

1. Introduce a topic, and identify the purpose and the audience for the activity.

- **Topic:** *New York City*
- **Purpose:** *Describe NYC*
- **Audience:** *People who have never been to NYC*

2. Present a topic sentence to students, or have them generate one as a group.

- **Topic Sentence:** *New York City is a study in contrasts.*

3. Elicit, through brainstorming, as many supporting details for the topic sentence as possible. Write them on the board or on a flip chart. If details are stated as complete sentences, write them as key words and phrases. As you model the listing of details, describe the process of paring them down to key words.

Brainstorming: *Knicks, Broadway shows, Yankees, Mets, shopping, museums, transportation, taxis, subways, concerts, stores, Statue of Liberty, skyscrapers, Times Square, Ellis Island, restaurants, excitement, diversity, crime, homelessness, expensive*

OR
Brainstorming within categories: *culture / shopping / crime / transportation*

4. Guide students to select three, four, or five of the most important details and, whenever possible, group them into categories to be used in the outline.

5. Display a blank Quick Outline form (**Template F** in the appendix) on an overhead projector, and distribute a photocopy to each student.

6. Ask students to write the topic sentence (T.S.) and to select the details to write on the outline. Point out that it is not always necessary for the outline to include every item that was brainstormed.

7. Generate a concluding sentence (C.S.) as a class. If students are able, they may do this independently.

- **Concluding sentence:** *Come and see it for yourself.*

TEACHING BASIC WRITING SKILLS
Template F
Quick Outline

Name: _____ Date: _____

T.S. *NYC is a study in contrasts.*

1. *Culture: museums / opera / theater / ballet*

2. *shopping: dept. stores / boutiques / street corners*

3. *Crime: drugs / homeless / poverty / dirty*

4. *Transportation: subways / buses / taxis / gridlock*

C.S. *Come and see it for yourself.*

© 2009 Cambridge Learning Scripts West®. All rights reserved. Permission is granted to reproduce this page for student use. 127

If students are developing a narrative, follow the preceding sequence but modify steps 3 and 4. Instead of brainstorming, have students relate the events that took place in an experience (e.g., *a trip to the farm*) or the steps in a familiar process (e.g., *how to make pancakes*). Students should try to use sequential transition words such as *first*, *next*, *then*, and *finally*. (See **Resource 2.10** for additional time and sequence transitions.)

Here is an example of a completed Quick Outline on the topic owning a dog:

Instead of having students write a complete Quick Outline, lessons can focus on just one segment, as many of this section's examples do. The following sequence of examples works well for teaching Quick Outlines.

- Given a topic sentence, generate details. (**Example 2.4A**)
- Given details, generate a topic sentence. (**Example 2.4B**)
- Distinguish a topic sentence from supporting sentences. (**Example 2.2E**)
- Given a topic, generate a topic sentence. (**Examples 2.2A–2.2F**)
- Select a topic sentence from a group of sentences, and sequence the remaining sentences. (**Example 2.4C**)
- Select appropriate details from a list to support a given topic sentence. (**Examples 2.4D–2.4E**)
- Eliminate irrelevant sentences from a group of related sentences. (**Examples 2.4F–2.4G**)
- Group related ideas. (**Example 2.4H**)
- Generate a concluding sentence from a given topic sentence and details. (**Examples 2.4A–2.4B**)
- Given a paragraph, convert it into a Quick Outline. (**Examples 2.4J–2.4K**)
- Given a topic, generate a Quick Outline independently.

TEACHING BASIC WRITING SKILLS
Template F
Quick Outline

Name: _____ Date: _____

T.S. Owning a dog is a big responsibility!

1. ...feed / dog food / water

2. ...exercise / walk / play

3. ...health / vet / shots

4. ...grooming / bath / brush

c.s. Although it is hard work to care for a dog, many people still want one.

© 2009 Cambium Learning Sopris West®. All rights reserved. Permission is granted to reproduce this page for student use.

127