

Name: \_\_\_\_\_

### TBEAR Graphic Organizer

**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.*

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

Name: \_\_\_\_\_

### TBEAR Graphic Organizer

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

| <b>T-BEAR Letter and what it represents</b>  | <b>Helpful ways to begin...</b>  | <b>Your topic or text and notes</b> (e.g., evidence from text, facts, details, examples, visuals, etc.) |
|--|--|---|
| <p><b>T=Topic Sentence/ Term/ Principle</b><br/>           This establishes the focus &amp; purpose of your paragraph, poster, or illustration. State the term/ principle/ concept with a brief definition.</p>  | <p><i>A <b>line of symmetry</b> is ... [a line that divides a figure into two congruent parts, each of which is the mirror image of the other].</i></p>  |   |
| <p><b>B = Brief explanation/ Bridge to evidence (context)</b><br/>           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.</p>    | <p><i>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. ]</i></p>   |   |
| <p><b>E = Examples</b><br/>           Provide <u>examples and non-examples</u> and <i>illustrate them</i> graphically.<br/><br/>           If referencing a source, include quotation marks for direct quotes and/or page numbers, section, chapter, website, where located.</p> | <p><i>For example, <a href="http://www.amathsdictionaryforkids.com">www.amathsdictionaryforkids.com</a> 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:</i></p> |   |
| <p><b>A = Analysis</b><br/><br/>           Analyze the examples or evidence <u>and tell why this concept is important or useful to math/science</u> or applied in the real world. Consider the meaning or implications of not having/ using the concept = <u>so what?</u></p>    | <p><i>The concept of symmetry is applied in geometry ...</i><br/><br/> <i>It is also important to the design of ...</i></p>  |   |
| <p><b>R = Relate or Reflect</b><br/><br/>           Establish a connection to another term or concept (math/sci/soc studies/arts)<br/> <b>OR</b><br/>           Reflect on a key idea<br/> <b>OR</b><br/>           State a conclusion related to your focus</p>                 | <p><i>These examples show ...</i><br/><br/> <i>The concept of symmetry is related to/important to an understanding of...</i><br/><br/> <i>Therefore...</i><br/><br/> <i>Overall...</i></p>   |   |