**Sample Writing Prompt:** *After reading the story “Little Red Riding Hood,” what is your opinion about the intelligence or cleverness of the wolf? Support your opinion with evidence from the text.*

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| **T-BEAR Letter and what it represents** | **Helpful ways to begin…** | **Your topic or text and notes** (e.g., evidence from text, facts, details, examples, page numbers) |
| **T=Topic Sentence/ Thesis****(focus or opinion)**Clearly and directly respond to the prompt. This establishes the purpose. | ***In the story, Little Red Riding Hood, the author creates a character that clearly is/is not very intelligent or clever.*** |  |
| **B = Brief explanation/ Bridge to evidence (context)**Briefly explain and/or set the scene for those who do not know the topic/text. This should not retell the whole story, but focus on the aspect of the story that is important for your response. | ***This story is about a girl named Little Red Riding Hood who*** ***Meanwhile, the wolf character tries many things to .*** |  |
| **E = Examples**Support the writer’s stance OR your opinion with specific textual references.Include quotation marks for direct quotes and page numbers, section, chapter, etc. | ***For example, when*** ***, the wolf says, “ ”******Also, the wolf tries to*** ***.*** |  |
| **A = Analysis**Analyzes the examples/evidence. Writer digs deep to uncover meaning. Consider the meaning or implications of word choice, tone, imagery, author’s purpose, etc. | ***This part of the story shows that*** ***The author uses these words “ \_” and******“ ” to describe the wolf as*** ***Also, the illustrations also show the reader that…*** |  |
| **R = Relate or Reflect**Establish a connection to another literary text, historical occurrence, society, universal human behavior, etc.**OR**Reflect on the main idea or a lesson**OR**State a conclusion related to your stated opinion. | ***This kind of character is also in*** ***This idea or lesson is similar to*** ***Therefore, Overall,*** ***All of these examples show that***  |  |

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| **T-BEAR Letter and what it represents** | **Helpful ways to begin…** | **Your topic or text and notes** (e.g., evidence from text, facts, details, examples, visuals, etc.) |
| **T=Topic Sentence/ Term/ Principle**This establishes the focus & purpose of your paragraph, poster, or illustration.State the term/ principle/ concept with a brief definition. | **A line of symmetry is …** [a line that divides a figure into two congruent parts, each of which is the mirror image of the other].  |  |
| **B = Brief explanation/ Bridge to evidence (context)**Briefly explain or add context for those who do not know the term/ concept. This should focus on aspects that further elaborate on the concept and bridge to some examples and non-examples. | **When a figure having a line of symmetry is folded along the line…** [the two parts should coincide or match exactly. That means that two parts are the same size and same shape. ] |  |
| **E = Examples**Provide examples and non-examples *and illustrate them* graphically.If referencing a source, include quotation marks for direct quotes and/or page numbers, section, chapter, website, where located. | For example, www.amathsdictionaryfor kids.com shows that a line of symmetry can be drawn down the middle of a capital letter A; but cannot be drawn down the middle of the letters P or F to divide the parts into mirror images. Some figures can even have more than one line of symmetry such as this one does: |  |
| **A = Analysis**Analyze the examples or evidence and tell why this concept is important or useful to math/science or applied in the real world. Consider the meaning or implications of not having/ using the concept = so what? | The concept of symmetry is applied in geometry … It is also important to the design of … |  |
| **R = Relate or Reflect**Establish a connection to another term or concept (math/sci/soc studies/arts)**OR**Reflect on a key idea **OR**State a conclusion related to your focus | These examples show …The concept of symmetry is related to/important to an understanding of…Therefore… Overall… |  |

**Sample Vocabulary Development – (Moving from Definitional to Conceptual)** Mathematics, Science, Social Studies, Arts