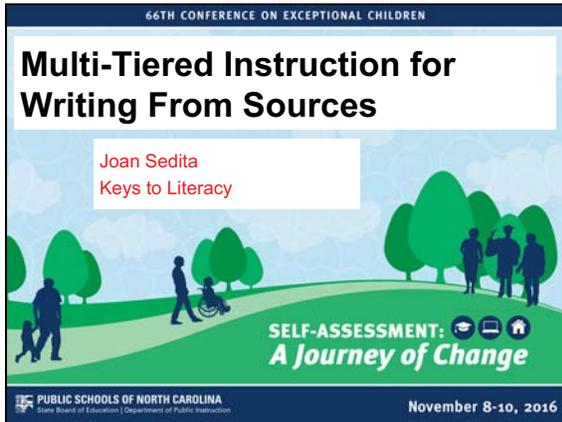


# Multi-Tiered Instruction for Writing From Sources

## Joan Sedita




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### Rtl, MTSS Basics

- Promotes school improvement using **data-driven** problem solving based on assessment
- Provides **multiple levels of instruction** and support for all learners (struggling through advanced)
- Provides instructional support and **PD to teachers**
- Requires collaboration between **general and special ed**
- MTSS emphasizes **prevention** through effective, research-based core instruction

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### Tiered Literacy Instruction

**Tier 3:**  
**Comprehensive & Intensive**  
*Students who need individualized interventions.*

**Tier 2:**  
**Strategic Support**  
*Students who need more support in addition to core instruction.*

**Tier 1:**  
**Core Instruction**  
*All students, including students who require **differentiation and scaffolds**.*

Define (What are the problems?)  
Evaluate (What are the strategies?)  
Implement (What are we going to do about it?)  
Assess (How are we doing?)

Academics and/or Behavior

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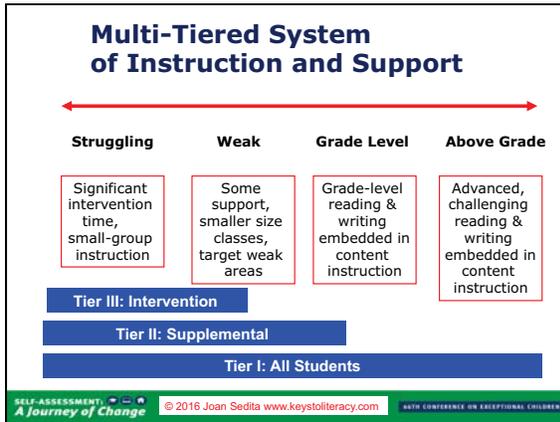
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# Multi-Tiered Instruction for Writing From Sources

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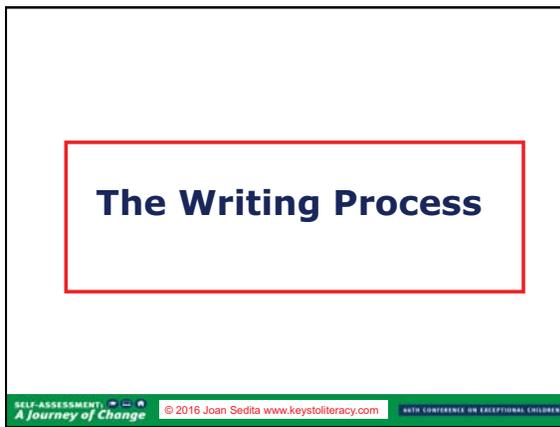
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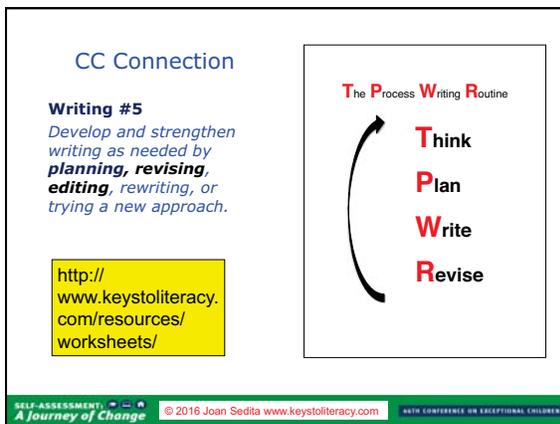
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# Multi-Tiered Instruction for Writing From Sources

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### The Writing Process

1. **Pre-Writing** (reflection, selecting a topic, planning what to say)
2. **Text Production** (writing a draft)
3. **Revising** (reflection, making changes to improve the writing)
4. **Editing** (proofreading)

**THINK  
PLAN**

**WRITE**

**REVISE**

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### 40/20/40

Students assume they should spend the bulk of their time writing the first draft. However, they should...

- ...spend **40%** of their time planning, reading, gathering, note-taking (**THINK, PLAN**)
- ...spend **20%** of their time draft writing (**WRITE**)
- ...spend **40%** of their time rewriting and revising, including editing (**REVISE**)

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### A Recursive Process



- Writing is a **dynamic** and **recursive** process.
- Writers **repeat** and **revisit** the stages several times as they develop a piece of writing.
- There are **no boundaries** between each stage - at any point **writing may be temporarily interrupted** as the writer attempts to improve the writing piece

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# Multi-Tiered Instruction for Writing From Sources

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**Writing From Sources**

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**Equal Parts  
Comprehension & Writing**

Good Comprehension Skills	+	Good Writing Skills	=	Good Informational & Argument Pieces
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**CC Connection**

- **Writing #7**
  - Conduct **short** as well as more sustained **research projects** based on focused questions, demonstrating understanding of the subject under investigation.
- **Writing #8**
  - **Gather relevant information** from multiple print and digital sources, assess the credibility and accuracy of each source, and **integrate the information** while avoiding plagiarism.
- **Writing #9**
  - **Draw evidence** from literary or informational **texts** to support analysis, reflection, and research.

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### CC Connection

- **Reading #1**
  - Read **closely** to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence when writing** or speaking to support conclusions drawn from the text.
- **Reading #2**
  - Determine **central ideas or themes of a text** and analyze their development; **summarize** the key supporting details and ideas.

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### About Research Reports

- Longer, “sustained” research projects are **not expected until high school**.
- Many short writing tasks based on sources are better than a few long projects!
- **Build a Skill:** Students **get more practice** at each step in the research, organizing, and writing stages.

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### Provide Sources

- **Writing #8**
  - Gather relevant information from multiple print and digital sources, **assess the credibility and accuracy of each source**, and integrate the information while avoiding plagiarism.
- **When teachers provide sources...**
  - ... it is an opportunity to show students what makes a source credible, accurate and useful

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# Multi-Tiered Instruction for Writing From Sources

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### Citing Sources

- Consider the CC grade level standards
  - **4&5:** *List of sources*
  - **6:** *Bibliography*
  - **7+:** *Formal citation formats: APA, MLA, Chicago Style (up to you and your school)*
- Transitions for citing sources within the writing piece:
  - *according to \_\_\_*
  - *\_\_\_ says/explains/writes/describes/notes*
  - *research conducted by \_\_\_ shows that*
  - *one expert, \_\_\_, says/commented that*

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### Tracking Sources

Students need explicit instruction for how to track sources of information.

Tracking Sources

CODE LETTER OR NUMBER	Type of source: book, article, video, internet site, interview or discussion, other: _____
	Title: _____
	Author: _____
© Date:	_____
Publisher:	_____
Internet URL:	_____
Brief Description:	Pages: _____

<http://www.keystoliteracy.com/resources/worksheets/>

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### Basic Text Structures

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# Multi-Tiered Instruction for Writing From Sources

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### Basic Text Structures

**Introduction**

- Introduce the topic of the writing piece

**Body: Development of Ideas**

- Organize information
- Present main ideas
- Provide details
- Include text features

**Conclusion**

- Concluding statement that supports the information presented

**Transitions**

- Words/phrases that connect sentences and paragraphs

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### Introductions

- Can range from one sentence to a page+
- Essential component:
  - *Introduction of topic (and statement of claim for argument writing)*
- Possible components:
  - *Catchy "lead"*
  - *Presentation of background/overview information*
  - *Preview of subtopics (reasons for argument writing)*
  - *Thesis statement*

**Keep in mind the task, audience, purpose.**



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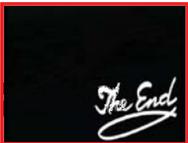
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### Conclusions

- Creates closure and holds the together by referring already been said.
- Length: sentence, paragraph, section
- Keep in mind the **task, audience, purpose**

**Three Goals**

1. Rephrase the main topic (and claim)
2. Summarize key main ideas or reasons
3. Leave the reader with a sense of closure, interesting final impression, or call to action



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# Multi-Tiered Instruction for Writing From Sources

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### Writing the Body



- It's where students translate notes into sentences and paragraphs.
- Students make decisions about:
  - *Format (headings, graphics)*
  - *Organization*
  - *How much and what kind of details to include*

**Keep in mind the task, audience, purpose.**

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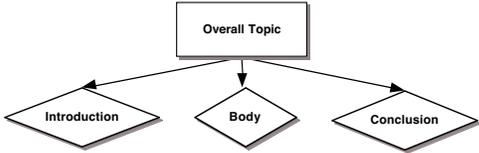
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### Top-Down Webs to Show Text Structure



Overall Topic

Introduction Body Conclusion

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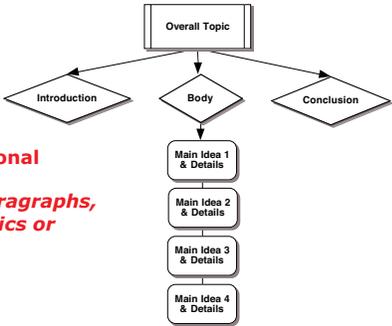
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### Informational

**4 body paragraphs, no subtopics or headings**



Overall Topic

Introduction Body Conclusion

Main Idea 1 & Details

Main Idea 2 & Details

Main Idea 3 & Details

Main Idea 4 & Details

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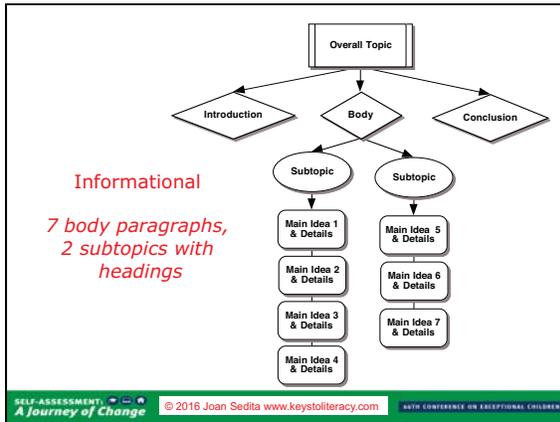
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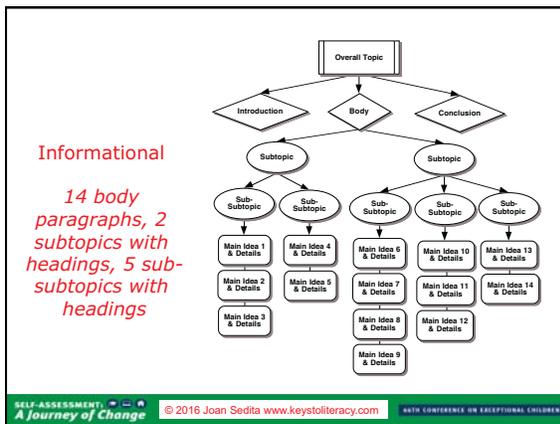
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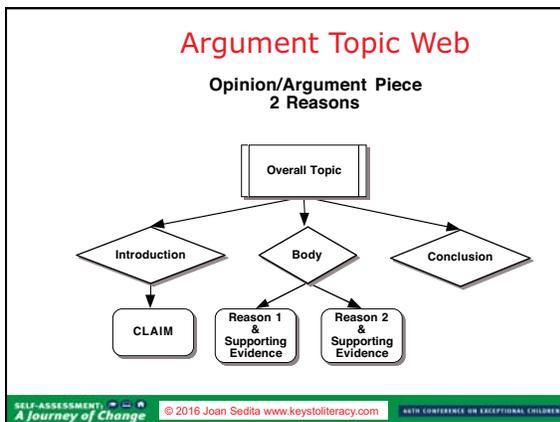
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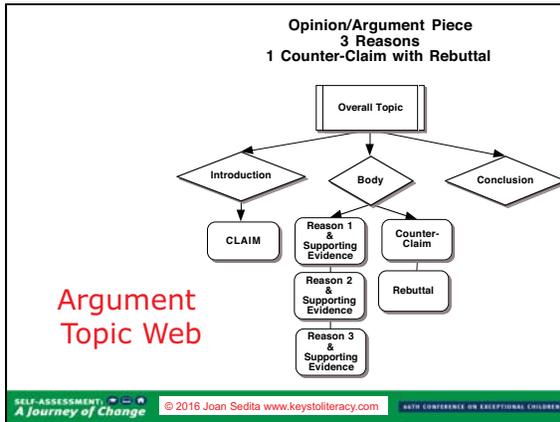
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# Multi-Tiered Instruction for Writing From Sources

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### Transitions

- What is a transition?
  - *Linking words, phrases,*
  - *Use to link sentences, sections*
- Used to
  - *Clarify relationships (e.g., compare/contrast, cause/effect)*
  - *Create cohesion*
  - *Link ideas*
- Some students include while writing first draft, some need to consciously add them later.



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## Practice Activity

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# Multi-Tiered Instruction for Writing From Sources

## Joan Sedita

### Information Writing: Set of Steps

1. Review the assignment requirements
2. Identify print or digital sources
3. Gather information from sources into two-column notes
4. Organize notes into a writing plan
5. Write draft
6. Revise and edit draft

The Process Writing Routine

Think  
Plan  
Write  
Revise

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### Practice Assignment

*“Write a short informational piece, based on sources, about 3D printers.”*

- Look at the Set Goals part of the Writing Assignment Guide (WAG)
- Look at Source A



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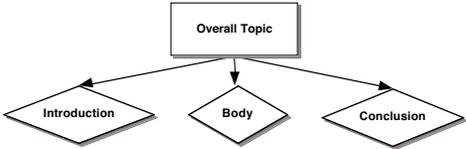
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- Top-down topic web can be used to plan the overall structure of a writing piece.
- Who develops the topic web?

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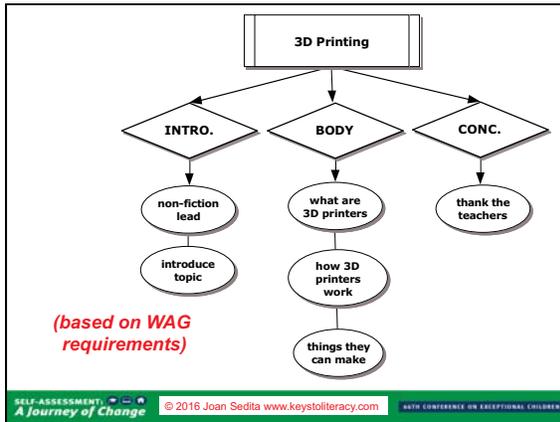
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# Multi-Tiered Instruction for Writing From Sources

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Writing Process:  
**THINK & Plan Stage**

**Gathering Information**  
*into*  
**Two-Column Notes**

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**Take Notes**

- Information gathered **needs to be saved**.
- Two-column** notes are helpful for gathering and saving information.
- Writing during the *Think* stage can **help students discover and think through** what they want to convey in their writing.
- Students should **start to track** sources.

**Writing #8**  
Gather relevant information from multiple print and digital sources... integrate the information **while avoiding plagiarism**.

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# Multi-Tiered Instruction for Writing From Sources

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**Two-Column Notes:**  
*To gather information before writing*

Topic \_\_\_\_\_

Main Ideas	Details
<i>Assumption: students can identify and state main ideas</i>	<i>Assumption: students can identify relevant details, paraphrase in their own words, write concisely</i>

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### Paraphrasing and Plagiarism

- Some students need **explicit instruction** for taking notes and turning them into sentences and paragraphs.
- Paraphrasing while taking notes and when turning notes into sentences will **help avoid plagiarism**.

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### Notes

What are 3D printers?	<i>details</i>
how 3D printers work	<i>details</i>
things they can make	<i>details</i>

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# Multi-Tiered Instruction for Writing From Sources

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### Practice: Marking Text

- Start with Source A
- Follow along as the trainer models marking the text to gather information.



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### Practice: Taking Notes

- Follow along as the trainer models note taking. Add notes to your handout.
- Students can avoid plagiarism by taking notes in their own words.
- Assumed skills:
  - *Paraphrasing – using your own word order, substituting your own language*
  - *Writing concisely*
  - *Abbreviating*
  - *Using quotes when copying text wording*
  - *Adding visual and word clues*

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### First Section of Notes

What are 3D printers?	<ul style="list-style-type: none"><li>• "The Cube: your own personal mini-factory" (<b>A</b>)</li></ul>
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(will be used to develop a topic sentence)

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# Multi-Tiered Instruction for Writing From Sources

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**Second Section of Notes**

<p>How 3D printers work</p> <p>↑</p> <p><i>(will be used to develop a topic sentence)</i></p>	<ul style="list-style-type: none"><li>• How it works <b>(A)</b><ol style="list-style-type: none"><li>1. melts plastic from cartridge</li><li>2. Builds layers to create item</li></ol></li><li>• download directions to make things <b>(A)</b></li></ul>
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**Third Section of Notes**

<p>Things they can make</p> <p>↑</p> <p><i>(will be used to develop a topic sentence)</i></p>	<ul style="list-style-type: none"><li>• makes plastic items <b>(A)</b></li><li>• advanced 3D printers have made fascinating things <b>(A)</b><ul style="list-style-type: none"><li>- bionic ear – can send &amp; receive sound</li><li>- digital model of King Richard III’s head</li><li>- clothing – shoe, dress out of nylon mesh</li><li>- replicas of mastodon bones</li><li>- meat made from animal cells and amino acids</li></ul></li></ul>
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**First Section of Notes**

<p>What are 3D printers?</p> <p>↑</p> <p><i>(will be used to develop a topic sentence)</i></p>	<ul style="list-style-type: none"><li>• “The Cube: your own personal mini-factory” <b>(A)</b></li><li>• Different from traditional way of making things <b>(B)</b></li><li>• 3D printing also called “additive manufacturing” <b>(B)</b></li><li>• \$2.2 billion of 3D printers sold across the world <b>(B)</b></li></ul>
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# Multi-Tiered Instruction for Writing From Sources

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Second Section of Notes

<p style="text-align: center;">How 3D printers work</p> <p style="text-align: center; color: red;">↑</p> <p style="text-align: center; color: red; font-size: small;">(will be used to develop a topic sentence)</p>	<ul style="list-style-type: none"> <li>• How it works (A)                             <ol style="list-style-type: none"> <li>1. melts plastic from cartridge</li> <li>2. Builds layers to create item</li> </ol> </li> <li>• download directions to make things (A)</li> <li>• different way to make things - builds an object from bottom up (B)</li> <li>• very thin layers of material are added on top of each other (B)</li> <li>• process is guided by computers (B)</li> <li>• 3D printers use different processes, most use powdered plastic (B)</li> <li>• has 2 major parts: (B)                             <ol style="list-style-type: none"> <li>1. "build box" – holds the powder</li> <li>2. "printing head" – has heat source that melts powder, or jets that spray binder glue over powder</li> </ol> </li> </ul>
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Third Section of Notes

<p style="text-align: center;">Things they can make</p> <p style="text-align: center; color: red;">↑</p> <p style="text-align: center; color: red; font-size: small;">(will be used to develop a topic sentence)</p>	<ul style="list-style-type: none"> <li>• makes plastic items (A)</li> <li>• advanced 3D printers have made fascinating things (A)                             <ul style="list-style-type: none"> <li>- bionic ear – can send &amp; receive sound</li> <li>- digital model of King Richard III's head</li> <li>- clothing – shoe, dress out of nylon mesh</li> <li>- replicas of mastodon bones</li> <li>- meat made from animal cells and amino acids</li> </ul> </li> </ul>
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(A)



(A)



(A)

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Writing Process:

WRITE Stage



Write the Body Draft

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# Multi-Tiered Instruction for Writing From Sources

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### Activity Debrief

• Answer these questions:

- Did the trainer use all of the information from the right column of the notes?
- Did the trainer change the order of information from the right column of the notes?
- Did the trainer integrate information from multiple sources?
- How did the trainer track sources?

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### Next Steps...

- Write introduction and conclusion
- Add transition words and phrases
- Revise for content and edit for conventions

**Informational Writing Rubric**

**Informational Feedback Checklist**

<http://www.keystoliteracy.com/resources/worksheets/>

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### Keys to Content Writing



<b>Quick Writes</b>
<b>Writing Process</b>
<b>Basic Text Structures</b>
<b>Writing From Sources</b>
<b>Writing Assignment Guide (WAG)</b>

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# Multi-Tiered Instruction for Writing From Sources

## Joan Sedita

**Keys to Literacy**



- *The Key Comprehension Routine*
- *The Key Vocabulary Routine*
- *Keys to Close Reading*
- *Keys to Content Writing*
- *Keys to Argument Writing*
- *The ANSWER Key Routine for Extended Response*

**Literacy Lines Blog**  
<http://blog.keystoliteracy.com/>

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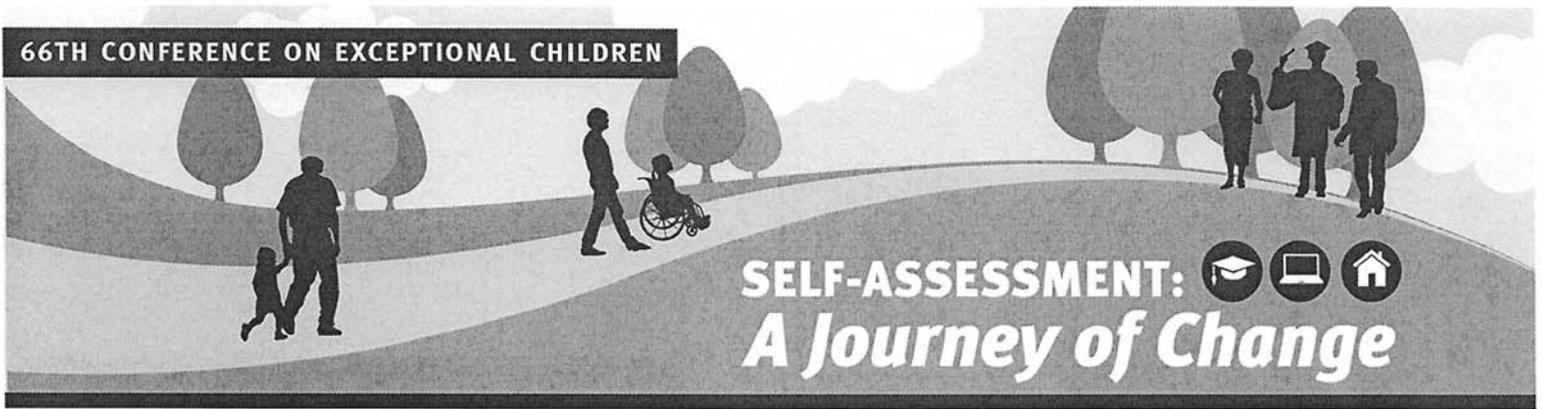
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# Multi-Tiered Instruction for Writing From Sources

Joan Sedita  
[joan@keystoliteracy.com](mailto:joan@keystoliteracy.com)

Disclaimer: Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

*Keys to Writing*  
**Writing Assignment Guide**

**Writing Assignment:**

*Write a short informational piece, based on sources, about 3D printers.*

**Unit of Study/Content Connection:**

*Common Core Writing Standards*

*Learning Outcomes related to standards:*

*Use sources to accurately write an effective informational piece (writing #2, #8, #9; reading #1)*

**Set Goals  
for the  
Writing  
Assignment**

Type of writing:   X   informational    argument    narrative    combo

**Audience:**

*An all-school field trip is being planned to attend a special exhibit at the Museum of Science about 3D printing. You have been asked to develop this informational piece so that peer teachers who will be chaperones for the field trip will have background knowledge about 3D printers.*

**Purpose:**

*Explain what 3D printers are, how they work, and what they can create.*

**Length & Form:** *1 to 1.5 pages; memo*

**Due dates:**

*Notes and draft are due today*

**Content and Text Structure Requirements :**

- *Introduction that starts with a nonfiction lead and includes the overall topic being explained*
- *Body that describes briefly what 3D printer are, how they work, and what they can make*
- *Use transitions- underline them*
- *Conclusion that thanks teachers for chaperoning.*
- *Use information from both sources*
- *Track your sources during note taking*

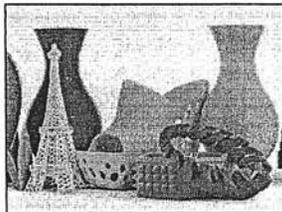
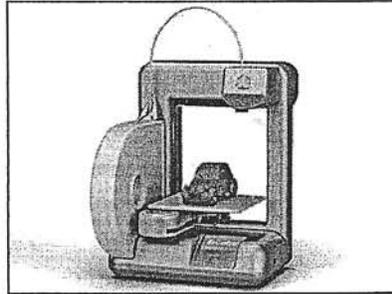
**Requirements for sources:**

- *Use information from both Source A and Source B provided by the trainer.*

<p><b>Models</b> <i>(mentor authors, student examples)</i></p>	<p>Look at these examples:</p>
<p><b>Scaffolds</b> <i>(set of steps, writing template, topic web, two-column notes)</i></p>	<p>Use these supports:</p> <ul style="list-style-type: none"> <li>• <i>two-column notes</i></li> <li>• <i>top-down web</i></li> </ul>
<p><b>Feedback Process</b> <i>(when, how)</i></p>	<p>Feedback from your peers:</p> <p>Feedback from the teacher:</p> <ul style="list-style-type: none"> <li>• <i>We will do this activity as a whole group with modeling from the trainer – feedback will be discussed whole group.</i></li> </ul>
<p><b>Opportunities for Revision</b></p>	<ul style="list-style-type: none"> <li>• <i>This will be a single draft writing assignment</i></li> </ul>
<p><b>Opportunities for Collaboration</b> <i>(Set expectations for objective, final product, behavior guidelines, tasks)</i></p>	<p>At the THINK and PLAN stage:</p> <ul style="list-style-type: none"> <li>• <i>Work with the trainer and then a partner to mark text for relevant information and to take notes</i></li> </ul> <p>At the WRITE Stage:</p> <ul style="list-style-type: none"> <li>• <i>Write the body and conclusion with a partner.</i></li> </ul> <p>At the REVISE Stage:</p>

**What Cool Things Can 3D Printers Make?**

Yes, 3D printing's made the jump to your home—but scientists are using it for much, much more than you could ever have imagined. Now on store shelves is a new breed of device that may transform your home: the 3D printer.



The Cube (from Cubify) makes the widely discussed future of digital technology accessible. Consider it your own personal mini-factory for \$1,299. Here's how it works: The unit melts plastic from cartridges you buy (like normal printer ink) and layers it over and over again to create desired items. Want a new bracelet for a night on the town, a set of coasters for tomorrow's potluck, or a toy rocket ship for the kid? You can download models for the printer to make these items and many more.

The at-home Cube can make almost anything you can think of...

... as long as your imagination is limited to inanimate plastic objects. However, exciting advances may be coming soon, as scientists push the boundaries and experiment with raw materials. One day soon, you might print your lunch or even the clothes you wear to work. Here, the innovative—and often bizarre—stuff advanced 3D printers can make right now.

**An Ear in a Petri Dish**

Patients in need of new organs could soon be in luck. Researchers at Princeton University earlier this year created a so-called bionic ear that can both send and receive sound. The fleshy concoction reportedly started with cells from a cow, a little bit of gel, and some silver, which a printer made into the shape of an ear. Scientists hope the new body part will interface with personal computers in the future.



**A King's Head**

After archaeologists dug up the bones of King Richard III beneath a parking lot in Leicester, England, this year, forensic artists made a digital model of the royal leader's head and printed an incredibly lifelike version with 3D technology. Everything from Richard III's crinkled eyelids to his flowing dark hair was painstakingly re-created.



### Fashionable Apparel

In 2012, designer Janina Alleyne printed a runway-ready shoe called the Exoskeleton. And this past spring, Michael Schmidt and Francis Bitoni crafted a dress out of 3D-printed nylon mesh, as did Iris van Herpen .



### The Extinct Mastodon

Here comes *Jurassic Park* in real life: Researchers at the University of Michigan 3D Lab managed to print accurate replicas of mastodon bones this year—120 centuries after the beast went extinct. The plaster models open the door for new learning on this prehistoric creature, possibly replacing more traditional, less precise replicas as seen here.

### Edible Meat

Where's the beef? In your computer, perhaps. Much has been invested in U.S. start-up Modern Meadow in pursuit of 3D printers that can produce meat from animal cells and other materials like amino acids, potentially displacing traditional steaks like the one to the left. This could reduce the environmental impact of livestock and muddy the rules of kosher foodstuffs: If your pulled pork was never actually on a pig—well, you can consider the implications for yourself.

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## HOW 3-D PRINTING WORKS

- 1 PLASTIC FEED**  
A spool of plastic filament—the printing material—unwinds and feeds into the top of the machine.
- 2 PRINTER HEAD**  
The plastic is heated, and a thin thread is squeezed out through a nozzle.
- 3 FINAL PRODUCT**  
An object is printed from the bottom up. The moving printer head lays down layers of melted plastic shaped as cross-sections of the object.

①

②

③

THE WALL STREET JOURNAL.

WSJ.com

JOURNAL REPORTS

Updated June 7, 2013, 7:02 p.m. ET

How 3-D Printing Works

The process turns conventional manufacturing on its head, producing objects from the bottom up

People have traditionally made things—from doorknobs to scalpels to engine cylinders—in one of two ways. They start with a solid block or sheet of metal, wood or other material and cut, stamp, drill or shave it to create a desired shape. Or they use a mold made of metal or sand, pour liquefied plastic or metal into it and let it cool to create a metal casting or molded plastic part.

Now for something completely different.

Three-dimensional printing and other forms of what is known as additive manufacturing use neither machining nor molds. They build an object from the bottom up by piling razor-thin layers of material on top of each other until a three-dimensional shape emerges. The computer-guided technologies enables individuals to create objects, particularly prototypes, without a shop full of metal presses, cutting lathes or plastic injection molds.

There are a variety of processes for 3-D printing. Some of the most widely used rely on a printer that makes objects from powdered material. A 3-D printer bears little resemblance to a document printer in an office. It has two major parts: a "build box" that contains a smooth, thin bed of finely ground material such as pulverized stainless steel or powdered plastic, and a printing head. Depending on the type of printer, the head contains either a heat source, such as a laser or an electron beam, that melts the powdered material or jets that spray binder over the powder in a precise pattern. The binder functions as a glue for the material as an object is built.

The world-wide market for 3-D printing, which includes materials, machines and service, totaled \$2.2 billion last year, up 29% from 2011, according to industry estimates. But the process has some limitations. For high-volume jobs, 3-D printing can't yet match the speed and efficiency of traditional fabrication methods and machinery. Not all materials are suitable for powder-based additive manufacturing, and not all objects, particularly those made of metal, are able to stand up to high-stress use. For manufacturers of 3-D equipment, the future of their nascent industry depends on broadening the appeal of their equipment by expanding its uses and versatility.

—Bob Tita

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### First Section of Notes

What are 3D printers?

TS: **There is a new product for 3D printing available to the public.**

- 1 • "The Cube: your own personal mini-factory" **(A)**
- 4 • Different from traditional way of making things **(B)**
- 2 • 3D printing also called "additive manufacturing" **(B)**
- 3 • \$2.2 billion of 3D printers sold across the world **(B)**

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### First Body Paragraph

**There is a new product for 3D printing available to the public.** For example, "The Cube" is a 3D printer that allows you to have "your own personal mini-factory". **(A)** Another name for 3D printing is "additive manufacturing". **(B)** There is a growing market for 3D printing. That is why 3D printers had \$2.2 billion worth of sales across the world last year. **(B)** Printing in 3D is different from the traditional way of making things. **(B)**

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### Second Section of Notes

How 3D printers work

TS: **A 3D printer creates objects differently from traditional printers.**

- 1 how itworks **(A)**
  1. melts plastic from cartridge
  - 3 2. Builds layers to create item
  - 5 download directions to make things **(A)**
  - 2 different way to make things - builds an object from bottom up **(B)**
  - 3 very thin layers of material are added on top of each other **(B)**
  - 4 process is guided by computers **(B)**
- 1 3D printers use different processes, most use powdered plastic **(B)**
  - has 2 major parts: **(B)**
    1. "build box" - contains finely ground material
    2. "printing head" - has heat source that melts powder or jets that spray binder glue over powder

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### Second Body Paragraph

**A 3D printer creates objects differently from traditional printers.** They use different processes and materials, but most use powdered plastic. **(A, B)** 3D printers are different from 2 dimensional printers because they build an object from the bottom up. **(B)** They spray very thin layers of the building material on top of each other, like layers in a cake. **(A, B)** Also, the process of 3D printing is guided by computers. **(B)** Directions for making things are downloaded electronically to the 3D printer. **(A)**

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## Teacher Checklist: Information Writing

<i>Introduction</i>	Excellent	Getting There	Not Yet
Is there a lead that engages the reader?			
Does the introduction identify the topic clearly?			
Does the introduction preview what is to follow?			
<i>Development of Ideas</i>			
Are the topics and subtopics presented in a logical, organized way?			
Is there sufficient detail and elaboration?			
Are the ideas and information clear and focused?			
Is evidence from sources integrated effectively?			
Are transitions used to create cohesion?			
Is the style, tone, and language appropriate to the audience, task, and purpose?			
<i>Content</i>			
Are the content requirements met?			
Is the content explained sufficiently?			
Does the writing demonstrate understanding of content?			
Is the information accurate and relevant?			
Does the piece include precise language and subject-specific vocabulary?			
<i>Conclusion</i>			
Does the conclusion highlight and support the key points?			
Does the conclusion create closure to the piece?			
<i>Sources</i>			
If sources were used, were they credible?			
Was the information properly cited?			

<i>Conventions</i>	Yes	No
Is there a systematic pattern of errors?		
Are there any capitalization or punctuation mistakes?		
Are there any spelling mistakes?		
Are the sentences grammatically correct?		

## Comprehensive Rubric: Informational Writing

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Introduction</b>	Begins with a lead that engages reader; effectively introduces topic; ideas organized and previewed.	Lead is present; topic and related information are introduced adequately.	Lead is missing or confusing; introduction is weak (lacking clear focus); ideas not clearly focused around topic.	No lead; topic not defined or confusing.
<b>Content</b>	Writing demonstrates thorough understanding of content.	Writing demonstrates sufficient understanding of content.	Writing demonstrates minimal understanding of the content.	Writing demonstrates misunderstandings about the content.
<i>Requirements</i>	Content requirements exceeded.	Content requirements met adequately.	Some content requirements met.	Content requirements were not met.
<i>Examined &amp; Explained</i>	Content is examined and sufficiently explained; information is accurate and relevant; comprehensive evidence from sources is integrated effectively.	Content is explained; Most information is accurate and relevant; evidence from sources is present.	Content has been mentioned, but not thoroughly explained; evidence from sources is vague or not integrated well; questionable credibility/accuracy of sources.	Content is absent from paper; evidence from sources is minimal, absent, or incorrect; question of credibility/accuracy of sources.
<i>Vocabulary</i>	Precise language and subject-specific vocabulary is used accurately & effectively.	Subject-specific vocabulary is used consistently & accurately.	Subject-specific vocabulary is sometimes used accurately.	Subject-specific vocabulary is misused or not present.
<b>Development of Ideas</b>	Logical organization of ideas; clear and focused; sufficient and relevant detail.	Adequate organization; more detail or clarity needed to develop and extend ideas.	Underdeveloped ideas; redundancy or repetitious paraphrasing; may be formulaic.	Disorganized; details irrelevant or missing; writing may be related to topic but lacks focus.
<i>Transitions</i>	Appropriate and varied transitions are used throughout to clarify relationships among ideas.	Adequate use of transitions.	Inconsistent use of transitions.	Minimal, if any, transitions are used.
<b>Conclusion</b>	Conclusion effectively creates closure to the piece, highlights and supports the key points.	Conclusion adequately supports key points.	Conclusion is present, but lacks clear connection to information presented.	Conclusion is missing or not clearly connected to information presented.
<b>Style</b>	Style, tone, and language well-suited to audience, task, purpose; consistent throughout the piece.	Style, tone, and language appropriate for the audience, task and purpose.	Style, tone or language may not be appropriate to the audience, task or purpose at times.	Style, tone or task not appropriate to audience, task or purpose.