



Teaching Writing to Visual, Auditory, and Kinesthetic Learners

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Corwin, 2006. Book Condition: New. Brand New, Unread Copy in Perfect Condition. A+ Customer Service! Summary: Acknowledgments About the Author Introduction 1. Writing Processes and Differentiated Instruction Assembly-Line Writing Teaching Writing for Meaning Learning Styles and Differentiated Instruction Stimulus, Process, and Product Learning Styles Self-Assessment References 2. Writing About Real Things School Writing Versus Authentic Writing Multidimensional Authentic Response Writing And Then: The Process Phase Pathways to Fluency Sample Lesson 2.1: Respond As a ___ Might Sample Lesson 2.2: Multidimensional Authentic Response Writing References 3. Observing, Then Writing Sensory Reportage Visual Reportage Auditory Reportage Kinesthetic Reportage Translation Into Different Forms Sense Exploration Writing Up the Taxonomy Sample Lesson 3.1: Template and Checklist Strategies Sample Lesson 3.2: Observation and Sensory Reportage References 4. Organizing Artistically Pearls-on-a-String Organization Inductive and Deductive Organization Inverted Pyramid Organization Identifying Key Ideas Another Translation: Factual Reportage Sample Lesson 4.1: Gathering and Organizing Information Sample Lesson 4.2: Artistic Organization 5. Clarifying Ideas Using Walkabout Strategies Walkabouts Paragraph Walkabouts Auditory and Kinesthetic Paragraph Walkabouts Collaborative Planning, Drafting, and Revising Guide on the Side Sample Lesson 5.1: Paragraph Walkabout and Sense Exploration Sample Lesson 5.2: Paragraph Walkabout Analysis 6. Using Patterns and Rhythms for Writing Sense Discerning and Adjusting Patterns and Rhythms Translating the Visual and the Auditory for Kinesthetic Learning Brevity, Elaboration, and Conceptual Density Outlining to Revise Sample Lesson 6.1: Outlining to Revise "" and Revising Sample Lesson 6.2: Patterns and Rhythms for Writing Sense 7. Choosing the Right Words Basic Words: Nouns and Verbs Correct and Politically Correct More Basic Words...



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