Please read each of the items and evaluate where you are by placing a number between 1 and 10 on the appropriate blank line. (1 = not at all, 5 = sometimes, 10 = always)

<table>
<thead>
<tr>
<th>Item</th>
<th>Start</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy writing in my spare time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can easily think about what to write.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like sharing my writing with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My writing is easy to understand and follow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My writing clearly expresses my opinions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I organize my papers before I write them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My writing uses interesting words and descriptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My writing is usually free of grammatical errors or misspellings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write a powerful or funny or interesting introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel confident in my writing abilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My overall feeling toward myself as a writer ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = terrible, 5 = okay, 10 = great</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The quantum writing process has five parts:

**break it**
- type of writing? length of writing? topic?
- audience? deadline? type of prompt?

**think it**
- associations & priorities
- develop ideas: list it, cluster it, fastwrite it

**build it**
- organize: put it into a frame - tree map

**write it**
- AMPS

**make it**
- check for spelling, grammar, punctuation, and complete sentences
Art is a valuable way for people to express themselves. Should art be required for every student as a form of expression and creativity? Why or why not?

Pretend you were selected to receive a special award. Write the article that would be in the newspaper to announce your award.

Imagine a new technology that you think we will have 15 years from now. How would that new innovation change our lives?
think it through

A great tool to get ideas on paper and organize them is “listing”! Simply create a list of anything associated with your topic, and then prioritize your list.

PROMPT: CHARACTERISTICS OF POSITIVE STUDY HABITS
Create a list of EVERYTHING that this prompt makes you think about!

Now NUMBER the items in your list based on their priority level.
think it through (pt. II)

A “cluster” map can help you generate ideas and then dig deeper into select topics to gather details. You can also organize your clusters as you build them!

**PROMPT**: CHARACTERISTICS OF POSITIVE STUDY HABITS

use some of the top ideas from your list on the previous page to build a cluster map
think it through (pt. III)

“Fastwriting” can help you get sentences on paper without worrying about writing carefully or correctly!

FASTWRITING
Make yourself keep writing the entire time! (work your way up: 30s, 60s, 2min)

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Start to plan the structure of your essay using a **graphic organizer** like a “tree map”.

What are some other essay organization strategies you’ve seen?
Include figurative language like AMPS to **pump up** your writing. This can help you have a variety of different kinds of sentences!

**EXAMPLES**

**A**

**M**

**P**

**S**
write it out

Turn your TREE MAP and your fire AMPS skills into a short essay. You have all the details, they’re in order, so now turn them into sentences.
The last step of the quantum writing process is all about polishing up your writing. Check for spelling or punctuation mistakes, sentences-that-aren’t-really-sentences, and grammar errors.

**HOT TIPS**

- Read out loud: this is helpful for spotting run-on sentences or sentences-that-aren’t-really-sentences.  
  *think: why is this helpful?*

- If you’re searching for misspelled words, go through your writing backwards, one word at a time.  
  *think: why do we need to slow down to proofread?*

- Check for homophones like “their, there they’re”, “your vs. you’re”, or “too, to, two”. Even the most experienced newspaper editors miss these!  
  *think: what is another common word mixup?*

- Use a blank sheet of paper or index card to cover up the lines below the one that you are currently proofreading.  
  *think: why is this helpful?*

- Use the search function in Word, Google Docs, or whatever program you’re using to write. to help you find important words that are often misspelled (“its vs. it’s”, “he” instead of “the”, etc.)  
  *think: have you ever used the “search” option when writing an essay before?*

- Sometimes when we check our work, we read what we think we wrote, rather than what we actually wrote. So, have a friend or family member read your writing out loud to you to help you catch mistakes!
PUTTING IT ALL TOGETHER

Scientists help amputees by getting on their nerves
By Stephen Ornes. February 17, 2011. Sciencenewsforkids.com

Nerves run throughout the human body like an electrified spider web. They’re everywhere — in your skin, your muscles and your organs. Signals zip along the nerves, taking information to and from the brain. The brain, like a spider, always knows where and when something is happening.

Or at least, it thinks it knows. Since the brain relies so heavily on nerves, nerves can be used to trick the brain. The right kind of trickery might be able to help people. That’s the case in a recent experiment done at the Rehabilitation Institute of Chicago in which researchers studied two amputees and their prostheses. An amputee is someone who has lost a limb, and a prosthesis, or prosthetic limb, is an artificial version of that limb that can assist the amputee.

A prosthetic limb can be hard to get used to, and part of the problem has to do with our senses. Seeing and feeling are particularly important to how we move our bodies. If you’re hammering something, you can see that your fingers are out of the way. Or if you touch something hot, you pull back your hand, even though you don’t see the actual heat. Amputees usually have to rely on vision alone. They can see what they’re doing with their limbs, but they can’t feel what’s going on.

The new experiment looks at a way to help people “feel” what their prosthetic limbs are doing. It may give amputees a more natural way to think about their new limbs, incorporating them as part of their bodies.

The two participants in the experiment had gone through a surgical procedure called targeted reinnervation. As you might guess by seeing part of the word nerve in reinnervation, the surgery changed the patients’ nerves. The surgeons first found the ends of the nerves that used to go down the amputees’ arms. Then, they attached those nerve endings to a patch of skin above where the amputation was done.

To the brain, a feeling of touch on this patch of skin was like a feeling of touch on the arm that used to be there. If you were to touch that part of the skin, the amputee would feel it as if you touched his missing arm — because that’s where the nerve used to go.

For the experiment, each amputee sat at a table with a prosthetic arm that was nearby but not attached. These prosthetic arms were special: When they detected touch, they sent a message to a small robot, which would then touch the special patch of skin on the amputee’s arm.

So, when a researcher touched the artificial arm, the robot touched the amputee, and the amputee felt it where the missing arm used to be. Through this process, a person could feel a touch on a prosthetic arm as though feeling the touch on her own arm.

In other words, what they saw — a touch — is also what they felt. Seeing and feeling happened at the same time. During this part of the experiment, the amputees told the researchers they felt like the fake arm was a prosthetic arm being touched but weren’t made to feel anything, they said the fake arm did not seem like part of their bodies.
“It was really when the touch matched what they saw, that we saw these changes,” Paul Marasco told Science News. Marasco led the experiment and designed the robotic touch-sensing system on the prosthetic arms. He now conducts research at the Advanced Platform Technology Center at the Veterans Affairs Medical Center in Cleveland.

By feeling what they’re seeing, and seeing what they’re feeling, amputees might be able to adopt their new limbs more easily. Then the prosthesis might really seem and feel like another body part, not just an attached tool, the researchers say.

Michael Goldfarb, who was not involved in the study, told Science News the new study is a “baby step,” but an important one. Goldfarb is a bioengineer at Vanderbilt University in Nashville, Tenn. A bioengineer applies knowledge from engineering to help solve problems related to biology and the human body.

“What makes you feel something is a part of you is not just being able to move it,” he said.
LIST IT
Once we know exactly what we are supposed to write about, we can start generating ideas by making a list! You can use sticky notes and don’t forget to prioritize after you are done getting your ideas down!
CLUSTER IT
After you prioritized your list, use these clusters to dig deeper into each of those topics.
FASTWRITE IT
Spend a set amount of time writing as fast as you can, as much as you can, just to start getting ideas on paper. No worries about errors!
final write: build it up

**BUILD IT UP**
Use the tree map below to organize your ideas that you just thought through into a sensible essay structure.
WRITE IT OUT
Your thoughts are thought, your structure is structured; turn those pieces into sentences in the space below!

Remember: AMPS, figurative language, show-not-tell

MAKE IT SHINE
Polish up your writing by checking for punctuation, grammar, spelling, and structure errors. Give yourself a high five!
Think of an important event in your life, then write a poem about the moments just before or just after the event.

Think of a subject that “eats away at you” and write a poem that exaggerates it.

Write about something you love from the perspective of someone who hates it.

Think of something tiny and write about it, making it seem large.

Imagine you are an inanimate object. What is it like?

Write about something that no one else seems ever to have noticed ... a time, place or thing, or a common occurrence (like the oil spot on the driveway, water draining from the bathtub, stepping off a bus, etc.)
**ABC Frame** (the first letter of each line in the poem spells out the topic)

**SuperCamp**
Standing at registration alone,
Unsure about where I am.
Promises made to come here,
Everyone seems weird.
Replace old ideas with new,
Cement has trapped me in the past.
About to face a new start,
Me and my new friends have courage.
Promises I can keep.

**Repetition Frame** (repeat a phrase or word)

**But You Didn’t**
by Stan Gebhardt

I looked at you and smiled the other day
I thought you’d see me but you didn’t
I said “I love you” and waited for what you would say
I thought you’d hear me but you didn’t
I asked you to come outside and play ball with me
I thought you’d follow me but you didn’t
I drew a picture just for you to see
I thought you’d save it but you didn’t
I made a fort for us back in the woods
I thought you’d camp with me but you didn’t
I found some worms ‘n’ such for fishing if we could
I thought you’d want to but you didn’t
I told you about the game hoping you’d be there
I thought you’d surely come but you didn’t
I asked you to share my youth with me
I thought you’d want to but you couldn’t
My country called me to war, you asked me
to come home safely
But I didn’t.
LANTERN POEM

directions:

first line: one-syllable noun
2nd line: describe the noun (two syllables)
3rd line: describe the noun (three syllables)
4th line: describe the noun (four syllables)
5th line: a 1-syllable word similar to the original noun

example:

Cats
Furry
Creepy, yes
And also smug
Gross

BIOGRAPHY POEM

directions:

Line 1: Yes, that’s me
Line 2: Look and you’ll see
Line 3: My hair (descriptive line about hair)
Line 4: My eyes (descriptive line about eyes)
Line 5: My arms (descriptive line about arms)
Line 6: My hands (descriptive line about hands)
Line 7: My heart (descriptive line about heart)
Line 8: I’m (descriptive line about themselves)
Line 9: I never (something you never do)
Line 10: My friends (what they think of you)
Line 11: I live (what gives your life meaning)
Line 12: I hope (a hope for the future)
Line 13: I dream (a dream of how you would like things to be)
Line 14: It’s all clear as can be.
Line 15: That’s positively, absolutely me.

HAIKU

directions:

first line: five syllables
2nd line: seven syllables
3rd line: five syllables

example:

Help I think I’m Trapped!
It’s cold and dark inside this Refrigerator.
cluster it
build it up