>
<td>patriotism</td>
</tr>
<tr>
<td>when I was younger</td>
<td>towel</td>
<td>sleeping</td>
<td>movie theatre</td>
<td>pride</td>
</tr>
<tr>
<td>winter</td>
<td>toys</td>
<td>smiling</td>
<td>north</td>
<td>respect</td>
</tr>
<tr>
<td>years ago</td>
<td>trash can</td>
<td>spying</td>
<td>ocean</td>
<td>responsibility</td>
</tr>
<tr>
<td>yesterday</td>
<td></td>
<td>swimming</td>
<td>park</td>
<td>stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>talking</td>
<td>place of worship</td>
<td>trustworthiness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>texting</td>
<td>pool</td>
<td>worry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thinking</td>
<td>rain forest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>washing hands</td>
<td>rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>watching movies/TV</td>
<td>seashore</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>whispering</td>
<td>sports arena</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>wishing</td>
<td>tree house</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>writing</td>
<td>underwater</td>
<td></td>
</tr>
</tbody>
</table>
1. Topic of interest:

2. Nickname of Structure:

3. Kernel Essay
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

4. Questions from Listeners

5. Infoshots = template sentence + jerktalk
   Sticky notes here!

6. Design:
   Lay out your structure and plan for where to embed your infoshots

Signatures of Listeners
1. 
2. 
3.
Three-in-One Infoshots: Try It!

Write sentences using the template patterns. Then combine them to create "sneaky infoshots."

<table>
<thead>
<tr>
<th>Three</th>
<th>One</th>
</tr>
</thead>
<tbody>
<tr>
<td>French toast is the opposite of hamburgers.</td>
<td>As opposed to a hamburger, the amazing French toast can definitely change your life.</td>
</tr>
<tr>
<td>French toast can be described as amazingness.</td>
<td>—Batya K., grade 8</td>
</tr>
<tr>
<td>French toast changes lives!</td>
<td></td>
</tr>
</tbody>
</table>

Try it!

<table>
<thead>
<tr>
<th>Three</th>
<th>One</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>2. ______________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>3. ______________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

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Self-Selected Reading Book Essay Assignment and Pre-Writing

What is the best thing about your book? _____________________________________________________________

Title of book: __________________________________________________________________________________

Author: _______________________________________________________________________________________

Plot summary: _________________________________________________________________________________

Choose a text structure to talk about your book. Then write a kernel essay about one aspect of the book. Turn this page in for a maximum grade of B. If you would like a grade of A, then flesh out your kernel essay with details from the book, and turn in that essay with this page. The final essay should range from 400 to 700 words, typed.

Name of structure: _____________________________________________________________

Kernel essay:

1. _______________________________________________________________________________________

2. _______________________________________________________________________________________

3. _______________________________________________________________________________________

4. _______________________________________________________________________________________

5. _______________________________________________________________________________________

6. _______________________________________________________________________________________

Heard by: (three signatures) _________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Name: ________________________________________

Science Fair Project Abstract

Put your title here

_______________________________________________________________________________________

_______________________________________________________________________________________

Text structure: Science Fair Abstract

what question you are answering (your problem)

what you suspected was true (your hypothesis)

what you did (your steps, or experiment procedure)

what happened (your results)

what that means (your conclusion)

Write your kernel essay here.

1. ________________________________________

2. ________________________________________

3. ________________________________________

4. ________________________________________

5. ________________________________________

6. ________________________________________

Create your abstract like this

Paragraph 1: sentences 1 and 2.

Paragraph 2: your steps.

Paragraph 3: sentences 4 and 5.