

Appendix H

1st Grade
Writing Units
And
Mini Lessons

Month	Story/Lesson **Decide if the story will be: (I) Independent, (P) Paired, or (RA) Read Aloud	Comprehension Strategies - <i>There should be 2 to 4 lessons per month on the strategy</i>	Sight Words *bold words are Fundations Trick Words	Vocabulary	Fluency Practice ** 3 day weeks are Repeated Oral Reading, Cold Reads or Readers Theatre	Word Work	Writing
September	1.1 - What is a Pal	Text Connections, Knowing How Words Work	the, a, to, you, I, like, my, see, is, and, in, it, she, look, are, at, did, September	1.1 and, you be, play, help, with	Prior to Scholastic RR do Cold Reads	Short a, consonant n,d,p,f	Launching of Writing Workshop and CARES books
October	1.2 - The Storm 1.3 - Curious George at School 1.4 Lucia's Neighborhood (predict and monitor)	Preview and Predict, Monitor & Clarify, Knowing How Words Work (Text & Graphic Features)	be, said, have, do, he down, come, so, with, its, an, all, has, but, his, was, her, or, your, for, of, October	1.2-for, he, what, look, have, too 1.3- do, sing, find, no, funny, they 1.4 - all, me, does, my, here, who	Repeated oral reading * use the A-Z fluency passages	Short i, o, e, u, and consonants, x, h, s/z/, y, w	Shared Class Story and Writing for Readers
November	1.5 - Gus Takes the Train and Readers Theatre	Fluency - Phrasing, Inotation, Prosody (focus on scooping in 1.5)	on, as, from, no by, they, one, this, make, that, where, when, some, their, were, been, there, each, these, how, if, other, about, November	1.5 - friend, hold, few, many, good,	Readers Theatre	Short u and qu, z	Writing for Readers and Begin Narrative
December	2.6 - Jack and the Wolf 2.7 - How Animals Communicate 2.8 - A Musical Day	Monitor & Clarify, (Use Main ideas and details to clarify, ask is it important?) Knowing How Words Work (Text & Graphic Features)	out, them, then, because, many, use, now, who, story, read, would, find, long, day, made, may, which, into two, more, write, number, way, could, December	2.6 - away, every, call, hear, come, said 2.7 - animal, of, how, some, make, why 2.8 - her, she, now, today, our, would	Reads - use green workbook from Journeys	Continue to review short vowels: a, i, o, Double final consonants, ck Blends with r, blends with l,	Narrative
January	2.9 - Dr. Suess 2.10 - A Cupcake Party 3.11 - At Home in the Ocean 3.12 - How Leopard Got His Spots	Visualizing, Identifying words a reader can draw, use background knowledge	people, than, first, word, am, went, got, play too, ball, eat, jump, us, yes, girl, away, came, big, after, January	2.9 - after, read, draw, was, pictures, write 2.10 - eat, put, give, small, one, take, 3.11 - blue, little, water, cold, live, where, far, their 3.12 - been, never, own, brown, off, very, know, out,	Prior to Scholastic testing use the Cold Reads *green workbook from Journeys*	Continue to review short vowels: e and u Blends with s, Final blends, -th, -ch and -tch Diagraph th, and -s, -es, - ing, -ed	Narrative and MP3 Informational (How To)
February	3.13 - Seasons 3.14 The Big Race 3.15 - Animal Groups	Summarizing, main idea and key details into summary Knowing How Words Work (Text & Graphic Features)	back, I'm, very, any, mother, just, little, color, going, here, over, don't, our, what, three, want, today, home, under, much, February	3.13 - down, green, open, fall, grow, fall, yellow, goes, new 3.14 - four, over, two, five, starts, watch, into, three, 3.15 - bird, fly, those, both, long, walk, eyes, or,	Repeated Oral Reading (ROR) * use the A-Z fluency passages	Diagraphs sh/wh/ph, Long a and i c, g and dge, wr, gn, mb	Informational (All About)

March	<p>4.16 - Let's Go to the Moon</p> <p>4.17 - The Big Trip</p> <p>4.18 - Where Does Food Come From</p>	<p>Self Questioning, (Review Monitoring with 4.1) Knowing How Words Work (Text & Graphic Features)</p>	<p>love, know, take, let, thing, school, walk, always, great, small, until, last, high, easy, next, pretty, something, idea, soon, such, best</p> <p>best, think, family, never, house, wait, same, ask, wanted, again, birthday, begin, goes, together, does, friend, enough, should, April</p>	<p>4.16 - around, bring, show, because, carry, think, before, light</p> <p>4.17 - about, by, car, could, don't, maybe, sure, there</p> <p>4.18 - first, food, ground, right, sometimes, these, under, your,</p>	<p>Repeated Oral Reading (ROR) * use the A-Z fluency passages</p>	<p>Long o, and long u</p> <p>Long e,- ee/ea/ee</p> <p>ng, nk</p> <p>ay, ain</p>	<p>Opinion</p>
April	<p>4.19 - Little Rabbit's Tale ** (Note you are doing 4.5 BEFORE 4.4!) Review The Storm 1.2 -can use as a Read Aloud to model skill</p>	<p>Infer, using the formula Knowing How Words Work (Text & Graphic Features)</p>	<p>you're, through, ready, might, suddenly, special, beautiful, couldn't, either, thought, they're, while, themselves, without, probably, yourself, May</p>	<p>4.19 - door, more, mother, old, try, use, want, wash</p> <p>4.20 - done, great, laugh, paper, soon, talk, were, work</p> <p>5.21 - few, window, shall, night, noise, world, loudly, story</p> <p>5.22 baby, begins, eight, follow, learning, until, years, young</p>	<p>R O R</p>	<p>oa, ow, oat / contractions</p>	<p>Informational and MP 4 Opinion</p>
May	<p>4.20 Thomas Rivera</p> <p>5.21 - The Garden; Frog and Toad Together</p> <p>5.22 - Amazing Animals</p>	<p>Evaluate, Knowing How Words Work (Text & Graphic Features)</p>	<p>June, July, August and review all previous sight words if needed</p>	<p>4.20 - done, great, laugh, paper, soon, talk, were, work</p> <p>5.21 - few, window, shall, night, noise, world, loudly, story</p> <p>5.22 baby, begins, eight, follow, learning, until, years, young</p> <p>5.23 - again, along, began, boy, father, house, nothing, together</p>	<p>R. O . R</p>	<p>compound words, /ea/ ar and or r controlled er, ir and ur r controlled</p>	<p>Opinion</p>
June	<p>5.23 - Whistle for Wille</p>	<p>Review Infer and Evaluate</p>		<p>5.23 - again, along, began, boy, father, house, nothing, together</p>	<p>Readers Theatre</p>	<p>vowel oo, syllable pattern cvc review of r controlled</p>	<p>Opinion and Fantasy story fiction</p>

JOURNEYS PLAN

Day 1

- Words to Know
- Introduce the story

Day 2

- Phonetic Instruction

Day 3

- 2nd Phonetic skill and/or Grammar

Day 4 and 5

- **Mini-lesson** - Model using a mentor text to show/explain/teach what the strategy looks like (use the scope and sequence to find the comprehension strategy is for the month, and find a mentor texts that match it)
- **Independent**- 15-20 mins of student work- Using that exact lesson with Journeys
- **Share** - 5 minute share

Day 6

- Review phonics and or review for test

Day 7

- Test

LA Journeys and Writing Mentor Texts Guide (2 pages)

Language Arts Mentor Text:

Skill	Book
Text to Self Connections	No David!, Those Shoes, The Day the Relatives Came, A Chair for My Mother (for writing), Rocket Writes a Story (also for writing), Alexander's Terrible Horrible No Good Very Bad Day, Tacky Locks, Take Me Out to the Ballgame
Text to Text Connections	Thank you Mr. Falker and More Than Anything Else (learning to read) The Three Little Pigs and The Three Little Wolves and the Big Bad Big
Text to World Connection	Big Al , Twister by Darlenee Bailey Beard,
Preview and Predict	Selvester and the Magic Pebble, Tuesday, I Went Walking, Chester's Way
Monitor and Clarify	Thunder Cake or When Lightning Comes in a Jar
Knowing How Words Work	Text and Graphic Features: Cats vs. Dogs, Frogs by Gail Gibbons, Butterflies by Nic Bishop,
Fluency	Biscuit (for scooping), Bed Head, Knuffle Bunny, Corduroy Or any big book with punctuation highlighted Big Books - Polar Bear, Polar Bear, What do you hear? The Big Surprise (2nd half of the year scooping, intonation), Splishy-Splashy (fluency return sweep, intonation, phrasing, prosody) Silly Sally (phrasing, prosody), To Market, To Market (fluency)
Main Idea and Key Details	Who Has These Feet, Moonshot, I am Amelia Earheart
Summarizing	A Days Work, Wilfred Gordon McDonald Partridge, A Bad Case of Stripes, Lily's Purple Plastic Purse, Corduroy
Visualizing	Owl Moon, Fireflies, Two Bad Ants, At the Beach, The Rain Came Down
Self Questioning	This is Not My Hat, Is Your Mama a Llama, Charlie Anderson, Sylvester and the Magic Pebble
Infer	The Patchwork Path, Louis Fish, The Napping House, Princess Penelope's Parrot,
Evaluate	Frog and Toad, Pinkalicious, Berenstain Bears

<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> <p>A. Teacher directed 5- 15 minute mini lesson</p> <p>B. Model using a mentor text to show and teach exactly what the strategy looks like during reading</p> <p>C. Student Guided work - 15-20 minutes using Journeys (independent, pairs or groups) to implement the strategy modeled</p> <p>D. Student center share - 5 minutes, interactive discussion of strategy and story read</p>
<p>Monitor & Adjust</p>	<p>1. HMM... Oh....</p> <p>a. 2 column graphic organizer, Sticky Notes or readers' notebook</p> <p>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.</p> <p>2. Say Something or Ask Something</p> <p>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>

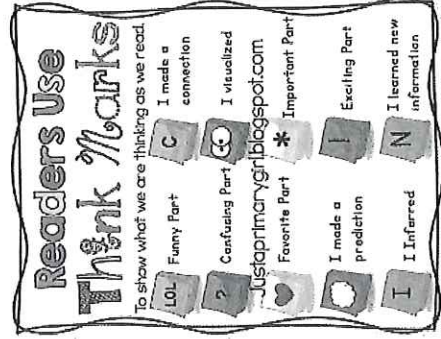
	<p>was..) If they can't say something they should ask themselves something and reread for better comprehension.</p> <p>3. Above and Below</p> <p>a. Teacher reads a section of the mentor text or Journeys story, and stops and identifies the unknown vocabulary word, the tricky word, or difficult section. 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</p> <p>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>

Determining Importance

1. Text-Coding (PINS)

- a. Students are able to identify multiple strategies they used in different parts of a text by coding.



b.

2. Important vs Cool

- 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.

Knowing How Words Work

1. Finger, Mouth, Eyes

- a. Put your finger on the first letter, get your mouth ready, look at the picture

2. Chunks/syllables

- a. Finding small words in bigger words, finding syllables.

Prefix/root/suffix

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

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 Scope and Sequence 1st Grade

Launching Writer's Workshop along with Responsive Classroom (First 6 weeks of school)

LAUNCHING

-Rules and Guidelines for Writer's Workshop

- Managing materials - pencils/folder/ paper/eraser/etc
- How to prepare for a conference
- What to do while you are waiting for a conference
- How to use the word wall and personal word wall/ word book
- How to respond to someone during a share (T- tell something you liked A-ask a leading question, that will get your writer talking about their writing G- give a helpful statement)
- Voice level
- Touch and tell story (fingers and on paper)
- Turn and talk to share story

- Rubrics Lesson (5 days)

- What is a rubric
 - Fill in Rubric
 - Fire Drill/Clean Room/Behave when there is a sub rubric
- What to do when you think you are done
- Re-read current piece
 - Add/Edit any piece in folder
 - Browsing boxes (all Mentor Text- books you have used in read aloud for writing ideas)
 - Free Write

-Prepare for a conference

- Editing?
 - Need ideas?
 - How will this look in your classroom - name on board/flag on desk/smartTV?
- Use a checklist
- Capitals/ punctuation/ spelling
 - How to move on when you are stuck - circle what you do not know and move on

	<u>Marking Period 1</u>	<u>Marking Period 2</u>	<u>Marking Period 3</u>	<u>Marking Period 4</u>
<u>Published</u>	Narrative; Writing for Readers - do a shared Class Story	Narrative; Personal Narrative	Informational; All About	Opinion; Book Review
<u>Practice</u>	Labeled pictures Sentences	Personal Narratives	Class Book All About How To	Writing Reviews Oral Opinion Report Writing a Letter **Fictional Narrative Piece if there is time**
<u>Possible Mini-Lessons</u>	<p>WRITERS RESOURCES</p> <ul style="list-style-type: none"> -Stretch out words -Sight word wall/alphabet chart -Spacing -Small moment -Brainstorm topics <ul style="list-style-type: none"> ● Interest survey ● Heart lesson - write everything that is close to my heart, things I know, things I like, ask parents for 6 photos that explain who they 	<p>NARRATIVE</p> <ul style="list-style-type: none"> -What is a narrative <p>DRAFTING</p> <ul style="list-style-type: none"> -Effective leads -Good Beginnings -Strong Endings - Working with visualization in mind -Extending an idea: choosing an important part of small moment and stretching it into one small moment - Show don't tell -Unfreeze Characters by making them move 	<p>Class Book of Nonfiction Features</p> <ul style="list-style-type: none"> - Glossary - T of C - Titles - Captions - Time Lines <p>INFORMATIONAL</p> <ul style="list-style-type: none"> -What is informational writing - How to paraphrase <p>All About and How To DRAFTING</p> <ul style="list-style-type: none"> - Matching illustrations and words 	<p>OPINION</p> <ul style="list-style-type: none"> - Spaghetti Online Review - Oral Opinion Report "filmed" - Brainstorm own opinions - Using evidence to support opinion <p>DRAFTING</p> <ul style="list-style-type: none"> - Did I judge fairly - Several reasons why - Supporting details - Understand that others have different ideas

	<p>are (laminated to Writing Folder)</p> <ul style="list-style-type: none"> - Illustrate: Beginning, Middle, End with labels - Write a story in a day - Staying focused on your topic <p>CLASS STORY (you are doing this on easel - they watch)</p> <ul style="list-style-type: none"> - Plan Beginning, middle and end - Drafting - Revising - Publishing <p>CLASS CIRCULAR STORY - Lauren Numeroff</p>	<ul style="list-style-type: none"> - Make Characters think and feel - Take small steps - Sound words - Using Dialogue - When to abandon a writing idea <p>REVISING</p> <ul style="list-style-type: none"> -How to revise for clarity of meaning - How to eliminate information - How to add more important information - How to use First, Next and Last <p>EDITING</p> <ul style="list-style-type: none"> - Noun - Verbs - Adjectives - Statements - Commas - a, an, the - Complete sentences <p>PUBLISHING</p> <ul style="list-style-type: none"> -Use your draft to keep track of your piece - Creating illustrations that match writing 	<ul style="list-style-type: none"> -Organizing details into a logical order - Writing a topic sentence -Transitional words -Conclusion to summarize most important facts and writer's opinion <p>REVISING</p> <ul style="list-style-type: none"> -Subject specific vocabulary -Add or delete opinions - Proper nouns <p>EDITING</p> <ul style="list-style-type: none"> -Make a list -Check text features - Parenthesis - Ellipse - Editing Chart <p>PUBLISHING</p> <ul style="list-style-type: none"> -Use your draft to keep track of your piece - Creating illustrations that match writing 	<p>REVISING</p> <ul style="list-style-type: none"> -Read to a partner to see if it is convincing (TAG (T- tell something you liked A-ask a leading question, that will get your writer talking about their writing G- give a helpful statement)) - Leaving your reader with a feeling - Writing a "some may say sentence." -Commands - Questions <p>EDITING</p> <ul style="list-style-type: none"> - Future tense - Prepositions - Prepositional phrases - Subject pronouns - Pronoun I and me <p>PUBLISHING</p> <ul style="list-style-type: none"> -Use your draft to keep track of your piece - Creating illustrations that match writing
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<u>Suggested Mentor Texts</u>	The Best Story Rocket Writes a Story Ralph Tells A Story Tuesday (no words) Koala Lou Author Writes a Story	Ira Sleeps Over The Two of Them The Snowy Day A Chair for My Mother Night Shift Daddy Adopted by an Owl	What's it Like to be a Fish Those Darn Squirrels How To Lose All Your Friends	Pancakes for Breakfast, Streganona, Big Al - Fictional Narrative
<u>Standards</u>	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups

Writing Mentor Texts:

Writing Unit	Book
Narrative: Writing for Readers MP1	Ralph Tells a Story (E HAN) Arthur Writes a Story Ira Sleeps Over The Snowy Day - Ezra Jack Keats Owl Moon - Jane Yolen Rocket Writes a Story Rainbow Fish
Personal Narrative: Small Moments MP2	The Roller Coaster Jubari Jumps Gaia Cornwall The Night of the Veggie Monster by George McClements A Chair for my mother The Hello, Goodbye Window - Norton Juster The Two of Them - Alike Shortcut
Informative - All About MP 3	Apples - Gail Gibbons National Geographic books on animals "Who was" people series Michael Phelps (from Milltown Parkview Library) Derek Jeter - Who was book (from Milltown Parkview Library) The Crayon Man - A true story of the Crayola Factory (from Milltown Parkview Library)
Informative- How To MP 3	How To Read a Story by Kate Messner How To Wash a Woolly Mammoth by Michelle Robinson Growing Vegetable Soup (E E) How to Bake a Book by Ella Burfoot How Do Apples Grow - Betsy Maestro
Opinion MP 4	I Wanna Iguana The Day the Crayons Quit
Edit and Revise All MPs	Punctuation takes a Vacation Lynn Row Reed (punctuation) One Word Pearl Hazel Mitchell (adjectives) A Chair for My Mother (describing words, feelings) Kaoala Lou Mem Fox (craft of revision and good beginnings) Tuesday - David Wiesner (Details in pictures) Three Hens and Peacock (dialogue) Terrific (dialogue) Shortcut (building suspense) Owl Moon (Show not tell) Come On Rain (E HES)
Big Book	A House for Hermit Crab - (Revising, introductory phrase), Clifford family, If you take a mouse to school, Corduroy (Dialogue), Cloudy with a Chance of Meatballs

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?

Grade 1 Writing for Readers - Narrative Marking Period 1

Standard:

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Progress Indicator:

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Mentor Text Choices

1. Ralph Tells a Story (E HAN)
 2. Arthur Writes a Story
 3. Ira Sleeps Over
 4. The Snowy Day - Ezra Jack Keats
 5. Owl Moon - Jane Yolen
 6. Rocket Writes a Story
 7. Tuesday (has no words)
 8. Journey by Aron Becker (has no words)
 9. Other pieces supplied by Journeys
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Skeleton Plan:

1. Read 1 mentor text straight through (just a read)
2. Read parts of mentor texts and point out strong parts
3. Become inspired to write for an audience
4. Readable vs not readable writing
5. Heart Lesson - write everything that is close to my heart, things I know, things I like, ask parents for 6 photos that explain who they are (laminated to Writing Folder)
6. Begin a class story to work on in the mini lessons to follow
7. Mini lesson #1: Stretch out words
 - a. record more sounds as they right
8. Mini lesson #2: Rely on sight words
 - a. personal word wall
9. Mini lesson #3: Spacing
 - a. Spaceman or finger spaces

10. Mini lesson #4: What is a sentence?
 - a. capitalization, spaces, punctuation
11. Mini lesson #5: incorporate spelling patterns you have learned
12. Mini lesson #6/7: Write a story a day
13. Mini lesson #8/10: Personal Narrative: Small moment writing
 - a. What is the difference between a watermelon, slice and seed story
14. Mini lesson #11: Beginning, middle and end
15. Mini lesson #12: Write small moment that peers can read
16. Mini lesson #13 - Partner work circle words you don't know
17. Mini lesson #14: Editing- Capital and periods
18. No rewriting
19. Celebrate

Grade 1 Personal Narrative Marking Period 2

Standard:

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Progress Indicator:

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Mentor Text Choices

1. Rainbow Fish
 2. The Roller Coaster Jubari Jumps Gaia Cornwall
 3. The Night of the Veggie Monster by George McClements
 4. A Chair for my mother
 5. The Hello, Goodbye Window - Norton Juster
 6. The Two of Them - Aliki
 7. Shortcut
 8. Big Al
 9. Other pieces supplied by Journeys
-

Skeleton Plan:

1. Read 1 mentor text straight through (just a read)
2. Create charts of story elements: characters, setting etc
3. Introduce the Personal Narrative Rubric
4. Score student samples from years past or from the corestandards.org
 - a. teacher model,
 - b. do one as a class
 - c. do one with partner
5. Mini lesson #1: Revisit the heart from launching lessons and pick one
6. Mini lesson #2: Planning my idea (teacher chooses her own topic)
 - a. Beginning, Middle, End picture chart
 - b. Be sure to refer back to mentor text

7. Mini lesson #3: Hook
 - a. How to write a strong beginning
 - b. Pull out 3 mentor texts with good hooks
8. Mini lesson #4: Use plan to start writing, stretch story over 3 pages (3 days)
9. Mini lesson #5: Compare small moments to 'bed to bed' stories ** see mentor text**
10. Mini lesson #6: Begin to revise by focusing on the most important part of the story and add detail to it
11. Mini lesson #7: Show not tell, ex: I opened a gift - explain what happened
12. Mini lesson #8: Use dialogue to improve writing with speech bubbles or quotations * see mentor text*
13. Mini lesson #9/10: Use small actions to enhance their stories (exactly what character is doing) and use character inner thoughts to enhance their story (difference between speech bubble and thought bubble) stretch this across 2 days
14. Mini lesson #11: Stay close to the heart of the story, bring us back to the main idea of it
15. Mini lesson #12 Editing- How to help our self with new words
 - a. Using the word wall
 - b. Circling
 - c. Using mentor texts or personal dictionaries
16. Editing Pt 2 (these skills from Journeys must be covered)
 - a. Noun
 - b. - Verbs
 - c. - Adjectives
 - d. - Statements
 - e. - Commas
 - f. - a, an, the

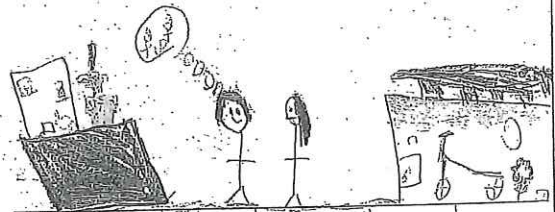
g. - Complete sentences

17. Mini lesson #13 Using transition words and opinion vocabulary
18. Mini lesson #14 Using a partner
19. Mini lesson #15 COPS
20. Mini lesson #16 Be the teacher -Score your piece
21. Final Draft, with color cover
22. Publishing all the right stuff!

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 did'
wont to get run over I got a
Very nerves hamster but we
bot her then ext nite when my

Dad came home he sedi was is that
Noys it is my hamster I sedi my
mom sedi pobley the yip to bot
this hamster was mole men to
her I did't wont 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.

Narrative Rubric

	Exceeds (4)	Meets (3)	Approaching (2)	Does not meet criteria (1)
Organization	<ul style="list-style-type: none"> • Writing includes a strong beginning, middle and end using detailed sentences. • Writer uses many transition words 	<ul style="list-style-type: none"> • Writing includes a beginning, middle and ending using some detailed sentences. • Writer uses some transition words 	<ul style="list-style-type: none"> • Writer includes a beginning and end with simple nouns and verbs. • Writer uses few transition words 	<ul style="list-style-type: none"> • Sentences are not evident but letters and labels are. • Writer does not use transition words
Mechanics	<ul style="list-style-type: none"> • Printing will be completely legible • Many spaces is evident. 	<ul style="list-style-type: none"> • Printing will be mostly legible • Some spaces is evident. 	<ul style="list-style-type: none"> • Printing will be somewhat legible • Few spaces is evident. 	<ul style="list-style-type: none"> • Printing is not completely legible • Spaces are not evident.
Spelling	<ul style="list-style-type: none"> • Student spells many words correctly. • All or most trick words are spelled correctly. • All sentences start with a capital letter and end with punctuation. 	<ul style="list-style-type: none"> • Student will show evidence of beginning, middle and ending sounds in most words. • Most trick words are spelled correctly. • Most sentences start with a capital letter and end with punctuation. 	<ul style="list-style-type: none"> • Student attempts to spell words using beginning, middle and ending sounds. • Some trick words are spelled correctly. • Some sentences start with a capital letter and end with punctuation. 	<ul style="list-style-type: none"> • Student attempts to spell words using beginning and/or ending sounds. • Few to no trick words are spelled correctly. • No sentences start with a capital letter or end with punctuation.
Illustration	<ul style="list-style-type: none"> • Three or more pictures show progression of events. 	<ul style="list-style-type: none"> • Two pictures show progression of events 	<ul style="list-style-type: none"> • One picture shows progression of events 	<ul style="list-style-type: none"> • No picture or picture does not support text.

Student: _____

Narrative Rubric (student)

	Exceeds (4)	Meets (3)	Approaching (2)	Does Not Meet Criteria (1)
My writing has a beginning, middle and end. I used transitions.	I have a strong beginning, middle and end. I have MANY detailed sentences. I have MANY transition words.	I have a beginning, middle and end. I have SOME detail sentences. I have SOME transition words.	I have a beginning and end. I use simple sentences. I have FEW transition words.	I used letters and labels. I do not have any transition words.
I used first grade spelling and punctuation.	I spelled MANY words correctly and used MANY punctuation marks.	I spelled SOME words correctly and used SOME punctuation.	I spelled FEW words correctly and used FEW punctuation.	I did not spell any words correctly and did not use any punctuation.
I use finger spaces and my best handwriting.	I used MANY finger spaces and you can read MANY of my words.	I used SOME finger spaces and you can read SOME of my words.	I used FEW finger spaces and you can read a FEW of my words.	I did not use finger spaces and you can't read my words.
I included an illustration.	I have three or more different pictures.	I have two different pictures.	I have one picture.	I did not use any pictures.

Grade 1 Informative: How To Marking Period 3

Standard:

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.

Progress Indicator:

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Mentor Text Choices

1. How To Read a Story by Kate Messner
 2. How To Wash a Woolly Mammoth by Michelle Robinson
 3. Growing Vegetable Soup (E E)
 4. How to Bake a Book by Ella Burfoot
 5. How Do Apples Grow - Betsy Maestro
 6. Ice Cream Soup - Scholastic
 7. Other pieces supplied by Journeys
-

Skeleton Plan:

1. Read 1 mentor text straight through (just a read)
2. Create charts of elements of Informational Writing
3. Introduce the Informative Rubric
4. Score student samples from years past or from the corestandards.org
 - a. teacher model,
 - b. do one as a class
 - c. do one with partner
5. Mini lesson # 1: What do you know how to do?
Brainstorm all the things you know how to do - at school, outside, at home, in the kitchen. "What youtube video do you watch the most?" How to make slime, build a minecraft building, braid hair, bottle flip?

6. Mini lesson #2: Planning my idea (teacher chooses her own topic)
 - a. Be sure to refer back to mentor text
7. Mini lesson #3: Zoom In
 - a. can you make your how to idea more specific?
8. Mini lesson #4-7: Stretch it out
 - a. draw over 3-4 picture boxes
9. Mini lesson #7-10: Transition words
 - a. Put it in order with first, next, then, last
10. Mini lesson #11: Revise -
 - a. The Wait Stop lesson- Peer to Peer - "Say it back, what part don't they understand?" Clarify sentence or take the sentence out
 - b. Do we have to re-number the steps - photocopy 4-5 of the pages of a mentor text, take it out of order, read aloud, and have students fix it
11. Mini lesson #12 Editing- How to help our self with new words
 - a. Using the word wall
 - b. Circling
 - c. Using mentor texts or personal dictionaries
12. Mini lesson #13 Creating a table of contents
13. Mini lesson #14 Using a partner to edit
14. Mini lesson #15 COPS
15. Mini lesson #16 Be the teacher -Score your piece
16. Rewriting for MP 3 piece to be sent home
17. Final Draft, with color cover
18. Publishing all the right stuff!
19. Celebration - video clips like on Youtube

Student Sample: Grade 1, Informative/Explanatory


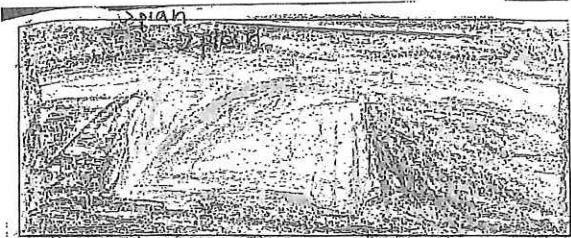
This informative report was produced in class.

1-28-02

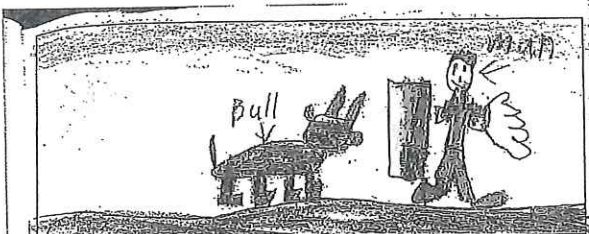
My Big Book

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 it in 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.

Informational Rubric

	Exceeds (4)	Meets (3)	Approaching (2)	Does Not Meet Criteria (1)
Organization	<ul style="list-style-type: none"> My writing has a CREATIVE introduction and conclusion 	<ul style="list-style-type: none"> My writing has both an introduction and a conclusion. 	<ul style="list-style-type: none"> My writing has an introduction or a conclusion. 	<ul style="list-style-type: none"> My writing does not have an introduction or conclusion
I grouped related information together with transition words.	<ul style="list-style-type: none"> I have organized sentences with MANY details. I have MANY transitional words. 	<ul style="list-style-type: none"> I have organized sentences with SOME details. I have SOME transitional words. 	<ul style="list-style-type: none"> I have organized sentences with ONE or TWO details. I have ONE or TWO transitional words. 	<ul style="list-style-type: none"> I have NO organized sentences with NO details. I have NO transitional words.
I used nonfiction text features to help my reader understand my writing.	<ul style="list-style-type: none"> I included MANY nonfiction text features to help my reader understand my writing in a very creative way. 	<ul style="list-style-type: none"> I included SOME nonfiction text features to help my reader understand my writing. 	<ul style="list-style-type: none"> I included a FEW nonfiction text features to help my reader understand my writing. 	<ul style="list-style-type: none"> I did not include any nonfiction text features to help my reader understand my writing.
I used first grade spelling and punctuation.	<ul style="list-style-type: none"> I spelled MANY words correctly and used MANY punctuation marks. 	<ul style="list-style-type: none"> I spelled SOME words correctly and used SOME punctuation. 	<ul style="list-style-type: none"> I spelled FEW words correctly and used FEW punctuation. 	<ul style="list-style-type: none"> I did not spell any words correctly and did not use any punctuation.
I use finger spaces and my best handwriting.	<ul style="list-style-type: none"> I used MANY finger spaces and you can read MANY of my words. 	<ul style="list-style-type: none"> I used SOME finger spaces and you can read SOME of my words. 	<ul style="list-style-type: none"> I used FEW finger spaces and you can read a FEW of my words. 	<ul style="list-style-type: none"> I did not use finger spaces and you can't read my words.

Name _____

Parent Signature _____

Informational Rubric (student)

	Exceeds (4)	Meets (3)	Approaching (2)	Does Not Meet Criteria (1)
My writing has a clear introduction and conclusion	<ul style="list-style-type: none">My writing has a CREATIVE introduction and conclusion	<ul style="list-style-type: none">My writing has both an introduction and a conclusion.	<ul style="list-style-type: none">My writing has an introduction or a conclusion.	<ul style="list-style-type: none">My writing does not have an introduction or conclusion
I grouped related information together with transition words.	<ul style="list-style-type: none">I have a clear topic sentence with many detail sentences and used many transition words.	<ul style="list-style-type: none">I have a topic sentence, some detail sentence and some transition words.	<ul style="list-style-type: none">I have a topic sentence and one or two detail sentences and transition words.	<ul style="list-style-type: none">My topic sentence is not clear and I included no transition words.
I used nonfiction text features to help my reader understand my writing.	<ul style="list-style-type: none">I included MANY nonfiction text features to help my reader understand my writing in a very creative way.	<ul style="list-style-type: none">I included SOME nonfiction text features to help my reader understand my writing.	<ul style="list-style-type: none">I included a FEW nonfiction text features to help my reader understand my writing.	<ul style="list-style-type: none">I did not include any nonfiction text features to help my reader understand my writing.
I used first grade spelling and punctuation.	<ul style="list-style-type: none">I spelled MANY words correctly and used MANY punctuation marks.	<ul style="list-style-type: none">I spelled SOME words correctly and used SOME punctuation.	<ul style="list-style-type: none">I spelled FEW words correctly and used FEW punctuation.	<ul style="list-style-type: none">I did not spell any words correctly and did not use any punctuation.
I use finger spaces and my best handwriting.	<ul style="list-style-type: none">I used MANY finger spaces and you can read MANY of my words.	<ul style="list-style-type: none">I used SOME finger spaces and you can read SOME of my words.	<ul style="list-style-type: none">I used FEW finger spaces and you can read a FEW of my words.	<ul style="list-style-type: none">I did not use finger spaces and you can't read my words.

Grade 1 Informative: All About Marking Period 3

Standard:

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.

Progress Indicator:

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Mentor Text Choices

1. National Geographic books on animals
 2. 'Who was' people series
 3. Michael Phelps (from Milltown Parkview Library)
 4. Derek Jeter - Who was book (from Milltown Parkview Library)
 5. The Crayon Man - A true story of the Crayola Factory (from Milltown Parkview Library)
 6. Other pieces supplied by Journeys
-

Skeleton Plan:

1. Read 1 mentor text straight through (just a read)
2. Create charts of Nonfiction Fiction Text Features, (cover them all but you don't need to expect them to include them, pictures, labels, diagram, maps, index, captions, titles, subtitles, ToFC, bolded words, timeline, glossary)
3. Introduce the Informative Rubric
4. Score student samples from years past or from the corestandards.org (1st grader one on Spain)
 - a. teacher model,
 - b. do one as a class
 - c. do one with partner
5. Mini lesson # 1: Brainstorm our ideas by reading various animal books

6. Mini lesson #2: Planning my idea (teacher chooses her own topic, and student chooses)
 - a. boxes and bullets
 - b. discuss if its viable (are there too many of that animal, do you know enough about it)
 - c. Words I want to use page for vocabulary and bolded words in text
7. Mini lesson #3: Table of Contents
 - a. assign chapter titles (habitat, physical traits, diet, fun fact, diagram, about the author, dedication)
 - b. T of C lesson pg 29 Fletcher Nonfiction
8. Mini lessons #4: Drafting: (anywhere from 3-6 days)
 - a. Using the 5W's and 1 H to stretch a fact over 1 to 2 sentences, not "He lives in the ocean."
 - b. Using adjectives to help visualize the topic, using repetition to explain a new fact: color and size words
 - c. Different ways to introduce the topic - by a good lead, choice of topic sentences
 - d. Closing up the promise (analyze the title and the first sentence)
 - e. sentence structure, repeated words
 - f. Teach with diagrams - senses (pg 217 Writing Strategies Book - Serravallo)
9. Mini lesson #5: Drafting with Text Features
 - a. What text features support our text?
 - b. is it going to be a comparison drawing, a life cycle, a picture and caption, a timeline, etc. What will help your reader understand the information best?
10. Mini lesson #6: Revising
 - a. Did you hit everything on your plan?
 - b. Determine importance: is there something you left out or add something that is not important?

11. Mini lesson #12 Editing- How to help our self with new words
 - a. Using the word wall
 - b. Circling
 - c. Using mentor texts or personal dictionaries
 - d. Editing pt 2 These things must be covered from Journeys
 - e. - Parenthesis
 - f. - Ellipse
 - g. - Editing Chart
 - h. Proper nouns
12. Mini lesson #13 - Difference between the rough draft to full edited piece
13. Not a full published piece - no re-writing after the edits
14. Celebrate with class

Grade 1 Opinion - Book Review Marking Period 4

Standard:

NJLSA.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.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Mentor Text Choices

1. I Wanna Iguana
 2. The Day the Crayons Quit
 3. Click Clack Moo
 4. Any Pigeon book -
 5. Anything on Spaghetti Book Club
-

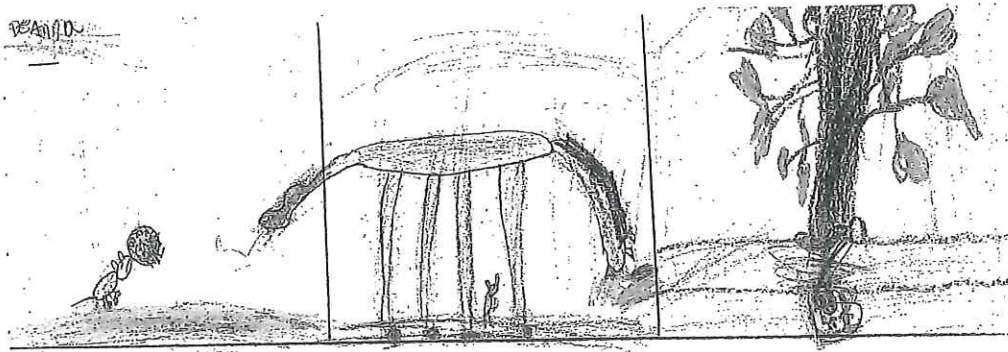
Skeleton Plan:

1. Read 1 mentor text straight through (just a read)
2. Create charts of elements of Opinion Writing
3. Introduce the Opinion Rubric
4. Score student samples from years past or from the corestandards.org (there is a review of Owl Moon)
 - a. teacher model,
 - b. do one as a class
 - c. do one with partner
5. Mini lesson #1: Would you rather game
6. Mini lesson #2: Fact vs. opinion
 - a. How to write a fact vs. writing an opinion
7. Mini lesson #3: Our Opinions
 - a. How to write your opinion
8. Mini lesson #4: Reasons and examples
 - a. can use Serravello pg 201 and 207
9. Mini lesson #5: Restate Opinion

- a. check over OREO acronym
10. Mini lesson #6: Rate a book as a class
 - a. with 5 star rating
11. Mini lesson #7-13: Parts of a Book Review (multiple day lesson)
 - a. introduction
 - b. tell about the book
 - c. favorite part or connection
 - d. give recommendation
 - e. ending
 - f. rating
 - g. about the author
12. Mini lesson #14: Editing- How to help our self with new words
 - a. Using the word wall
 - b. Circling
 - c. Using mentor texts or personal dictionaries
 - d. These things must be covered from Journeys
 - e. Commands
 - f. - Questions
 - g. - Future tense
 - h. - Prepositions
 - i. - Prepositional phrases
 - j. - Subject pronouns
 - k. - Pronoun I and me
13. Mini lesson #15 COPS
14. Mini lesson # 16 Be the teacher -Score your piece
15. Rewriting for MP 3 piece to be sent home
16. Final Draft, with color cover
17. Publishing all the right stuff!
18. Celebration - Parent Party

Student Sample: K, Argument (Opinion)

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



MY ^{Book,} favorite ^{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
 lat? mas if you will be my FRIEND
 the lat? mas said Yes they
 dig a hole in the gate 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: Grade 2, Argument (Opinion)

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

Owl Moon
When you go owling
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 dont haf't
to have words to go owling
but you haf't to have
hope to see an owl.

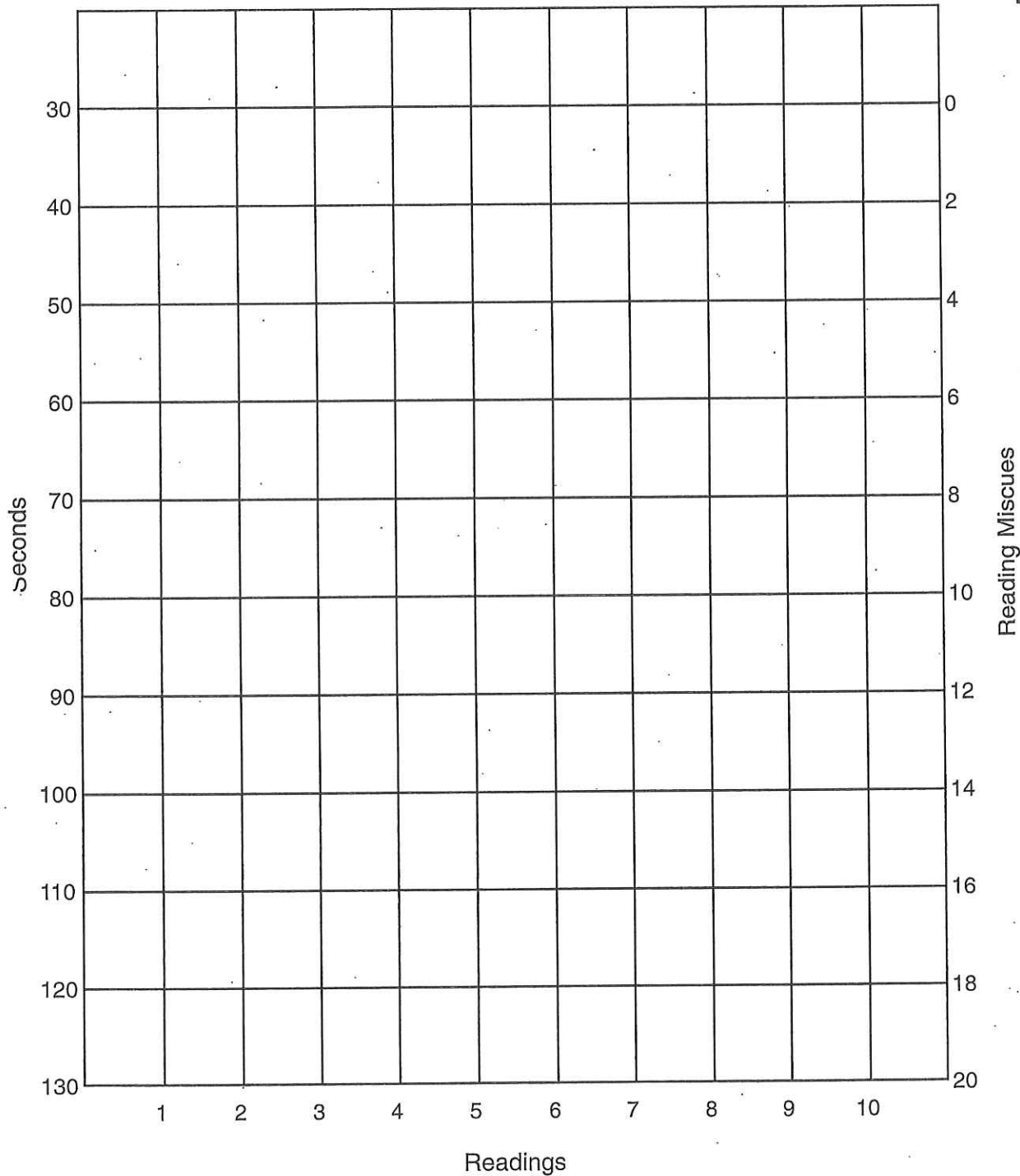
Opinion Rubric

	Exceeds (4)	Meets (3)	Approaching (2)	Does not meet criteria (1)
Organization	<ul style="list-style-type: none"> • Writing includes an introduction that states opinion in a creative way • Writing includes more than three different and strong reasons to support opinion. 	<ul style="list-style-type: none"> • Writing includes an introduction that states opinion • Writing includes three different reasons to support opinion. 	<ul style="list-style-type: none"> • Writing includes an introduction that is not clearly stated • Writing includes two or one different reasons to support opinion. 	<ul style="list-style-type: none"> • Writing has an introduction that does not state opinion or provide reasons
Mechanics	<ul style="list-style-type: none"> • Printing will be completely legible • Many spaces is evident. 	<ul style="list-style-type: none"> • Printing will be mostly legible • Some spaces is evident. 	<ul style="list-style-type: none"> • Printing will be somewhat legible • Few spaces is evident. 	<ul style="list-style-type: none"> • Printing is not completely legible • Spaces are not evident.
Spelling	<ul style="list-style-type: none"> • Student spells many words correctly. • All or most trick words are spelled correctly. 	<ul style="list-style-type: none"> • Student will show evidence of beginning, middle and ending sounds in most words. • Most trick words are spelled correctly. 	<ul style="list-style-type: none"> • Student attempts to spell words using beginning, middle and ending sounds. • Some trick words are spelled correctly. 	<ul style="list-style-type: none"> • Student attempts to spell words using beginning and/or ending sounds. • Few to no trick words are spelled correctly.
Illustration	<ul style="list-style-type: none"> • Illustration is very detailed and represents the book accurately 	<ul style="list-style-type: none"> • Illustration is detailed and represents the book accurately 	<ul style="list-style-type: none"> • Illustration has some detail and represents the book accurately 	<ul style="list-style-type: none"> • No picture or picture does not represent the book.

Opinion Rubric (student)

	Exceeds (4)	Meets (3)	Approaching (2)	Does not meet criteria (1)
Organization	I am creative stating my opinion. I have more than three reasons to support my opinion.	I stated my opinion. I have three reasons to support my opinion.	I stated my opinion but it is not clear. I have one or two reasons to support my opinion.	I do not have an opinion. I do not have any reasons.
I use finger spaces and my best handwriting.	I used MANY finger spaces and you can read MANY of my words.	I used SOME finger spaces and you can read SOME of my words.	I used FEW finger spaces and you can read a FEW of my words.	I did not use finger spaces and you can't read my words.
I used first grade spelling and punctuation.	I spelled MANY words correctly and used MANY punctuation marks.	I spelled SOME words correctly and used SOME punctuation.	I spelled FEW words correctly and used FEW punctuation.	I did not spell any words correctly and did not use any punctuation.
I have a picture with details and	I have a picture with MANY details and	I have a picture with SOME details and	I have a picture with FEW details and	I do not have a picture.

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!

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* ←

*1st grade
appropriate*

1. The dog did wag when Ed fed him.
2. Liz did wish to get Tom that hat.
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?

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			
		YELLOW	BLUE	GREEN	RED
WEEK ONE					
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

Guided Reading Observations

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

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

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 Puppys Ran away
 ONE night when the air was warm, my puppys were sleeping on the back porcho. 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 geting ready to walk out the door. I asked "where are you going?" "Just for a drive" she replied. She had a worried exspression on her face.
 I knew somthing was wrong. I thought maybe if I went outside and played with my puppys, I would forget about moms worried exspression and go to sleep.
 When I opened The back door I expected my puppys Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.
 Now I knew somthing was wrong. I went and woke up my dad, he said moms got it under control. I thought mom had taken them to the vet because somthing was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. Thats all I rembered 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

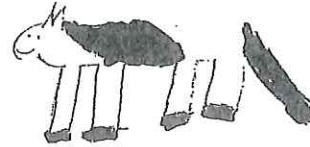
The writer of this piece

- 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

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 cream 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 the 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!

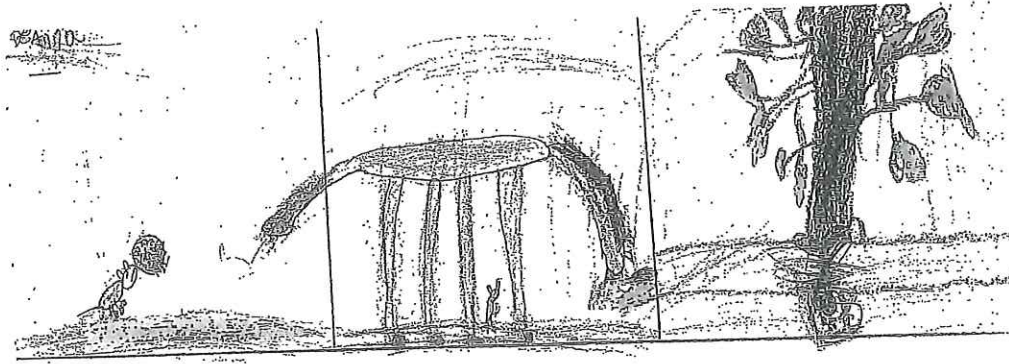
Annotation

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.*

Student Sample: K, Argument (Opinion)

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



MY favorite ^{Book,} 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
 :last? mas if you will be my FRIEND
 the last mas said Yes they
 dig a hole in the gap. 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) pot (part) is the hos (horse)
- 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

1

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

thea 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 Disnand We went
 from the deser.
 I had a funon vacshne
 AT Disnand I see lot of ridg.
 I went to my house.

Suzanne January 30, 2002
 I went on the mader hono
 I went on fe. Welo
 I went on a meere go rowrgd
 I went on a Polo
 I I went 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.

Student Sample: Grade 1, Informative/Explanatory


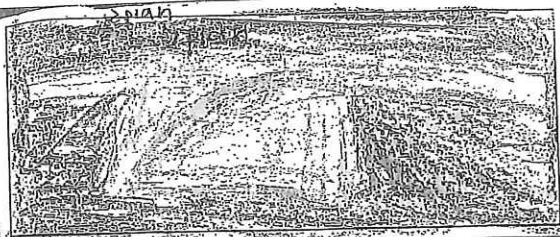
This informative report was produced in class.

1-28-02

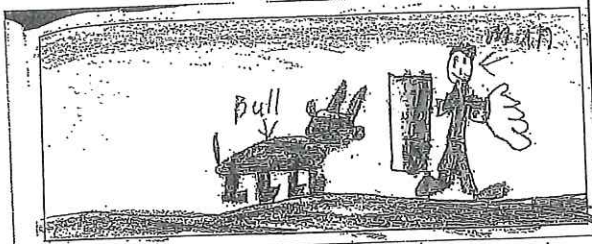
My Big Book

About Spain

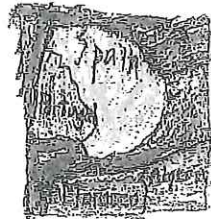
By [redacted] [redacted]

Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make mask 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 alot 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 in right. Spain has 5 neighbors



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

Annotation

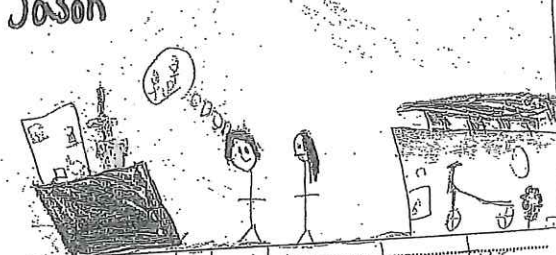
The writer of this piece

- **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 way there but I did't
wont to get run over I got in
Very nerves hamster but we
bot her then at nite when my

Dad came home he sed'i was is that
Noys it is my hamster I sed'i my
mom sedi poblely the pp to bot
this hamster was poble men to
her I did't 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 way (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.

Owl Moon
When you go owling
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 dont 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 haft (have) to have words to go owling but you haft to have hope to see an owl.*
- **provides a concluding statement.**
 - *I like it Because it makes me feel good Because you don't haft (have) to have words to go owling but you haft 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

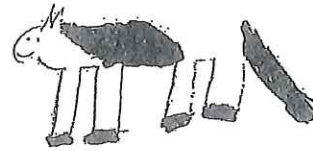
The writer of this piece

- 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 horse's forehead. A race is a white line down the middle of the horse's face. A blaze is kind of like a race but wider. If the white line on its 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 horse's 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 the 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 Baraway
 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. 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

#2

Passage 1: Tough as Daisy



**I'm the only girl at
the sign-up desk.**

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.

[Page 2]

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.

[Page 3]

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.

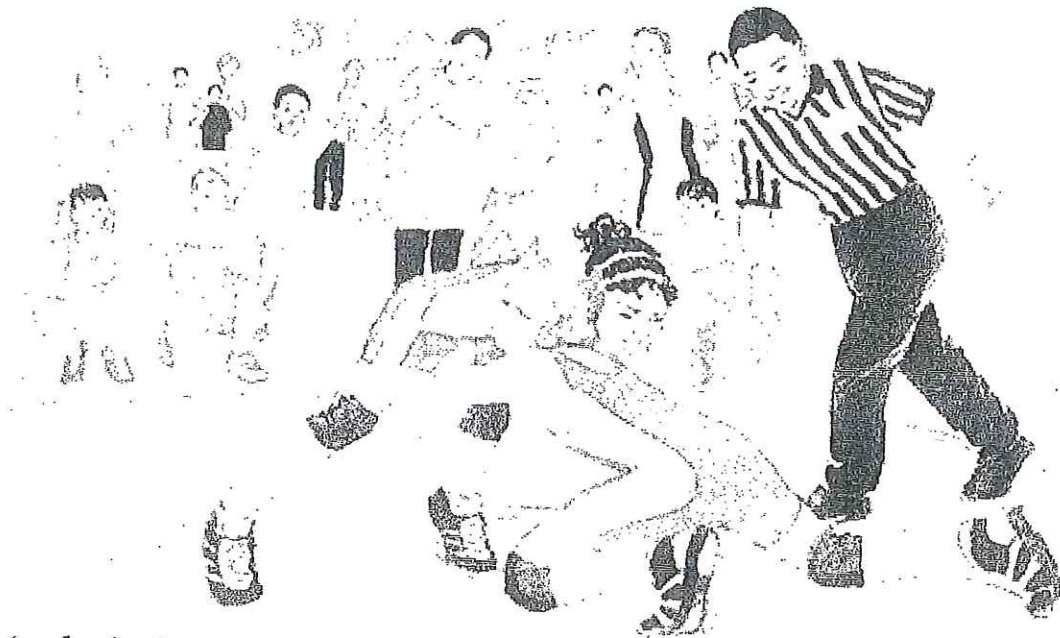
We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

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**

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