
Appendix H

2nd Grade
Writing Units
And
Mini Lessons

Writing

Narrative	A Bike Like Sergio's Maribeth Boltes Kitchen Dance By Maurie Manning
Informational	All About Books
Opinion	The Day the Crayons Quit The Day the Crayons Came Back I Want a Dog My Opinion Essay Duck or Rabbit Hey, Little Ant I wanna Iguana Red is Best I Wanna New Room The Perfect Pet
Research	All About Books

<u>Mentor Texts</u>	<u>Possible Writing Workshop Minilessons</u>
The Pain and The Great One	Perspective of narrator POV
Empty Pot	How to build a climax and cliffhanger
House for Hermit Crab	Revising for adjectives or adverbs Sequence of Events
I'm in Charge of Celebrations	Opinion (voice) Painting a picture with words
Bedhead	Creating a unique problem Writing an unhappy ending Surprise ending Sound Effects
Quiet Bunny	Using sound effects Leading into a problem Problem and Solution
Officer Buckle and Gloria	Writing two plots
Giving Tree and Ant Bully	Making inferences while you read Implanting inference as a writer
Thunder Cake	Creating intriguing characters Using everyday problems to create stories Creating an interesting sequence of events
What Do You Do With A Problem	Writing with simple and complex sentences Using repetitive words for emphasis
What Do You Do With AN Idea	How do writers generate ideas Original topics like no one else
Comets, Stars, The Moon and Mars	Stating your research in a simple, short and fun way
Thank You, Mr. Falker My Rotten Redheaded Older Brother	Story Pyramid Writing with Dialogue/Narration balance Writing long Creating emotional connections to the characters

	Using real problems in fictional writing How to punctuate dialogue
Creepy Pair of Underwear	Creating Suspense, keeping your reader interested Alliteration Using repetitive phrases for dramatic effect Sequence of effects Making the problem the solution
The Day The Crayons Quit The Day the Crayons Came Home	Persuasion/Opinion Letter format Using emotion to get your reader to see your POV POV
The Great Gracie Chase	Voice Word Choice Action packed lead
Pancakes for Breakfast Goodnight, Gorilla Good Dog, Carl	Wordless Books for Emergent Writers Group Project Books
The Art Lesson Now One Foot, Now The Other	Personal Narrative format Sequence of Events Memoir/ Story Telling
Nonfiction: National Geographic Who Was...? Scholastic News TFK	Use of Non-fiction Text Features Staying on Topic Creating Important Subtitles to Topics Organizing Your Information

Grade 2 Marking Period 1 - Narrative

Standard

NJSL5A.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Progress Indicator

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Mentor Text Choices

1. The Art Lesson
 2. The Relatives Came
 3. The New Puppy
 4. My Mouth is a Volcano
 5. Saturdays and Teacakes
 6. Thundercake
 7. Rollercoaster
 8. Other pieces supplied by Journeys
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Skeleton Plan

1. Read mentor text through
2. Create charts of Narrative characteristics - story elements
Draw Story Mountain on an Anchor Chart
3. Introduce the Narrative Rubric and score student narratives from previous year.
Teacher does one and then students score together.

Prewriting

4. Mini Lesson #1 Brainstorm watermelon vs. seed ideas
Watermelon - going to Disney,
Seed - going on a ride, going on the airplane, waiting in line, a show
5. Mini Lesson #2 Choosing a Just Right Topic
Teacher models how to pick a topic.
6. Mini Lesson # 3 Planning my idea
Beginning/Middle/ End- refer back to mentor text
Teacher sketches beginning middle and end picture.
Students can then try out drawing each part.

Drafting

7. Mini Lesson #4 - Strong Hooks
Pull out mentor texts and read the first page in a few books to demonstrate strong hooks.
Day 2- Teacher writes out a hook

Students then create their own.

8. Mini Lesson # 5 -Drafting- Using plan to stay on topic.
9. Mini Lesson# 6/7 -
 - a. Drafting- Using plan to stretch middle: Show Don't Tell
 - b. Use mentor text to show descriptive language/ adding adjectives.
Example: The leaves fell. vs. He could hear the leaves crunch beneath his feet.
 - c. Teach how to build multiple sentences around events.
See page RF page 23
10. Mini Lesson # 8 Using plan to stretch ending
Explain how to write a strong ending. The importance of the story using character emotions, falling of events, the character's inner thoughts. Pull out mentor texts and read the last few pages in a few books to demonstrate strong endings.
See RF page 36.

Revising

11. Mini Lesson #9 Revising cheap vs. expensive words

Cheap	Expensive
big	enormous
tired	exhausted

12. Mini Lesson # 10 -Adding Dialogue/Dialogue Tags
Give students options whether it be a picture with a speech bubble or with quotations.
see RF page 40
13. Mini Lesson #11 - Adding Transition Words
Model How to add transition words to help flow of writing.
See RF page 39
14. Mini Lesson #12 Using friends to find HUHs and OHs
Students can pair up and ask each other questions about things that need to be clarified.

Editing

15. Mini lesson #13Editing- Capitalization-
Give students markers and set a timer for two minutes.
Have students read each paragraph and outline capitals with a marker.
16. Mini lesson #14 Editing -Punctuation-
Give students markers and set a timer for two minutes.
Have students read each paragraph and make sure each sentence has
17. Mini lesson #15 Be the teacher -Score your piece again while teacher conferences.

Publishing

18. Mini lesson #16 Publishing all the right stuff!

19. Celebration Day!

Narrative Writing Rubric

	1 ★	2 ★★	3 ★★★	4 ★★★★★
My writing has a clear introduction and conclusion.	My writing does not have an introduction or conclusion.	My writing has an introduction or a conclusion.	My writing has both an introduction and a conclusion.	My writing has a CLEAR and CREATIVE introduction and conclusion.
I stayed on one topic and used transition words to show sequence of events.	I did not group related information together and included no transition words.	I grouped some related information together and used one or two transition words.	I grouped SOME related information together and used SOME transition words.	I grouped related information together CREATIVELY and used MANY transition words.
I introduced my characters and setting.	I did not introduce my characters and setting.	I introduced my characters or setting.	I introduced both my characters and setting.	I introduced my characters and setting in a very CREATIVE way.
My story has a beginning, middle, and end.	My writing does NOT have a beginning, middle, and end.	My writing has a beginning, middle, OR end.	My story has a beginning, middle, and end.	My story has a STRONG beginning, middle, and end.
I used illustrations to help my reader understand my writing.	I did not include illustrations, or my illustrations do not match the words.	I included a FEW illustrations to help my reader understand my writing.	I included SOME illustrations to help my reader understand my writing.	I included MANY illustrations to help my reader understand my writing in a very creative way.
I used 2nd grade spelling and punctuation.	I did NOT use punctuation or 2nd grade spelling.	I used SOME punctuation and 2nd grade spelling.	MOST of my writing has 2nd grade punctuation and spelling.	My writing has LITTLE to NO mistakes in 2nd grade punctuation and spelling.
I am proud of my work and it is in my best handwriting.	My handwriting is not my best and my writing can be more detailed.	My handwriting is not my best and my writing has some details.	My handwriting is neat and my writing has some details.	My handwriting is OUTSTANDING and has many details.

Student Score: _____ Teacher Score: _____

Student Name: _____

Parent Signature: _____

Date: _____

Grade 2 Marking Period 2 - Informative

Standard

NJSLSA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Progress Indicator

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion

Mentor Text Choices

1. Scholastic Kit Books (Make sure it is a book the kids have already read)
 2. Find All About Books
 3. Books with a lot of NF text features
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Skeleton Plan

Prewriting

1. Day 1 and 2 Explore mentor texts and Create a chart of NF Text Features while reading Features
Table of Contents
Pictures
Captions
Headings
Subheadings
Bolded words
Diagrams
Maps
Timelines
Interesting/Fun Facts
Index
2. Introduce the Informational Rubric and score student samples from years past or from the corestandards.org (1-2 Days)
Teacher does one and then students and teacher score one together
3. Mini Lesson #1 Planning Possible Chapter Titles
Early Life
Current Life
Family
Friends
Schools
Favorites

Drafting

4. Mini Lesson #2 Writing a Table of Contents

-see RF page 29

Teacher models how to create a Table of Contents.

Students then create theirs.

5. Mini Lesson #3 - (1-2) Days Writing a Lead
Use mentor texts to teach different leads.
6. Mini Lesson# 4 (3-4 Days) Begin Body Paragraphs and Adding Supporting Details
-see RF page 46
7. Mini Lesson #5- Choosing Text Features that best support what we wrote
Refer back to anchor chart with different NF Text Features.
8. Mini Lesson #6- Writing a Conclusion
Use mentor texts to show how information is tied together.

Revising

9. Mini Lesson #7 Do we have the most important facts?
10. Mini Lesson # 8 Do we have repetitive facts?
11. Mini Lesson # 9 Do the order of your chapters flow?
12. Mini Lesson # 10 Does your paragraph match what your heading is?
Use mentor texts

Editing

13. Mini Lesson # 11 Capitalization and End Marks
14. Mini Lesson # 12 Rainbow Spelling
15. Mini Lesson # 13 10 Word Alert Lesson
16. Mini lesson #14 Be the teacher -Score your piece

Publishing

17. Mini lesson #15 Publishing all the right stuff!
18. Have a Celebration! - Invite Administrators, Nurse, CST members, Former Teachers

Informational Writing Rubric

	1 ★	2 ★★	3 ★★★	4 ★★★★
My writing has a clear introduction and conclusion.	My writing does not have an introduction or conclusion.	My writing has an introduction or a conclusion.	My writing has both an introduction and a conclusion.	My writing has a CREATIVE introduction and conclusion.
I grouped related information together with transition words.	I did not group related information together and included no transition words.	I grouped some related information together and used a one or two transition words.	I grouped SOME related information together and used SOME transition words.	I grouped related information together CREATIVELY and used MANY transition words.
I used nonfiction text features to help my reader understand my writing.	I did not include any nonfiction text features to help my reader understand my writing.	I included a FEW nonfiction text features to help my reader understand my writing.	I included SOME nonfiction text features to help my reader understand my writing.	I included MANY nonfiction text features to help my reader understand my writing in a very creative way.
I used 2nd grade spelling and punctuation.	I did NOT use punctuation or 2nd grade spelling.	I used SOME punctuation and 2nd grade spelling.	MOST of my writing has 2nd grade punctuation and spelling.	My writing has LITTLE to NO mistakes in 2nd grade punctuation and spelling.
I am proud of my work and it is in my best handwriting.	My handwriting is not my best and my writing can be more detailed.	My handwriting is not my best and my writing has some details.	My handwriting is neat and my writing has some details.	My handwriting is OUTSTANDING and have many details.

Student Score: _____ Teacher Score: _____

Student Name: _____

Parent Signature: _____

Date: _____

Key
1-features

Grade 2 Marking Period 3 Opinion Writing Unit

Standard

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progress Indicator

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

Mentor Text Choices

1. A Fine, Fine School
 2. Red is Best
 3. Stella Writes an Opinion
 4. I Want an Iguana
 5. Dear Mr. Blueberry
 6. Don't Let the Pigeon Drive the Bus
 7. Other pieces supplied by Journeys
-

Skeleton Plan

1. Read mentor texts across multiple days
2. Create charts of opinion essay characteristics
3. Create charts of vocabulary specific to opinion pieces
4. Introduce the Opinion Rubric and score student samples from years past or from the corestandards.org
5. Brainstorm top three ideas per student
6. Conference to discuss most viable option

Prewriting

7. Begin day one of planning
8. Mini lesson #1 How to ask for a conference & What to do while waiting for a conference

9. Mini lesson #2: Planning my idea (teacher chooses her own topic) on a graphic organizer
10. Mini lesson #3: Adding clarity to your reasons and beginning to think of details
11. Mini lesson #4/5 Developing a beginning by analyzing our mentor text beginnings and our rubric
12. Mini lesson #6 How to help our self with new words
 - a. Using the word wall
 - b. Circling
 - c. Using mentor texts or personal dictionaries
13. Mini lesson #7 (multiple lessons) Matching parts of our beginning into our body paragraphs
14. Mini lesson #8 or on Using our plan to check off or revamp our writing. It's a road map
15. Mini lesson #9 Revisiting our Mentor text or student samples. Highlight strengths and create those in our writing

Revising

16. Mini lesson #10 Using transition words and opinion vocabulary
17. Mini lesson #11 Speaking directly to your reader
 - a. **See Ralph Fletcher pg 45**
 - b. Find and highlight or Write persuasive sentences
18. Mini lesson #12 Writing ends that resemble our beginning but are fresh and new
19. Mini lesson #13 Using friends to find HUH and OH
 - a. Revision for the message

Editing

20. Mini lesson #14 COPS
21. Mini lesson #15 Be the teacher -Score your piece
22. Mini lesson #16 Publishing all the right stuff!

Opinion Writing Rubric

	1 ★	2 ★★	3 ★★★	4 ★★★★
My introduction clearly states my opinion.	My introduction does not state my opinion.	My introduction has an opinion that is not clearly stated.	My introduction clearly states my opinion.	My introduction clearly states my opinion in a CREATIVE way.
I have different reasons to support my opinion.	I did NOT include any reasons to support my opinion. .	I included one or two different reasons to support my opinion.	I included three different reasons to support my opinion.	I included three or more different and STRONG reasons to support my opinion.
I supported my writing with transition words.	I included NO transition words	I included a FEW transition words	I included SOME transition words	I included MANY transition words
I used examples to support my reasons.	I did NOT include examples to support my reasons.	I included a FEW examples to support my reasons.	I included SOME examples to support my reasons.	I included MANY examples to support my reasons in a very CREATIVE way.
I used 2nd grade spelling and punctuation.	I did NOT use punctuation or 2nd grade spelling.	I used SOME punctuation and 2nd grade spelling.	MOST of my writing has punctuation and 2nd grade spelling.	My writing has LITTLE to NO mistakes with punctuation and 2nd grade spelling.
My conclusion clearly restates my opinion.	My conclusion does not restate my opinion.	My conclusion slightly restates my opinion.	My conclusion clearly restates my opinion.	My conclusion clearly restates my opinion in a CREATIVE way.
I am proud of my work and it is in my best handwriting.	My handwriting is not my best and my writing can be more detailed.	My handwriting is not my best and my writing has a FEW details.	My handwriting is neat and I have SOME details.	My handwriting is OUTSTANDING and my writing has MANY details.

Student Score: _____ Teacher Score: _____

Student Name: _____

Grade 2 Research Writing Unit Skeleton Plan

(Writing Draft and Typing Published)

Standards

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicators

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion

Mentor Text Choices

- Animal Books in the Library
- Myon State Books
- Old Students pieces
- Who Was Derek Jeter
- Walt's Imagination

Skeleton Plan

1. Using multiple mentor texts from to create a chart of nonfiction features. Pictures, Captions, Titles, Subtitles, Glossary, Table of Context, Timelines, Bolded Words, Labels, Diagram, Index, Chapter Labels, Fun Facts, Maps
2. Mini Lesson #1: Come up with top 5 favorite animals
3. Mini lesson #2: Planning my idea (teacher models Pandas) on a graphic organizer boxes and bullets.
4. Mini Lesson #3 Drafting table of contents of topics.
5. Mini Lesson #4 Coming up with good questions to drive our research
See RF page 82.
6. Mini Lesson #5 How do we power phrase? This means to put it in your own words! Show students how they read multiple pages in Journeys and made notes in sticky notes
7. Mini Lesson #6 (5-7 Days) Drafting our body paragraphs for each main idea.
8. Mini Lesson Focuses Each Day: All body paragraphs have a clear opening sentence, important details vs. cool details, and a strong closing sentence. Our

paragraphs stay on task to our subtitles, supporting our writing with text features that match the subtitle we're working on. Use multiple mentor texts' body paragraphs to highlight the focus. Example: Topic sentence describes the subtitle. Closing sentence: Relates back to the subtitle. Highlight short excerpts from the mentor texts to show how this is done.

9. Mini Lesson # 7 Drafting a sharp lead, using the mentor texts. Giving readers their first bite of the topic. Appendix L page 129. Give options: A riddle "Which state is rainy and sunny," question, news, announcement and dialogue.
10. Mini Lesson #8 Drafting a powerful closing paragraph of the chapter. Explain how to write a strong ending. Rewriting an intro, making it fresh and new.
11. Mini Lesson #9 Revising cheap vs. expensive words :Think ARMS add details, remove words that don't make sense, move words to another spot, substitute dead words with more exciting words. Create cheap vs. expensive words anchor chart. Allow students to write their own words on their chart as they revise their paper.
12. Mini Lesson #10 Adding Non-Fiction Text Features Page 180 In the Writing Strategies Book (Green)
13. Mini Lesson #11 Comparing work to a rubric. Focusing on the order.
14. Mini lesson #12 Editing COPS/Capitalization of Pronouns/Places. Order Organization, Punctuation, Spelling
15. Editing for the Journey's Grammar you are working on! Example: Adjectives.
16. Mini Lesson #13 Using friends to find HUH and OH inside erasable sleeves.
17. Mini lesson #14 Be the teacher -Score your piece again while teacher conferences.
18. Mini lesson #15 Publishing all the right stuff!
19. Celebration Day! Sharing their work with third grade!

Research Writing Rubric

	1 ★	2 ★★	3 ★★★	4 ★★★★
My writing has a clear introduction and conclusion.	My writing does not have an introduction or conclusion.	My writing has an introduction or a conclusion.	My writing has both an introduction and a conclusion.	My writing has a CREATIVE introduction and conclusion.
I grouped related information together with transition words.	I did not group related information together and included no transition words.	I grouped some related information together and used a one or two transition words.	I grouped SOME related information together and used SOME transition words.	I grouped related information together CREATIVELY and used MANY transition words.
I used nonfiction text features to help my reader understand my writing.	I did not include any nonfiction text features to help my reader understand my writing.	I included a FEW nonfiction text features to help my reader understand my writing.	I included SOME nonfiction text features to help my reader understand my writing.	I included MANY nonfiction text features to help my reader understand my writing in a very creative way.
I used 2nd grade spelling and punctuation.	I did NOT use punctuation or 2nd grade spelling.	I used SOME punctuation and 2nd grade spelling.	MOST of my writing has 2nd grade punctuation and spelling.	My writing has LITTLE to NO mistakes in 2nd grade punctuation and spelling.
I am proud of my work and it is in my best handwriting.	My handwriting is not my best and my writing can be more detailed.	My handwriting is not my best and my writing has some details.	My handwriting is neat and my writing has some details.	My handwriting is OUTSTANDING and have many details.

Student Score: _____ Teacher Score: _____

Student Name: _____

Parent Signature: _____

Date: _____

Cheap and Expensive Word Multi-day Lesson Plan

Day One

1. Model to the class with the first 3 sentences. (No student input) Read, identify the cheap words, cross them out and replace with expensive words.
2. Finish that paragraph in whole group. Teacher reads, students identify and replace with teacher support.

Day Two

1. In pairs or trios, have the students complete paragraph 2. Then guide the shared responses while teacher and students add to the class chart.

Day Three

1. 1. Have students work independently or in pairs on a new piece of writing supplied by the teacher. Then guide the shared responses while teacher and students add to the class chart.

Day ?

When the students become successful with the above steps, have them begin editing their own papers. Do not move to this step until you see them using words that are synonyms, and not any new word that changes the meaning of the sentence or text.

Mentor Texts	Comprehension Minilessons
The Pain and The Great One	Author's Purpose POV
Empty Pot	Inference
House for Hermit Crab	Summarizing Main Idea & Detail Cause and Effect
I'm in Charge of Celebrations	Visualization (Read to the students without displaying pictures) Call out words that can lead to a 'picture, visualization Start to build the movie of the board as the sentences unwind
Bedhead	Preview and Predict Ask and Answer Question
Quiet Bunny	Story Structure Summarizing Ask and Answer Questions
Officer Buckle and Gloria	Inference Evaluate Preview and Predict Ask and Answer Question
Giving Tree and Ant Bully	Inferences Cause and Effect Sequence of Events
Thunder Cake My Rotten Redheaded Older Brother Thank You, Mr Falker All Polacco books	Inferences Synthesize Evaluate A & A Summarize Visualize Monitor and Clarify
What Do You Do With A Problem	Preview and Predict Summarize
What Do You Do With AN Idea	Preview and Predict Summarize

Creepy Pair of Underwear	Preview and Predict Monitor and Adjust Sequence of effects
The Day The Crayons Quit The Day the Crayons Came Home	A & A Visualize Cause and Effect Text Features
The Art Lesson Now One Foot, Now The Other	Monitor and Adjust A & A Visualize Summarize Sequence of Events Main Idea and Detail
Nonfiction: National Geographic Who Was...? I survived Scholastic News TFK	Use of Non-fiction Text Features A & A Summarize Evaluate Synthesize

<p><u>Comprehension Strategy:</u></p>	<p><u>Supporting Mini-Lesson:</u></p> <p>1. These short (5-15 minutes) mini-lessons will be modeled by the teacher so that the students can replicate the thinking during the reading of Journeys stories across multiple days.</p> <p>2. Lesson Template for Whole Group Comprehension</p> <ol style="list-style-type: none"> A. Teacher directed 5- 15 minute mini lesson B. Model using a mentor text to show and teach exactly what the strategy looks like during reading C. Student Guided work - 15-20 minutes using Journeys (independent, pairs or groups) to implement the strategy modeled D. Student center share - 5 minutes, interactive discussion of strategy and story read
<p>Monitor & Adjust</p>	<ol style="list-style-type: none"> 1. HMM... Oh.... <ol style="list-style-type: none"> a. 2 column graphic organizer, Sticky Notes or readers' notebook b. Teacher will read short part of mentor text and model with no student involvement and say hmmm (jot down for higher kids) a hmmm sticky note when she gets confused. Teacher will explain that strong readers read on until they understand. Teacher will read on until she understands and says "Oh!" and the makes the sticky. 2. Say Something or Ask Something <ol style="list-style-type: none"> a. At the end of a section of a mentor text or Journeys story, the teacher will model lifting her head and looking away from the text and Say Something about the text (I think the most important part

	<p>was..) If they can't say something they should ask themselves something and reread for better comprehension.</p> <p>3. Above and Below</p> <p>a. Teacher reads a section of the mentor text or Journeys story, and stops and identifies the unknown vocabulary word, the tricky word, or difficult section. Teacher explains that you go back and read the section above the section, and read after the section.</p>
<p>Ask & Answer Questions</p>	<p>1. RAP (read, ask, paraphrase)</p> <p>a. Teacher will read short part of mentor text and model with no student involvement the three steps involved. Teacher will be reader 1 and reader 2 for the purpose of the lesson. The teacher will read a section and ask herself out loud the 5 W's and 1 H and use those answers to write or say 1 paraphrased sentence before moving on. If 3/6 questions can't be answered that is the teacher's sign to reread. If the teacher can, she paraphrases and moves on.</p> <p>2. I wonder...I know</p> <p>b. 2 Column Graphic Organizer, Sticky Notes or Readers' Notebook</p> <p>c. Teacher will read a short part of a mentor text and model with no student involvement and say I wonder (jot down for higher kids) and I wonder sticky note when she has a question she wants answered as she reads further. Teacher will explain that strong readers read on until they understand. Teacher will read on until she finds an answer to her I wonder question or can create a new question. Kids should be stating comments like "I'm confused." "I have an answer."</p> <p>3. 20 Questions 5-10-5</p>

	<p>a. The teacher will read an entire mentor text modeling how to ask meaningful, higher-order thinking questions before, during, and after reading with no student involvement.</p>
<p>Infer</p>	<p>1. TC + BK = I I read...and I know...so then it must mean...</p> <p>a. The teacher will read a section of mentor text and stop and jot text clues that makes her wonder.</p> <p>b. As reading continues, teacher will model thinking through her background knowledge that helps her connect to the text clue that the author gave. For example: The text says that it is too good to be true. Teacher should say that my mom has always taught me that if something is too good to be true then it must be! So this raises my red flag.</p> <p>c. Make sure to teach lesson about background knowledge prior to visualizing and inferring.</p>
<p>Summarize & Synthesize</p>	<p>RAP (read, ask, paraphrase) (fiction)</p> <p>1. Non-fiction Pyramid</p> <p>a. While the teacher reads a nonfiction text, she will create a new pyramid during her think alouds modeling the thought process to find the big idea and differentiating that the chapter titles are often the main ideas. As nonfiction features change, the teacher will add ideas to the second level of the pyramid and continue to read only jotting important details that support learning about the big idea. Place each detail under each matching main idea.</p>

<p>Determining Importance</p>	<p>1. Text-Coding (PINS)</p> <p>a. Students are able to identify multiple strategies they used in different parts of a text by coding.</p> <div data-bbox="365 976 795 1312" data-label="Image"> <p>Readers Use Think Marks</p> <p>To show what we are thinking as we read.</p> <ul style="list-style-type: none"> LOL Funny Part C I made a connection ? Confusing Part * Favorite Part I I made a prediction N I Inferred <p>Just primarygr.blogspot.com</p> <p>Exciting Part: I learned new information <p>b.</p> </p></div> <p>2. Important vs Cool</p> <p>c. As we read, the teacher will model identifying important information and information that can be cool, but not necessary to the understanding of the text.</p>
<p>Knowing How Words Work</p>	<p>1. Finger, Mouth, Eyes</p> <p>a. Put your finger on the first letter, get your mouth ready, look at the picture</p> <p>2. Chunks/syllables</p> <p>a. Finding small words in bigger words, finding syllables.</p> <p>Prefix/root/suffix</p>

RAP

Objective: TLW use buddy reading/RAP strategy to monitor and summarize comprehension after each section of text.

Procedure

1. Teacher explanation- What is the strategy and how does it help comprehension?
2. **MODEL** for the students using a fish bowl technique with a grade level story
3. Pair off the students and assign the page range and reader #1 #2 (if completed early, have students go back and reread silently)
4. Walk the room and take anecdotal notes on students' reading, questioning, answering and summarizing for future small group instruction

Evaluation: Group discussion and recording of the Paraphrased results for each section

Non-Fiction Pyramid

Strategies: Summarization, Determining importance, Synthesize

Objective: TLW use a graphic organizer to summarize during/after the reading activity

Procedure:

Preview, predict & read the text

In pairs or small groups, students use information from the text to fill in the pyramid. Students must decipher and organize information by BIG Idea, Multiple main ideas, and most important details.

Differentiate Instruction: Some groups may use the text for help. Other groups may pull from memory. (During vs. After) Chart information on chart paper, one per group.

Teacher will use all groups' input to make a class pyramid to represent class comprehension of the reading

Evaluation: Listen to group discussions and justification as to why information was selected and placed in certain categories

CCB

Self-Questioning:

Strategies: Asking and answering questions, monitoring and evaluating

Objective: TLW use questions before(5), during(10) and after(5) reading to closely comprehend the text.

Procedures:

- Teacher explanation- What is the strategy and how does it help comprehension
- Teacher models the questioning strategy and questioning words using the big chart while students are in whole group
- Introduce the book. Ask and MODEL "before" questions
- Picture walk/predict. Add more "before" questions
- Begin reading and stop and jot "during" questions.
- After reading add more "after" questions and have a summary discussion
- Review the purpose for questioning

Evaluation:

The students answer the class questions and use the information to summarize.

Inferencing:

- Poems with a missing title
- Feeling Cards
- Guess What I Am Thinking
- What Am I Doing?

Feeling Cards: In Your Back

Objective: TLW use students' clues (oral or written) to infer what feeling or event is written on their back.

Procedure:

- Explain inferences by MODELING the meaning of reading between the lines
- Create a class chart of feelings through read alouds and group discussions
- Pin a feeling card to one student's back without the student seeing the card
- Allow all students to see the card and think of clues for the target child
- Have students describe the emotion or event without using exact words
- Prompt the child to infer what the feeling may be "on their back"

Evaluation:

Have students discuss feelings of characters or implied events while reading text and ask them to point to text clues that allowed them to make their inference.

WRITING

***This document is a sample to model how a teacher is to select a specific mini lesson based on the step of the writing process a majority of the class is working through. Refer back to each skeleton plan to see specific ideas for marking period/genre writing.**

Planning	*Non-Fiction Convention Little Books Using your hand outline to outline
Planning	Nonfiction Pyramid Big Ideas Multiple Main Ideas _____ Details _____ Details
Planning	Bringing a Character to Life
Planning	Using the writers' corner
Planning	Words that Wowed Me
Drafting	Text Lifting

Drafting	Building up to the solution
Drafting	Writing a _____ ending Suspenseful, emotional, funny, surprise
Drafting	Balancing use of Narration and Dialogue
Revising	Asking Questions Your Reader Would Ask
Revising	Hmm...Oh... Wait. What?
Revising	Using Foot Notes Relevant and Irrelevant ideas
Revising	Using color to stay on topic

Editing	Editing Chart
Editing	Fixing up run-ons and fragments
Editing	Correcting spelling: Three Tries
Editing	Where, oh where, did my punctuation go?

Month/Marking Period	Story/Lesson	Comprehension Strategies	Sight Words	Vocabulary	Fluency Practice	Word Work	Grammar	Writing	Notes
September: Responsive Classroom - September	Decide if the story will be: (I) Independent, (P) Paired, or (RA) Read Aloud Henry and Mudge (I/P)	Henry and Mudge: Preview & Predict, Text Connections (All 3)	Project Read Red Words	Henry and Mudge: curly, straight, floppy, drooled, weighed, stood, collars, row	Repeated Oral Reading (4 x's timed)	Henry and Mudge: Short Vowels a, e, i, o, u	Henry and Mudge: Subjects and Predicates	First 20 Lessons of Writing Workshop	Whole Group Week 1-2: Responsive Classroom; Small Group Week 2-3: Scholastic Assessment
October to November	Dogs & Paired Selection "Helping Paws; Diary of a Spider; Diary of a Fly	Dogs: Preview & Predict, Text Connections Diary of a Spider: Monitor & Clarify (Figurative Language), Summarizing Diary of a Fly: Monitor & Clarify (Figurative Language), Summarizing	Project Read Red Words	Dogs: hairy, litter, canned, clipped, stayed, coat, chews, mammal Diary of a Spider: rotten, sticky, insects, scare, judge, screaming, dangerous, breeze Diary of a Fly: worm, grader, target, blink, flight, senses, upside, backward, leap, planet	Readers Theater: leveled scripts, and written scripts (These happen homogeniously during centers, and during booster weeks.)	Dogs: Long Vowels a, i Diary of a Spider: Long Vowels o, u, Diary of a Fly: Consonant Blends with r, l, s	Dogs: Types of Sentences Diary of a Spider: What is a Noun? Diary of a Fly:	Personal Narrative	
November	Flat Stanley: Animals Building Homes	Animals Building Homes: Self-Questioning, Use Point of View to understand Author's Purpose (Flat Stanley is also told in third person but the purpose of the story is different than ABH) Flat Stanley: Cyndi Lessons	Project Read Red Words	Animals Building Homes: beaks, break, deepest, hang, pond, sahped, winding, branches	Fluency & Grammar (phrasing)	Animals Building Homes: Common Final Blends nd, ng, nk, nt, ft, xt, mp	Animals Building Homes: Plural Nouns	All-About	*Only spelling test on Animals Building Homes

December	The Ugly Vegetables; Super Storms	The Ugly Vegetables: Text Connections (Understanding Characters), Summarizing (Story Structure), Super Storms: (Main Idea & Details), Visualizing (Connect how you can use different skills to summarize)	Project Read Red Words	The Ugly Vegetables: blooming, muscles, noded, plain, scent, shovels, tough, wrinkled Super Storms: flash, equal, damage, reach, pounding, prevent, beware, bend	Week before Christmas Break: Fluency & Grammar	The Ugly Vegetables: Double consonants and ck Super Storms: Consonant Digraphs th, sh, wh, ch, tch	The Ugly Vegetables: Proper Nouns Storms: What Is A Verb	Letter Writing	*Only spelling tests on Super Storms
January to February	Poppleton in Winter, How Chipmunk Got His Stripes, Jellies; Click, Clack, Moo: Cows That Type	Poppleton In Winter: Inferring How Chipmunk Got His Stripes: Inferring Click, Moo: Inferring (Drawing Conclusions) Jellies: Fact & Opinion/ Hand out readers to teach NF Text Features	Project Read Red Words	Poppleton In Winter: icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight How Chipmunk Got His Stripes: curled, direction, healed, height, toward, tunnel, tease, brag Jellies: decide, disgusting, drift, millions, simple, wrapped, choices, weaker Click, Clack, Moo: Cows That Type: problem, impossible, understand, impatient, furious, demand, gathered, believe	Cold Reads - to tell if they are acquiring phonics skills (time them for 1 minute). Also, Nonsense Words Spelling Tests.	Poppleton In Winter: none How Chipmunk Got His Stripes: -ed and -ing endings Jellies: Contractions Click, Clack, Moo: Base Words with Endings -s, -es	How Chipmunk Got His Stripes: Verbs in the Present Click Clack Moo: Compound Sentences Jellies: Verbs in the Past, Present, and Future	Opinion/Persuasive	*Only Spelling Test for How Chipmunk Got His Stripes; Do Scholastic Levels the week of Jan. 16

February to March	Schools Around the World; Stellaluna	Schools Around the World: Main Idea and Details, Self-Questioning Stellaluna: Visualizing words (Identifying words readers can draw)	Project Read Red Words	Schools Around the World: culture, community, languages, transportation, subjects, lessons, special, wear Stellaluna: anxious, babble, clambered, clumsy, clutched, graceful, limp, muse, peculiar, perched, sultry	Schools Around the World: Words with ee, ea Stellaluna: Words with ai, ay	Schools Around the World: Quotation Marks	Opinion/Persuasive	
April	Helen Keller; Officer Buckle & Gloria;	Helen Keller: Inferring, Summarize, Analyze Author's Purpose Officer Buckle & Gloria: Inferring, Cause & Effect	Project Read Red Words	Helen Keller: curious, imitated, knowledge, motion, silence, illness, darkness, behavior Officer Buckle & Gloria: attention, buddy, obeys, speech, enormous, safety, shocked, station	Helen Keller: Long o (o, oa, ow) Officer Buckle & Gloria: Abbreviations Mr. Tanen's Tie Trouble: Base Words with Endings -ed and -ing	Helen Keller: Using Proper Nouns Officer Buckle & Gloria: Abbreviations		*Do instruction on Idioms in this month
April		Freckle Juice: Knowing How Words Work, Evaluating: Determining Importance, Synthesizing (Analyzing/Evaluating, using what you know and what you read), Writing Summaries, Ask&Answer Questions -See Strategy plan for novels	Project Read Red Words	Animals Building Homes: beaks, break, deepest, hang, pond, shaped, winding, branches	Freckle Juice: giggle, whisper, inspect, sigh, mumble, manner, average, overdue, mistake, gulp, creep, appendicitis, moaning, refuse, sensible, dropout		Research	

<p>May</p>	<p>Mr. Tanen's Tie Trouble; Luke Goes to Bat, My Name is Gabriela</p>	<p>Mr. Tanen's Tie Trouble: Evaluating: Determining Importance, Synthesizing Luke Goes to Bat: Evaluating: Determining Importance, Synthesizing My Name is Gabriela: Evaluating: Determining Importance, Synthesizing</p>	<p>Project Read Red Words</p>	<p>Mr. Tanen's Tie Trouble: received, account, budget, disappointed, chuckled, starring, repeated, fund Luke Goes to Bat: practice, hurried, position, roared, extra, curb, cheered, final My Name is Gabriela: accepted, express, fluttering, grand, pretend, prize, wonder, taught</p>	<p>Mr. Tanen's Tie Trouble: Base Words with Endings -ed and -ing Luke Goes to Bat: Long i (i, igh, y) My Name is Gabriela: Long e spelled 'y'</p>	<p>Mr. Tanen's Tie Trouble: Pronouns Luke Goes to Bat: Subject-Verb Agreement My Name is Gabriela: The Verb Be</p>	<p>Do Scholastic Levels the week of May 1 Start the My Name is Gabriela story May 30th, end on June 8th.</p>
<p>June</p>	<p>The Signmaker's Assistant</p>	<p>The Signmaker's Assistant: Evaluating: Determining Importance, Synthesizing</p>	<p>Project Read Red Words</p>	<p>The Signmaker's Assistant: assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared</p>	<p>The Signmaker's Assistant: Bossy R</p>	<p>The Signmaker's Assistant: Commas in a Series</p>	<p>*Option 2 is to do My Name is Gabriela for a week and do not test, and do The Signmaker' Assistant for one week.</p>

The Essential Elements of Guided Reading

	Before The Reading	During The Reading	After The Reading
Teacher	<ul style="list-style-type: none"> • selects an appropriate text, one that will be supportive but with a few problems to solve • prepares an introduction to the story • briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the reader • leaves some questions to be answered through reading 	<ul style="list-style-type: none"> • “listens in” • observes the reader’s behaviors for evidence of strategy use • confirms children’s problem-solving attempts and successes • interacts with individuals to assist with problem-solving at difficulty (when appropriate) • makes notes about the strategy use of individual readers 	<ul style="list-style-type: none"> • talks about the story with the children • invites personal response • returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving • assesses children’s understanding of what they read • sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading
Children	<ul style="list-style-type: none"> • engage in a conversation about the story • raise questions • build expectations • notice information in the text 	<ul style="list-style-type: none"> • read the whole text or a unified part to themselves (softly or silently) • request help in problem-solving when needed 	<ul style="list-style-type: none"> • talk about the whole story • check predictions and react personally to the story or information • revisit the text at points of problem-solving as guided by the teacher • may reread the story to a partner or independently • sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing)

FIGURE 1-1 The essential elements of guided reading

Sample Rotation System for Guided Reading and Work Time

Day	Guided Reading Groups	Work Groups			
WEEK ONE		YELLOW	BLUE	GREEN	RED
Monday	Jenny's Group Ben's Group	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes
Tuesday	Alex's Group Lamar's Group	ABC Listening Center Browsing Boxes	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading
Wednesday	Jenny's Group Ben's Group	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center
Thursday	Alex's Group Lamar's Group	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes	Browsing Boxes Buddy Reading ABC
Friday	Jenny's Group Ben's Group	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes
WEEK TWO:					
Monday	Alex's Group Lamar's Group	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC	Writing Center ABC Listening Center	Listening Center Read Around Room Writing Center
Tuesday	Jenny's Group Ben's Group	Listening Center Read Around Room Writing Center	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC	Writing Center ABC Listening Center
Wednesday	Alex's Group Lamar's Group	Read Around Room ABC Listening Center	Listening Center Read Around Room Writing Center	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC
Thursday	Jenny's Group Ben's Group	Read Around Room Writing Center ABC	Read Around Room ABC Listening Center	Listening Center Read Around Room Writing Center	ABC Listening Center Read Around Room
Friday	Alex's Group Lamar's Group	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC	Read Around Room ABC Listening Center	Listening Center Read Around Room Writing Center

Note: Each group participates in a guided reading session at least every other day and engages in productive reading and writing every day. On days when there are large blocks of time, the teacher can work with three or more groups each day.

FIGURE 5-4 Sample rotation system for guided reading and work time

Gr 2 Level K Frog and Toad

Objective: TLW read the story **Alone** and locate text evidence to decide a theme for the story.

Procedure:

1. Introduce the text and vocabulary
(**Teacher summary**) In this story, Frog and Toad are best friends. When Toad went to Frog's house, he is surprised to find out that Frog wants to be alone. Read to find out what happens between the two characters.
(**Find and frame**) pg 61 pitcher
2. Model the desired reading strategy using the story **A Swim**: Theme - sometimes you have to just keep your chin up, no matter what other people think.
3. Discuss theme: Moral or lesson the reader can apply to life
4. All students whisper read while teacher listens in to take notes (may be more than one read)
5. After reading, have students complete notes and facilitate discussion
6. Complete word work if teacher observes difficulties

Evaluation:

Use the reports from the children to see if they understand theme and how to find text evidence

I think the THEME of the story is _____

My proof is when I read

I think the THEME of the story is _____

My proof is when I read

I think the THEME of the story is _____

My proof is when I read

I think the THEME of the story is _____

My proof is when I read

Ideas for Writing Minilessons

1. How to label a drawing or drawings
2. How to stretch words out you can't spell
3. How to write a circle story
4. Planning through quick sketches
5. Matching words to your sketches or your visualizations
6. Writing beyond "I love mommy"
7. What is a personal narrative?
8. Writing fiction or non-fiction (different strategies to create both)
9. Different Options for Planning/Prewriting
10. How to Move On When You're Stuck on Spelling
11. Writing a How-To/Informative/Explanatory
12. Writing a Persuasive/Argument Essay
13. Writing a Friendly Letter
14. Writing a Business Letter
15. Writing a Book /Movie Review
16. Effective Leads
17. Organizing for Non-Fiction Writing
18. Writing Strong Conclusion
19. Choosing Strong Verbs
20. Using Effective Transitions
21. Developing Imagery
22. Developing Tone
23. Comparing and Contrasting
24. Using Figurative Language
25. Characterization
26. Writing with Dialogue
27. Developing Settings
28. Using Flashbacks
29. Foreshadowing
30. The Climax
31. Revising for Word Choice
32. Revising the Sequence by Using Questions

33. Adding and Deleting on Your Draft
34. Using Technology To Publish
35. How to Introduce A New Character
36. How To Ask For A Conference With The Teacher
37. How To Have A Conference With A Partner
38. Plagiarism and Footnoting
39. Choosing Titles
40. Paragraphing
41. Subject-Verb Agreement
42. Pronouns
43. Possessives
44. Varying Sentence Types
45. Compound Sentences
46. Fragments
47. Run-ons
48. POV Point of View
49. Tenses
50. Writing with Sounds That Aren't Words
51. Avoiding Double Negatives
52. Using Italics
53. Using dialogue
54. Using Italics
55. Using a Dash
56. Colons and Semi-Colons
57. Using pictures to tell a story
58. Labeling a picture
59. Show don't tell
60. Extending an idea
61. How to find writing ideas
62. Using mentor text to improve your writing
63. Creating a writer's voice
64. Cutting and pasting ideas
65. When to abandon a writing idea
66. Strategies for answering Open-Ended Test Questions

Types of Mini-Lessons

Organization (What to Do): Procedural Knowledge for Implementing Specific Rules or Guidelines

- Rules and guidelines for writers' workshop
- How to set up a writing notebook
- How to self-manage your writing environment
- How to use a writing portfolio
- How to locate materials (forms, portfolios and resources)
- How to use writing checklists and forms
- How to help yourself when nobody is available to help you
- How to prepare for a teacher-scheduled conference
- What to do in an emergency (bathroom, ill) when teacher is conferencing

Strategies (How to Do): Conceptual Knowledge for Thinking Processes

- How to revise your message for clarity of meaning
- How to expand the message
- How to stick to a topic
- How to eliminate redundant and unnecessary information
- How to reread your writing from a reader's perspective
- How to organize your text for a public audience (layout, pictures)
- How to organize information for writing
- How to compare writing performance over time

Skills (Specific What to Do): Knowledge of Grammar and Punctuation Rules

- How to use capitalization for beginning of sentence
- How to use closing punctuation appropriately
- How to use commas for words in a series
- How to use subject and verb agreement
- How to use capitalization for proper nouns
- How to organize paragraphs

Author's Craft (How to write for an Audience): Creative Knowledge

- How to create good lead sentences or paragraphs
- How to use figurative language
- How to develop rich descriptions of characters
- How to attend to small details
- How to create descriptive settings
- How to create "mind pictures"

Adapted from Dorn, L. J. & Soffos, C. (2001). Scaffolding Young Writers: A Writers' Workshop Approach. Portland, ME. Stenhouse Publishers.

Writing Conference TIPS

1. Teacher: Ask an open-ended question
 - a. "Why did you ask for a conference"
 - b. "Can you read me body paragraph #2 let's check for the structure"
 - c. Read me the topic and conclusion sentences to see if they link"
 - d. "Can you show me your plan?"
 - e. Let's brainstorm more...
2. Teacher: "Please read to me"
 - a. Listen in and decide what the writer needs most at this moment to complete this step in the writing process
3. TAG
 - a. T-tell them a positive you observed
 - b. A-Ask questions to reveal next steps/plan and to clarify thoughts for revision
 - c. G- Give them a suggestion on how to manage the piece from this point on.
 - i. As you are writing, I would like you to try...
 - d. Give them the leave behind

Research

Decide

Teach

Record

Student Sample: Grade 3, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

When my Puppies Ran away
 ONE night when the air was warm, my puppies were sleeping on the back porch. Me and my sisters were getting ready for bed. When I was in bed, I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't go to sleep.
 I went into the living room. I saw my mom getting ready to walk out the door. I asked "where are you going?" "Just for a drive," she replied. She had a worried expression on her face.
 I knew something was wrong. I thought maybe if I went outside and played with my puppies, I would forget about mom's worried expression and go to sleep.
 When I opened the back door I expected my puppies Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.
 Now I knew something was wrong. I went and woke up my dad, he said mom's got it under control. I thought mom had taken them to the vet because something was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. That's all I remembered about that.

There once was a young boy named Kyle. He could not wait for the Fourth of July. That is when a big parade comes through his town. It is a parade with lots of fantastic things. This year, his best friend Aiden, was in the parade! So, he decided to go to the street early and find a good spot to sit. He went there and looked around. "I will be able to have the best view of the parade!" said Kyle. He wanted to go on top of a hill and wave a flag. Then Aiden could see him. He planned it for a week and he got many things together. He needed to get together things so he would be ready for the parade. But then something happened the day of the parade..... and it was not a good thing, trust me. Kyle left his house he brought a chair and some snacks, and a bottle of water. But oh no! I forgot the flag! said Kyle. Lucky for him, he had a red patterned bandana.

(Riverside Publishing, 2006)

Cheap and Expensive Word Multi-day Lesson Plan

Day One

1. Model to the class with the first 3 sentences. (No student input) Read, identify the cheap words, cross them out and replace with expensive words.
2. Finish that paragraph in whole group. Teacher reads, students identify and replace with teacher support.

Day Two

1. In pairs or trios, have the students complete paragraph 2. Then guide the shared responses while teacher and students add to the class chart.

Day Three

1. Have students work independently or in pairs on a new piece of writing supplied by the teacher. Then guide the shared responses while teacher and students add to the class chart.

Day ?

When the students become successful with the above steps, have them begin editing their own papers. Do not move to this step until you see them using words that are synonyms, and not any new word that changes the meaning of the sentence or text.

Editing Chart

<u>First Word</u>	<u>Number of Words</u>	<u>Capitals</u>	<u>Punctuation</u>

Spelling:

My Try

Friend's Try

CORRECT

On Monday morning I went to school feeling sick I was very cold and felt like I was going to throw up. I told the teacher I felt sick, so she sent me to the nurses office but the nurses was out sick that day with the flu. Gym was horrible the gym teachr told us to run thee laps and I listened. When I got to the last lap things got messey. I threw up everywhere. If the school nurse was there on Monday, my throw up wouldn't be all over the floor.

Read

Ask questions

Paraphrase (summarize it in my words)

My Summary for _____

My Summary for _____

My Summary for _____

My Summary for _____

My Summary for _____

My Summary for _____

My Question is

?

My Question is

?

My Question is

?

My Question is

?

My Question is

?

My Question is

?

Reading Passages and Test Questions

Passage 1: Tough as Daisy



Tough as Daisy
by David M. Simon

The sign on the YMCA door says Wrestling Tournament Today.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

2
Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys honey. "Yes, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him fast with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him fast. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when he calls me honey.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says. "Good luck."

"You, too," I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

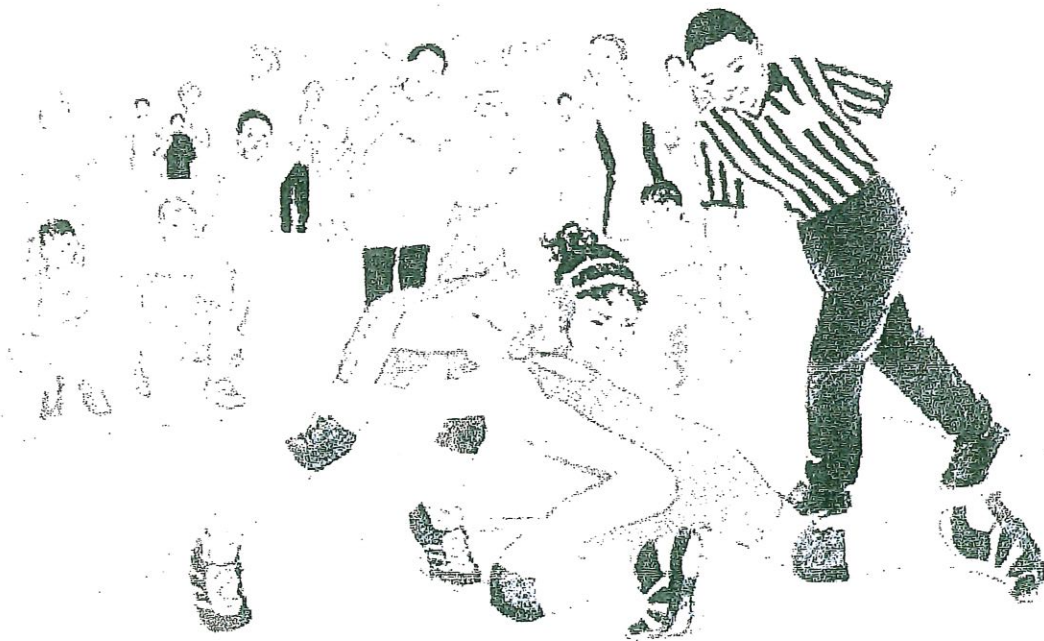
We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.



**We're locked
up tight.**

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BIG IDEA

MULTIPLE MAIN IDEAS

**SUPPOTING
DETAILS
FOR EACH
MAIN IDEA**

**SUPPOTING
DETAILS
FOR EACH
MAIN IDEA**

**SUPPOTING
DETAILS
FOR EACH
MAIN IDEA**

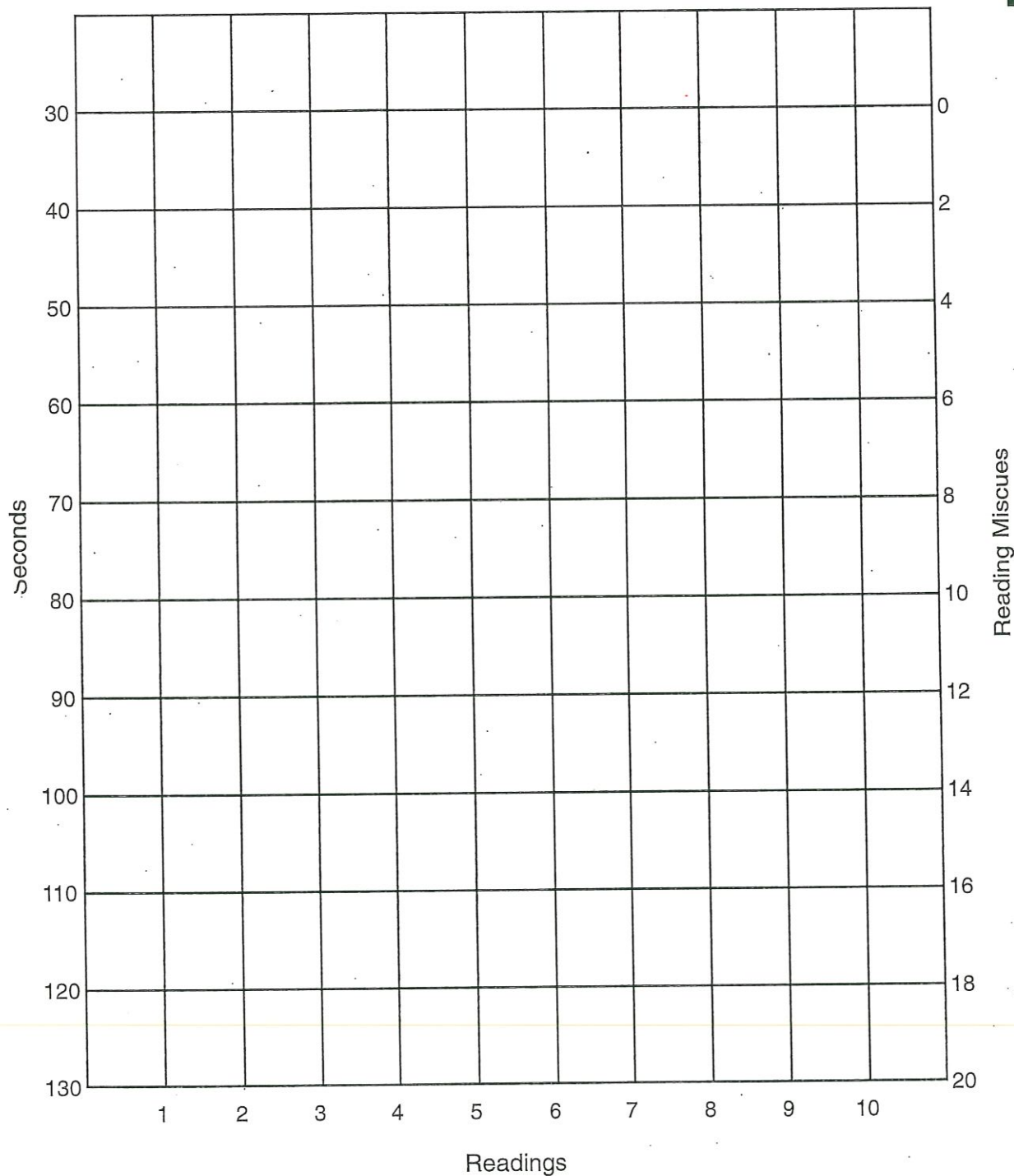
Reading Conference TIPS

1. Teacher: "In 1-2 sentences can you tell me what is happening most recently in your book?"
2. Teacher: "Please Read to me"
 - a. Listen in and decide what the reader needs most at this moment to master this level
3. TAG
 - a. T-tell them a positive you observed
 - b. A-Ask questions to reveal level and depth of comprehension
 - c. G- Give them a suggestion on how to manage the book from this point on.
 - i. THIS WEEK WHY DON'T YOU TRY...
 - d. Give them the leave behind sheet

REMEMBER:

1. Research
2. Decide
3. Teach
4. Record

Reading Progress Chart for _____



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Intonation

PUNCTUATION EXTRAVAGANZA

We need to keep moving.

We need to keep moving?

We need to keep moving!

The spirits have come for us?

The spirits have come for us.

The spirits have come for us!

It's only about ten days travel by foot.

It's only about ten days travel by foot!

It's only about ten days travel by foot?

I may have to take part of the blame, too?

I may have to take part of the blame, too.

I may have to take part of the blame, too!

n,u,th,ch

to was
the and
did his
a fell

Scooping

The Jog

Jim got up to jog on the path.

It was not hot and Jim did a lap.

A big log was on the path. Jim

fell in a rut on the path and hit

his chin on the log. The run was

not much fun.

w,wh,y,v,z

the to
and a
his for
she is

Remember, fluency isn't just speed.
It needs appropriate pacing and intonation.

struggling
beginner ←

1. The dog did wag when Ed fed him.

2. Liz did wish to get Tom that hat.

1st grade
appropriate

3. Get the bug in the web!

4. Tom and Liz did yak and yak.

5. Yes, Ben is in a rut with his job.

6. Which jet did Ted get in?

7. Jed did not get much vim up
for the job.

8. Viv did not sob when she got
the bad rap.

9. The vet had a shot for the dog.

10. Did Ben zip up the tot?

Student Sample: Grade 1, Informative/Explanatory


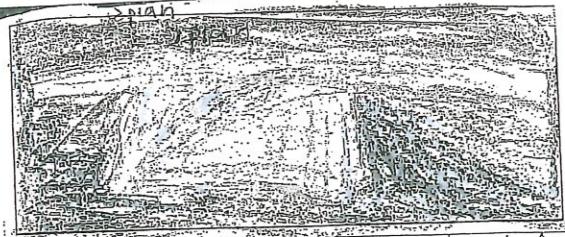
This informative report was produced in class.

1-28-02

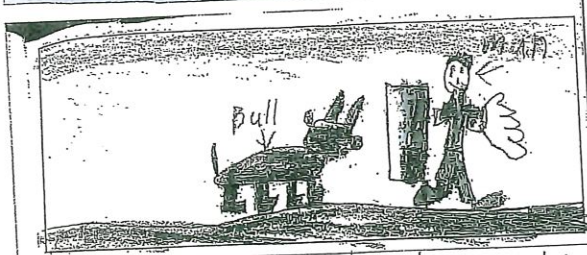
My Big Book

About Spain

By [REDACTED] [REDACTED]

Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has a lot of fiestas. In some of the fiestas they make music and make special food too. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat. In



some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has a lot of different people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see I'm right. Spain has 5 neighbors



Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I am a researcher I am going to go to Spain and write about it!

Annotation

The writer of this piece

- **names the topic (in the title).**
 - *My Big Book About Spain*
- **supplies some facts about the topic.**
 - *Spain is loacted (located) in the south western tip of Europe.*
 - *Spain has alot of fiestas.*
 - *Spian . . . has bull fights . . .*
 - *Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.*
- **provides some sense of closure.**
 - *One day when I am a researcher I am going to go to Spain and write about it!*
- **demonstrates command of some of the conventions of standard written English.**
 - This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.

I bot a little cotton ball
 Jason
 2-2002

I went to biye a hamster
 I was so excited I woted to run
 All the waye there but I didd
 want to get run over I got a
 Very nerves hamster but we
 bot her then at nite when my

Dad came home he sedy was is that
 Noys it is my hamster I sedy my
 mom sedy poble the pup to bot
 this hamster was poble men to
 her I didd want to ratern her
 becaus she was so soft and cuddley
 She felt lik a little cotton ball

Annotation

The writer of this piece

- establishes the situation with the opening sentence.
 - I went to biye (buy) a hamster . . .
- recounts two or more appropriately sequenced events.
 - I got a. Very nerves (nervous) hamster . . . then at nite (night) when my. Dad came home
- includes some detail regarding what happened.
 - I was so excited I woted (wanted) to run. All the waye (way) there . . .
- uses temporal words to signal event order (though the writer does not consistently include them).
 - then at nite (night) when my. Dad came home he sedi (said) was (what) is that. Noys (noise) . . .
- provides some sense of closure.
 - I Did't (didn't) wont (want) to ratern (return) her. Becaus she was so soft and cuddley (cuddly). She felt lik (like) a little cotton ball.

- demonstrates growing command of the conventions of standard written English.
 - There is some evidence in this piece that the writer understands various uses of capital letters: frequently sentences begin with a capital letter, and the pronoun I is consistently capitalized. (However, with the exception of the pronoun I, there are no capital letters in the title.) Periods end some sentences but not all and are sometimes introduced in unconventional places.

Student Sample: Grade 2, Argument (Opinion)

This opinion piece about a work of literature was produced in class.

When Owl Moon
you don't need words, or worm
or any thing, but hope. This
is the book of Owl Moon.
This book is written by
Jane Yolen. I like that
phrase Because The boy
was happy becaus he got
to go owling and hes been
wonted to go owling for a
long time and he finally
got to go.

When other Kids are
happy that makes me
happy. I like it Because
it makes me feel good
Because you don't haf't
to have words to go owling
but you haf't to have
hope to see an owl.

Annotation

The writer of this piece

- introduces the topic (with some words from the book) and the title.
 - *When you go owling you don't need words, or worm (warm) or any thing, but hope. This is (from) the book of Owl Moon.*
- states an opinion about the book and supplies reasons to support the opinion.
 - *I like that phrase Because The boy was happy becaus (because) he got to go owling and hes (he's) been wonted (wanting) to go owling for a long time and he finally got to go. When other kids are happy that makes me happy.*
- uses linking words to connect opinion and reasons.
 - *I like it Because it makes me feel good Because you don't haf't (have) to have words to go owling but you haf't to have hope to see an owl.*
- provides a concluding statement.
 - *I like it Because it makes me feel good Because you don't haf't (have) to have words to go owling but you haf't to have hope to see an owl.*
- demonstrates growing command of the conventions of standard written English.
 - This piece illustrates the writer's understanding that capital letters are used in a title, that the pronoun *I* should be capitalized, and that sentences should begin with a capital letter. The title of the book is underlined, and most words are spelled correctly. The use of the comma and the apostrophe is not consistent, but all sentences end with periods.

Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

Annotation

The writer of this piece

- establishes a situation in time and place appropriate for what is to come.
 - *I recall one winter night. I was four. My sister and I were running down the hall and something happend.*
- recounts a well-elaborated sequence of events using temporal words to signal event order.
 - *My sister and I were running down the hall and something happend. . . . But not only did I cry . . . Then it felt funny. Then plop! There it was lying in my hand.*
- includes details to describe actions, thoughts, and feelings.
 - *Boy! did we cry.*
 - *Then it felt funny.*
 - *So I ran down the hall, like I wasn't supposed to, and showed my mom and dad*
- provides a sense of closure.
 - *They were suprised because when they lost teeth the only thing they got is 50¢.*
- demonstrates growing command of the conventions of standard written English.
 - This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun *I* is also capitalized consistently, and almost all the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.

Student Sample: Grade 3, Informative/Explanatory

This informative report is a process piece that was produced in class.

Horses by Gwen



Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings

A star is a little white diamond on the forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

Horses can be great friends. Some horses can be dangerous. Most horses are are very lovable.

Foals

Baby horses are called foals. When a foal is ready to be born, the mare (the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on it's own. In about less than a minute the foal tries to get up and walk on it's own. Foals are born with their hooves first and head last. They drink their mother's milk until they're nine to ten months old.

How Long a Horse Lives

They live about 12 to 14 years.

Horses Habitat

You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

Horses eat hay, grass, barley and oats. The best food for a tired horse is oatmeal. Don't give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so they will drink enough water.

The Most Dangerous Horse

The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.

The Fastest Horse

The fastest horse is the wild stallion. If you thought, like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!

Annotation

The writer of this piece

- introduces a topic.
 - *I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.*
- creates an organizational structure (using headers) that groups related information together.
 - *Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries*
- develops the topic with facts and details.
 - *Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.*
 - *A horse can walk, trot, canter, and gallop.*
 - *They [horses] live about 12 to 14 years.*
 - *The most dangerous horse is the Percheron.*
- uses linking words and phrases to connect ideas within categories of information.
 - *I like Morgans because they have a beautiful reddish-brown coat.*
 - *When a foal is ready to be born, the mare (the mother horse) lies down.*

- *The first horses were no bigger than a fox **and** looked like a donkey.*
- *Most horses live on farms or ranches, **but** some horses are wild.*
- **provides a concluding section.**
 - *I like horses and I know a lot about them. I like to ride them and they're so beautiful!
Their coats are beautiful, I wish I had a horse of my own!*
- **demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 3, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

When my Puppies Ran away
 ONE night when the air was warm, my puppies were sleeping on the back porch. Me and my sisters were getting ready for bed. When I was in bed, I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't go to sleep.
 I went into the living room. I saw my mom getting ready to walk out the door. I asked "where are you going?" "Just for a drive," she replied. She had a worried expression on her face.
 I knew something was wrong. I thought maybe if I went outside and played with my puppies, I would forget about mom's worried expression and go to sleep.
 When I opened the back door I expected my puppies Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.
 Now I knew something was wrong. I went and woke up my dad, he said mom's got it under control. I thought mom had taken them to the vet because something was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. That's all I remembered about that.

night because I fall asleep.
 The next day I still worried.
 I worried all through school.
 When I got home from me
 and my mom made a snack for
 sisters.
 I asked my mom, "So were are
 the puppies?" Her eyes started to
 fill with tears as she answered
 my question with 3 words, "I don't
 know," she burst into tears. So did I.
 She hugged me. If we never find
 them I am sure they will have
 a good home.
 I went outside and sat in moms
 rocking chair. I cried some more.
 Mom came out I got up. She
 sat down and motioned me by waving
 her hand to come and sit on her lap.
 I went over and cried on her
 shoulder.
 After dinner that night we went
 looking for them, we couldn't find them
 at all.
 My dad after work each day went
 to the pound to see if they had
 picked them up. They didn't at all.
 I've got over them leaving because
 mom says we can get 2 new puppies
 very soon.

Annotation

The writer of this piece

- establishes a situation and introduces the narrator.
 - ONE night when the air was warm, my puppies were sleeping on the back porch. . . . I turned out my lamp. I wouldn't go to sleep. . . . I saw my mom getting ready to walk out the door. . . . She had a worried expression on her face. I knew something was wrong.
- organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order.
 - When I opened The back door I expected my puppies Maggie and Tucker to jump up on me. They didn't come at all. I called, they *still* didn't come. Now I knew something was wrong.

Student Sample: Grade 3, Informative/Explanatory

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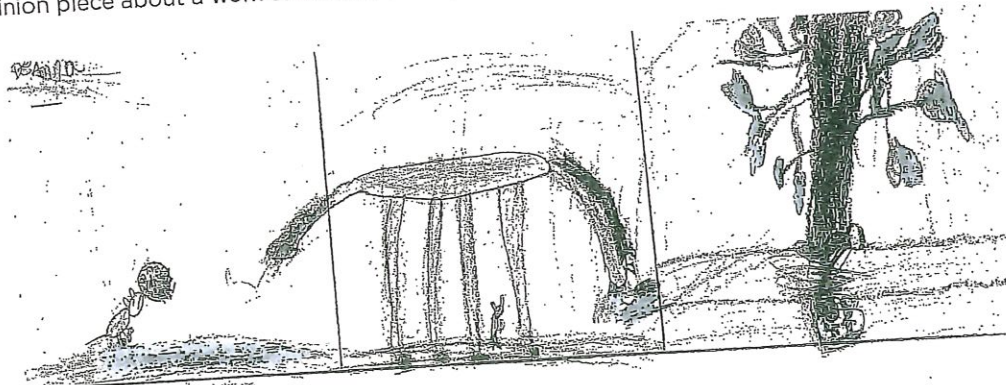
Annotation

The writer of this piece

- **introduces a topic.**
 - *I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.*
- **creates an organizational structure (using headers) that groups related information together.**
 - *Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries*
- **develops the topic with facts and details.**
 - *Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.*
 - *A horse can walk, trot, canter, and gallop.*
 - *They [horses] live about 12 to 14 years.*
 - *The most dangerous horse is the Percheron.*
- **uses linking words and phrases to connect ideas within categories of information.**
 - *I like Morgans **because** they have a beautiful reddish-brown coat.*
 - ***When** a foal is ready to be born, the mare (the mother horse) lies down.*

Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.



my ^{Book,} fait is do you want to be my FRIEND.
 the mas as the hos if you will
 be my FRIEND the hos said No. the
 mas find a FRIEND the mas as the
 late mas if you will be my FRIEND
 the late mas said Yes they
 dig a hole in the gah my
 fait is the hos

Annotation

The writer of this piece

- tells the reader the name of the book (in the title of the paper).
 - My fait (favorite) Book is do you Want to be my FRIEND
- states an opinion or preference about the book.
 - ... my fait (favorite) pot (part) is the hos (horse)

Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.

Frogs

To day befor We had
 riyda groos Mrs John
 red us a storry a
 baowt frogs. We had
 to riet a baowt frogs.
 We haf a tadpol in
 the Sciens Sentr.
 It has 2 bac

ligs and wen it
 has 2 frunt ligs
 its tal disupirs
 and it can not eyt
 wen its maot is
 chejn. Then the
 Scknn gets to little
 and the frogs pol
 off thrr scknn an
 2

thaa eyt it. Saum
 of the frogs bloo
 baowls. Frogs lad
 eggs that look like
 jete and the fish eyt
 some but some
 hach to tadpoos.
 It gros bigr and
 bigr and bigr.

3

Annotation

The writer of this piece

- establishes the topic in a title and goes beyond the title to create a context for writing about frogs.
 - To day befor (before) We had riyda (writing) groos (groups) Mrs. _____ red (read) us a storry (story) a baowt (about) frogs.
- supplies some information about the topic.
 - It has 2 bac (back) ligs (legs) and wen (when) it has 2 frunt (front) ligs (legs) its tal (tail) disupirs (disappears) ... Then the scknn (skin) gets to (too) little and the frogs pol (pull) off thrr (their) scknn (skin) ...
 - Frogs lad (laid) eggs that look like jete (jelly) ...

- uses additive (adversative and temporal) linking words.
 - ... *and wen* (when) ... *Then* ... *but* ...
- provides a sense of closure.
 - *It gros* (grows) *bigr* (bigger) *and bigr and bigr*.
- demonstrates command of some of the conventions of standard written English.
 - As a kindergartener, the writer demonstrates remarkable control of the conventions of standard written English. As this was a process piece, it is reasonable to assume that the writer received feedback to correct possible errors with capital letters and periods.

Student Sample: K, Narrative

This narrative is a process piece that was produced in class.

Suzanne [redacted] January 30, 2002

I went to Disney. We went

from the desert.

I had a fun vacation.

at Disney. I see lot of rides.

~~I went to my house.~~

Suzanne January 30, 2002

I went on the water hose.

I went on the water.

I went on a merry go round.

I went on a roller coaster.

I went to my house.

Annotation

The writer of this piece

- establishes a situation by naming a place.
 - *Disnand* (Disneyland)
- recounts several loosely linked events and the order in which they occurred.
 - *I had a fun on vacshne* (vacation). . . . *I see lot* (lots) of *rids* (rides). *I went on the mader hon* (Matterhorn). . . . *I went my house*.
- provides a reaction to what happened.
 - *I had a fun on vacshne* (vacation).
- offers a sense of closure.
 - *I went my house*.
- demonstrates command of some of the conventions of standard written English.
 - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also uses capital letters appropriately in the title of the piece.