6 Trait Power Write®
Cause/Effect Essay

Table of Contents

Writing Process
Choose a Topic .................................................................................................................2
Evaluate Your Topic ..........................................................................................................3
Prewrite ▪ Organize (Cause/Effect – Chain of Events).......................................................4
Prewrite ▪ Organize (Cause/Effect – Simple) ....................................................................5
Write Sloppy Copy ............................................................................................................6-7
Evaluate 6 Traits ▪ Revise ...............................................................................................8-10
Wait ▪ Read Aloud ▪ Input and Feedback .........................................................................11
Tackle Final Flaws ▪ End with a Perfect Copy ..................................................................12-13
Assess Your Writing Process ............................................................................................14

Additional Brainstorming Activities
1-2-3 Summary ..............................................................................................................15
5 W’s and How ..................................................................................................................16
Compare/Contrast – Block ...............................................................................................17
Compare/Contrast – Point-by-Point ..................................................................................18
Describe an Event ............................................................................................................19
Freewrite ..........................................................................................................................20
KWHL ..................................................................................................................................21
Outline ...............................................................................................................................22
Problem/Solution ............................................................................................................23
Research – Finding Sources ...........................................................................................24
Research – Interview Process .........................................................................................25-26
Research – Source Organizer .........................................................................................27
Research – SQR ................................................................................................................28
Research – Questions and Notes ......................................................................................29

Print only the pages you need. Select File – Print. Type the page number(s) and/or page ranges separated by commas in the Pages field.

Example:
Choose a Topic

A cause and effect essay explains why actions or situations (causes) produce certain results (effects).

Instructions:

Use the text area below if you need to brainstorm ideas for your essay.

My topic: ____________________________________________
Evaluate Your Topic

Instructions:

The questions below will help you think about your Assignment, Self, and Knowledge (ASK). Your topic may need to change if you answer No to any of the questions.

My topic: ___________________________________________________________________

Assignment
1. Is my topic just right for the required length of this assignment? Narrow or broaden your topic if it is not.
   - yes
   - no – consider changing topic

2. What is my purpose? Focus on your purpose as you develop your writing.
   - inform/explain
   - persuade/argue
   - entertain/create
   - express/reflect

3. Who will I be writing for? Think about what your audience expects, needs, or wants as you develop your writing.
   - classmates
   - teacher
   - family
   - special interest group
   - young children
   - teens
   - adults
   - elderly
   - business
   - other
   - other

Self
4. Is this a topic I am interested in developing? You will find it easier to write well if you are interested in the topic.
   - yes
   - no – consider changing topic

Knowledge
5. Do I know enough about my topic to include my own knowledge and experience? If not, will I have enough time to research or learn what I need to know?
   - yes
   - no – consider changing topic
Before you begin your first draft, focus your ideas by developing a controlling idea. Your controlling idea is a statement that includes the overall topic and your main purpose or point. This is often called a topic sentence or thesis statement. When you write your first draft, all ideas and details should relate to your controlling idea.

Think about what you know about your topic so far. Write a controlling idea that captures the overall topic and expresses your main purpose or point.

________________________________________________________

________________________________________________________

### Cause/Effect – Simple

A cause-and-effect paragraph explains why actions or situations (causes) produce certain results (effects).

A simple cause-and-effect paragraph explains a single cause and a single effect.

1. State the cause (the action, event, or situation).

   __________________________________________

   __________________________________________

   __________________________________________

2. List specific evidence showing that the cause resulted in the effect. When you are finished listing, number your details in the order you would like to use them in your writing.

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

3. State the effect (results).

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________
A cause-and-effect paragraph explains why actions or situations (causes) produce certain results (effects).

A chain of events organizational pattern describes a series of causes and effects that are all connected in sequential order. The final event will be your conclusion – the result of the chain.

Brainstorm causes and effects. After you finish the activity below, use your brainstorming ideas to guide you when you begin writing your first draft.

1. **Cause (the initial action, event, or situation):**

2. **Effect (the result):**

3. **Which causes:**

4. **Which results in:**

5. **Which causes:**

6. **Which results in:**
Write Sloppy Copy

Your first draft can be called a “sloppy copy” because you are not expected to write perfectly on this step. This is your time to focus on developing your ideas. You will be able to perfect your writing later as you work through the writing process.

Write your first draft below. Refer to your prewriting and organizing ideas to help guide you as you write. Skip lines so you have space to evaluate and revise your writing.

When you have completed your first draft, brainstorm possible titles. Circle the one you like the best. Your title may change as you work through the writing process.

_____________________________
Instructions for Evaluate 6 Traits:

Arrange your first draft so you can see it as you read the Evaluate 6 Traits questions. This will allow you to read the question, look at your writing, and decide if revisions are needed. Some sections have an activity to help you see where you can improve your writing. Mark the Skip box only if your teacher has told you to skip an activity or question.

Read a question and then look at your writing. Spend 5-30 seconds deciding whether you need to revise. Check the Yes box if your writing meets the expectations. If you need to make changes, check the Revise box. Repeat the process until you have finished all assigned questions and activities.

Instructions for Revise:

When you are finished evaluating your writing, go back to any questions you marked to revise. Reread the question and revise your writing.

Working title: _______________________________________  

<table>
<thead>
<tr>
<th>Yes</th>
<th>Revise</th>
<th>Skip</th>
<th>Trait 1: Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify the main idea of each paragraph. You may find that you need to divide your writing into paragraphs if you have more than one main idea in a paragraph. Write your main ideas in the margin to help you evaluate the order of your ideas. Check the Yes box when finished.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.1 Do I have a strong introduction that defines the cause and effect? If I have multiple paragraphs, do I have three to four well-developed sentences in my introductory paragraph? *Never begin with something like: “This essay will be about . . .”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.2 Do I use transitions to connect my ideas and keep my audience focused? <em>Highlight transitions and consider places where transitions are needed.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.3 Do my ideas and details move along at a well-controlled pace? <em>Do not spend too much time on one idea and not enough on another. Add or delete details as needed.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.4 Does the order of my ideas make sense and make my essay easy to understand? <em>Mark text to rearrange if needed.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.5 Do I have a strong conclusion? If I have multiple paragraphs, do I have three to four well-developed sentences in my concluding paragraph? *Never end with something like: “The End” or “Now I have told you about . . .”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.6 Does my title define my essay and capture my audience's attention?</td>
</tr>
</tbody>
</table>
### Trait 2: Ideas and Content

<table>
<thead>
<tr>
<th>Yes</th>
<th>Revise</th>
<th>Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.1 Do all of my ideas relate to my topic? *Delete unrelated, repeated, or uninteresting details.*

2.2 Are my ideas and details clear and easy to understand? *Change, add, or delete details.*

2.3 Do I include specific explanations, reasons, or examples to support the causes and effects? *Add explanations, reasons, and examples to help your audience understand.*

### Trait 3: Word Choice

<table>
<thead>
<tr>
<th>Yes</th>
<th>Revise</th>
<th>Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1 Will my words and phrases cause my audience to take notice and think about what I have to say? *Try to make your audience want to remember your words.*

3.2 Have I chosen words that are correct, appropriate, and effective for explaining the cause and effect to my audience? *Spend time finding just the right words.*

3.3 Have I avoided unnatural or overdone vocabulary? *Avoid thesaurus overkill! If you cannot find a word that fits naturally, try rewriting the sentence.*

3.4 Do I use specific nouns, powerful verbs, and vivid descriptions to add energy to my writing? *Revise general nouns and verbs. Add detailed descriptions where needed.*

3.5 Do I avoid repeated words, unnecessary wordiness, or overused words? *Change repeated or overused words. Revise wordiness.*

### Trait 4: Voice

<table>
<thead>
<tr>
<th>Yes</th>
<th>Revise</th>
<th>Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.1 Do the tone and language of my essay meet the expectations of my audience and purpose? *Think about your audience and purpose.*

4.2 Will my writing make my readers think and react in some way? *Your audience should connect in some way with what you are saying.*

4.3 Have I shown my audience my commitment to this topic by sharing the most interesting and relevant details? *Your audience should feel they have the best information available.*
### Trait 5: Sentence Fluency

<table>
<thead>
<tr>
<th>Yes</th>
<th>Revise</th>
<th>Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

Circle the first word of each sentence so you can easily see the lengths and beginnings of your sentences. This will help you quickly evaluate your writing as you work through the questions below.

5.1 Do my sentence structures make my main ideas clear and show how my details connect? Revise sentences to clarify main ideas and details.

5.2 Do I have long and short sentences to make my writing flow with a natural rhythm? Read your writing aloud to hear how it flows.

5.3 Have I used a variety of sentence structures or patterns that make my writing easy to read aloud? Check your sentence variety. Label your sentences as simple (s), compound (cd), complex (cx), and compound-complex (cc). Revise sentences as needed.

5.4 Do I avoid beginning my sentences with the same word or pattern of words? Do not begin sentences with the words and, but, or so unless they are used for style. Try not to begin more than two sentences with the same word in the same paragraph.

5.5 Do I avoid awkward run-on sentences? Find where one thought ends and another begins.

5.6 Do I avoid choppy or fragmented sentences unless they are used occasionally to add style? Combine choppy or fragmented sentences or add more details to a short sentence if needed.

### Trait 6: Conventions

<table>
<thead>
<tr>
<th>Yes</th>
<th>Revise</th>
<th>Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

If you have already marked several things to revise for the previous traits, select "revise" on all conventions questions below. Then on the Revise step, correct any conventions errors after you have made your major revisions. When checking conventions, try starting at the end of your writing and read one sentence at a time to help you focus on the conventions and not the other traits.

6.1 Do I have correct capital letters and abbreviations?

6.2 Do I have correct end punctuation, commas, apostrophes, quotation marks, colons, semicolons, dashes, and parentheses?

6.3 Do I spell each word correctly?

6.4 Have I checked carefully for missing words? Example: We went the store. The word "to" is missing.

6.5 Are my sentences free of errors in grammar and usage? Check verb tenses, subject-verb agreement, degrees of comparison, and easily confused words. Correct as needed.
Instructions for Wait:
Congratulations! You have completed most of the hard work of writing. It is time to take a break. Even a five-minute break will help you see things you may have missed when revising.

Instructions for Read Aloud/Input and Feedback:
Before reading aloud, pretend you have an audience and read your writing quietly to yourself. This will help you identify things that could improve your writing. Make changes if needed.

Your audience could be one person, a small group, or the class. Read your writing quietly to your audience or have your audience read it to you. You and your audience should be able to look at your writing during the Read Aloud. If your audience has questions or seems confused, stop and discuss. Mark any changes that need to be made.

After you finish reading your writing aloud, ask your audience the Input and Feedback questions below and record the responses.

Read Aloud audience:
1. Does my introduction make it clear what my paper will be about? Does it capture your interest? If not, do you have any suggestions?

2. Can you easily summarize what I have written? Tell me what you heard. Is anything confusing? If yes, what?

3. Are there any details that do not seem to belong? If yes, what?

4. Is there anything you would like to know more about? If yes, what?

5. Do I end with a strong conclusion that will help you remember my main points? If not, why?

6. Can you think of any other questions or suggestions to help me improve my writing?

7. What was the most interesting part? Why?
A flaw is something that is not quite perfect. When you Tackle Final Flaws, you are looking for any remaining errors. Many writers call this the “polishing edit.”

Read one sentence at a time in your revised Sloppy Copy. Look for any remaining flaws or errors in punctuation, capitalization, spelling, verb tense, correct word usage, etc. Correct any mistakes you find.

Neatly copy your final draft on the lines below to End with a Perfect Copy.

_______________________________
Assess Your Process

Assess how well you used the strategies in the writing process to improve your writing. Use the Process Rating Rubric below to determine a rating for each of the steps listed in the process.

Circle your rating for each of the steps below.

<table>
<thead>
<tr>
<th>Writing Process Steps</th>
<th>My Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prewrite / Organize</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Write Sloppy Copy</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Evaluate 6 Traits / Revise</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Read Aloud / Input &amp; Feedback</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Tackle Final Flaws / End with a Perfect Copy</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Process Rating Rubric

5  I spent a perfect amount of time and effort on this step.
4  I spent an appropriate amount of time and effort on this step.
3  I could have spent more time and/or effort on this step.
2  I needed to spend more time and/or effort on this step.
1  I barely spent any time or effort on this step.

Reflect:

Describe how well you think you did on this assignment. Did you discover or learn anything about yourself as a writer or about your topic? Did you meet any previously set writing goals?

Set Goals:

- Could you improve the amount of time and effort you spent on any of the writing process steps?
- Could you improve your writing for any of the six traits of writing – organization, ideas and content, word choice, voice, sentence fluency, and conventions?

Write goals for improvement.
1-2-3 Summary Organizer

A summary includes only the main ideas of the original information. Study the three step strategy in the example below before beginning the activity.

**Step 1: Read the information once to understand the general idea.**

Mount Rushmore

Rushmore got a great deal of free publicity in 1934 when the Hearst newspapers sponsored a contest for a six-hundred-word history to be carved on Mount Rushmore. An inscription had been part of Gutzon Borglum’s design for a long time. At one point he had asked [President] Coolidge to write the inscription, but he and Coolidge disagreed over the wording, so nothing came of that. Eight hundred thousand entries were submitted in the Hearst contest, and many cash prizes were given. No entries were ever used because eventually Gutzon abandoned the inscription idea in favor of a great Hall of Records to be cut in the stone of the canyon behind the faces. Gutzon felt that records carved or placed in a room in the mountain would last much longer than any identifying inscription on the surface of the mountain.

**Step 2: Read the information a second time. List and define unfamiliar words.**

- **inscription** - words carved into a hard surface

**Step 3: Read the information a third time. As you read, identify and list the main ideas.**

- 1934
- contest for inscription to be carved on Mount Rushmore
- 800 hundred thousand responded
- inscription idea abandoned
- Hall of Records created instead

**Summary:**

In 1934, the Hearst newspapers sponsored a contest for an inscription to be carved on Mount Rushmore. Eight hundred thousand people responded. Although many won cash prizes, their inscriptions were abandoned when Borglum decided instead to create a Hall of Records, a room carved into the stone, which he felt would last much longer than an outdoor inscription.

After you finish the brainstorming activity below, use the summarized details to help you write your first draft.

1. Read the information once to understand the general idea.

2. Read the information a second time. List and define unfamiliar words below.

3. Read the information a third time. List the main ideas in the order they occur.
5 W’s and How
One way to explore a topic is to ask questions beginning with the words who, what, when, where, why, and how.

Examples: Who discovered acid rain? What are the effects of this type of pollution? What causes acid rain? What is the definition of acid rain pollution?

Brainstorm as many questions as you can for each question word. When you write your first draft, focus on writing details that answer the questions.

Who…?

What…?

When…?

Where…?

Why…?

How…?
A compare-and-contrast paragraph describes and explains how two subjects are the same and how they are different.

The block organizational pattern explains all of the characteristics of Subject A and then explains all of the characteristics of Subject B.

After you finish the brainstorming activity below, use your ideas to help you write your first draft.

1. Brainstorm possible controlling idea sentences (topic sentences or thesis statements) that identify the two subjects that will be compared.

2. Brainstorm characteristics of Subject A and Subject B.

<table>
<thead>
<tr>
<th>Subject A</th>
<th>Subject B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Brainstorm possible conclusions that reconnect the two subjects.
A compare-and-contrast paragraph examines the similarities and differences between two subjects.

The point-by-point organizational pattern compares similarities in both Subject A and Subject B. Then it compares all the characteristics of Subject A that are different from the characteristics of Subject B. One way to handle the organization of this essay is to compare the similarities of both subjects at once. Then compare the differences one by one, alternating between subjects.

1. Brainstorm possible controlling idea sentences that will identify the two subjects.

2. Brainstorm possible characteristics to compare.

3. List similarities.

<table>
<thead>
<tr>
<th>Subject A</th>
<th>Subject B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. List differences.

<table>
<thead>
<tr>
<th>Subject A</th>
<th>Subject B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Brainstorm possible conclusions that will end your paragraph in an interesting way.
Describe an Event

Because events have a beginning, a middle, and an end, the most logical organization for describing an event is in the order the events occur. This is called chronological order.

Write a brief description of the main events in the boxes below. You do not have to complete all of the boxes. After you complete the brainstorming activity below, use your ideas to help develop your first draft.
Freewriting is a powerful strategy for discovering and developing ideas.

Think about your topic and try to write without stopping for five to ten minutes. Do not worry about writing information you might not need or about making mistakes. The important thing is to discover what you think.

After you complete your brainstorming, use your ideas to help develop your first draft.
KWHL

Use the KWHL activity to help discover what you know, what you want to know, how you can find the answers to your questions, and finally, what you have learned after researching your topic.

Use the information you brainstormed in the KWHL to focus your research. After you finish researching, return to this activity and answer the last question, “What have I learned?”

What do I KNOW?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do I WANT to know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

HOW can I learn about it?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What have I LEARNED?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Outline

An outline is an important part of prewriting. Scan your information and develop a working outline to help guide your writing. You may need to update your outline as you learn more about your topic. When creating an outline, use Roman numerals for the main ideas (I. II. III. IV. etc.) Subtopics are listed first as uppercase letters, then numbers, then lowercase letters.

Note:
If you have a Roman numeral I topic, you must have a Roman numeral II topic.
If you have an A subtopic, you must have a B subtopic.
If you have a 1 detail, you must have a 2 detail.

Add topics, subtopics, and details to the outline below. You may not need to use all of the outline items. After you complete your brainstorming ideas below, use them as you develop your first draft.

I.  ____________________________________________________________

   A.  __________________________________________________________

       1.  _______________________________________________________

       2.  _______________________________________________________

   B.  __________________________________________________________

       1.  _______________________________________________________

       2.  _______________________________________________________

II. ____________________________________________________________

   A.  __________________________________________________________

       1.  _______________________________________________________

       2.  _______________________________________________________

   B.  __________________________________________________________

       1.  _______________________________________________________

       2.  _______________________________________________________

III. ____________________________________________________________

   A.  __________________________________________________________

       1.  _______________________________________________________

       2.  _______________________________________________________

   B.  __________________________________________________________

       1.  _______________________________________________________

       2.  _______________________________________________________

Copyright © 2009 Step Up 4 Learning Systems, Inc. Reproduction limited to 6 Trait Power Write™ licensed users. All rights reserved.
Problem/Solution

A problem-and-solution essay presents a problem and offers a way to solve it.

Brainstorm possible controlling sentences, steps to the solution, and concluding sentences. After you finish the brainstorming activity below, use your ideas to help develop your first draft.

1. Brainstorm possible controlling idea sentences that identify the problem.

2. Brainstorm possible steps to the solution. Consider the best solutions and number them in the order you would like to present them in your writing. You do not have to use every box or solution.

<table>
<thead>
<tr>
<th>Steps to a Solution</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Brainstorm possible concluding sentences that send the message, "This problem has been solved!"
Check your assignment requirements to see which research activities are required. Write an X next to the activity if you complete it.

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a general reference work such as an encyclopedia, either in print or online, to read an overview of your subject.</td>
</tr>
<tr>
<td>Use a computer-based card catalog or other database in the library or media to find books on your subject.</td>
</tr>
<tr>
<td>Use a variety of primary sources (firsthand accounts), and secondary sources (information about primary sources) to explore your topic, especially if your subject is about a historical figure or event.</td>
</tr>
<tr>
<td>Consult the Readers’ Guide to Periodical Literature, either in print or online, to find magazine articles on your subject.</td>
</tr>
<tr>
<td>Use a search engine to do a keyword search on the Internet. Bookmark any Websites that could be useful.</td>
</tr>
<tr>
<td>Brainstorm and research possible experts to interview about your topic.</td>
</tr>
<tr>
<td>Make a list of all sources available on your subject. Include the author, title, copyright year, publisher, location, and call number or Internet address, if there is one, for each source.</td>
</tr>
<tr>
<td>Assign each source on your list a number that will easily identify it when you take your notes.</td>
</tr>
</tbody>
</table>
An interview with an expert on your topic can be a very valuable resource. Follow the guidelines below for preparing for the interview, interviewing the person, and following up after the interview. Check off the items as they are completed.

**Before the Interview**

_____ 1. Contact the person to be interviewed and explain who you are and what your purpose is in seeking an interview.

_____ 2. Schedule a time for an in-person or phone interview.

_____ 3. Find out how much time the expert will have to talk. This will help you determine the number of questions you can ask.

_____ 4. Obtain permission if you would like to record the interview. If allowed, make sure you have a recorder available. Test your equipment in advance to make sure it is working properly.

_____ 5. Prepare for the interview by learning as much as you can about both the expert’s background and the topic you want to discuss.

_____ 6. If the interview will be in-person, decide what you will wear to the interview. Think about the image you want to convey.

_____ 7. Plan to arrive ten minutes early if the interview is in person.

_____ 8. Brainstorm possible questions below. Avoid questions that only require a yes or no answer.

_____ 9. Think about the best order for the questions. Group related questions and list them either in chronological order or in the order of importance. Number your questions in the order you want to ask them.

_____ 10. Type a final copy of the questions. Leave plenty of room for notes. Print the list and take it with you to the interview.

**Brainstorm interview questions:**

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Research – Interview Process (continued)

Brainstorm interview questions (continued):

The Interview

Check list for an in-person interview:

_____ Make sure the person you are interviewing understands why you are interviewing them.

_____ Follow your list of questions. Listen carefully by taking notes, keeping good eye contact, and nodding your head when appropriate.

_____ Watch the time and keep the agreed upon time.

_____ Thank the person before you leave.

Check list for a phone interview:

_____ Make sure the person you are interviewing understands why you are interviewing them.

_____ Express understanding by responding *okay, yes, or I understand* when appropriate.

_____ Follow your list of questions. Listen carefully and take notes.

_____ Watch the time and keep the agreed upon time.

_____ Thank the person before ending the call.

After the Interview

_____ Review your notes immediately after the interview. If you did not record the interview, fill in any information you did not have time to write during the interview.

_____ When you finish this writing project, send a copy of your paper, along with a thank you note to the person you interviewed.
Research – Source Organizer

Complete only the items that apply to the source(s) you are documenting.

Source number: _____
Author(s): _________________________________________________________________
Title of article: ______________________________________________________________
Title of book, journal, magazine, newspaper, or source: _________________________
Place of publication: ________________________________________________________
Publisher: _________________________________________________________________
Date of publication - Year or day, month, year: _________________________________
Pages referenced: __________________________________________________________
Date you accessed the information (online sources): ____________________________
Web address: ______________________________________________________________
Interview – Person, type and date of interview: _________________________________
Other information, comments: ______________________________________________
__________________________________________________________________________

Source number: _____
Author(s): _________________________________________________________________
Title of article: ______________________________________________________________
Title of book, journal, magazine, newspaper, or source: _________________________
Place of publication: ________________________________________________________
Publisher: _________________________________________________________________
Date of publication - Year or day, month, year: _________________________________
Pages referenced: __________________________________________________________
Date you accessed the information (online sources): ____________________________
Web address: ______________________________________________________________
Interview – Person, type and date of interview: _________________________________
Other information, comments: ______________________________________________
Use the Scan, Question, Record, and Read steps below to begin your research process. Finding good sources, identifying key questions to answer in your research, and becoming an expert on your topic will result in a well-written report.

**Step 1: Scan Information**

Search for the best possible sources of information for your topic. Use the *Research – Finding Sources* activity to identify where to look for information.

When you find a resource, scan it to make sure it is a good source for what you need.

- Scan headings and information. Will the source provide the information needed?
- Consider the date of publication. Is there a more recent source?
- Is the source too difficult to understand?
- Is this a reliable source? Could the source be biased?

**Step 2: Question**

As you are scanning possible sources, brainstorm questions you would like to answer when researching your topic. You can select questions from this list to use in the *Research – Questions and Notes* activity.

**Step 3: Record**

When you find a good source, record the source information so you can identify it. Use the *Research – Source Organizer* to document the source information after you have identified which ones you will use.

**Step 4: Read**

Read your sources carefully the first time. Use the *Research – Questions and Notes* activity to take notes after you have an overall understanding of the topic.
1. Write the source information three sources below. Number the sources.
2. Write three questions.
3. Read your sources.
4. Record answers to the questions under the source that provides the information. Some note boxes could be blank. Print multiple copies of this activity if you have more sources and questions.

<table>
<thead>
<tr>
<th>Source:</th>
<th>#</th>
<th>Source:</th>
<th>#</th>
<th>Source:</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research notes:</td>
<td>Research notes:</td>
<td>Research notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 1:

Question 2:

Question 3: