

Unpacking the WRITING Extended Academic Benchmarks: Enduring Understandings



The purpose of this document is to define the essential academic concepts contained within the extended *Writing Wyoming Academic Content Standards and Academic Benchmarks*. For students to have access to and show progress in the general academic curriculum, teaching and learning opportunities must align to these essential academic concepts. These concepts and skills (*enduring understandings*) define the challenging knowledge and skills that need to be effectively taught and learned for students with significant cognitive disabilities to succeed academically. They guide the development of challenging instructional activities for an individual student for the grade in which s/he is enrolled. These essential academic concepts also guide the development of goals and objectives as documented in the IEP. Additionally, this document can support collaboration with general education teachers to provide meaningful instruction at appropriate levels of challenge in multiple settings.

Essential academic concepts and skills are defined, instructional strategies are provided, and key resources (both educational websites and professional references) are listed to inform the implementation of standards-based instruction.

WRITING	
ACADEMIC CONTENT STANDARD 1. Writing	
1. Students apply writing skills.	Students apply writing skills through the use of the writing process to write and respond to expressive and expository pieces. Purposes of writing include exploring and/or communicating personal experience, opinions about things, responses to the world, including the world of reading. Students can communicate expressively in writing through words, pictures, objects, symbols and icons. Writing products can take several forms including stories, recount experiences, explain, persuade, or compare and contrast information, directions, recipes, posters, pamphlets, essays, book reports, research papers, respond to literature, and many other forms.

Concepts and Skills	Explanation
<p>Write marks to guide the use of directionality of print</p>	<ul style="list-style-type: none"> ■ Write marks/slashes demonstrating ability to understand beginning concepts of “print.” This includes that print goes left to right and top to bottom; where to start; which way to go; progressing eventually to word by word matching; first and last concepts; beginning and end; and left page before right.  <ul style="list-style-type: none"> ■ Activities that develop a child's control of the small muscles of the hands (fine motor skills) allow children to make the precise movements necessary for forming letters and improve hand/eye coordination. ■ http://www.handwritingworksheets.com/ ■ http://www.kidzone.ws/prek_wrksht/dynamic.htm ■ http://www.readingrockets.org/article/3399 ■ http://www.education.com/magazine/article/Concepts_About_Print/ ■ http://rwproject.tc.columbia.edu/public/themes/rwproject/resources/assessments/reading/concepts_about_print_directions.pdf ■ http://www.brighthub.com/education/k-12/articles/16207.aspx ■ http://www.meddybemps.com/7.22.html ■ References: <ul style="list-style-type: none"> ○ Reutzel, D. R., Oda, L., & Moore, B. (1989). Developing Print Awareness: The Effect of Three Instructional Approaches on Kindergartners' Print Awareness, Reading Readiness, and Word Reading. <i>Journal of Reading Behavior</i>, 21(3), 197-217. ○ Roberts, B. (1992). The evolution of the young child's concept of “word” as a unit of spoken and written language. <i>Reading Research Quarterly</i>, 27(2), 124-138. ○ Morris, D. (1993). The relationship between children's concept of word in text and phoneme awareness in learning to read: A longitudinal Study. <i>Research in the Teaching of English</i>, 27(2), 133-154.

<p>Recognize sounds as same or different</p>	<ul style="list-style-type: none"> ■ Recognizing sounds is a step in phonological awareness to understand that words are made up of different, individual, and unique sounds. ■ One of six tasks identified in a report by the National Reading Panel (NRP) is recognizing the common sounds in different words. Focus on identifying phonemes that are the same in different words. Have students take turns saying the first, middle, and last sounds in words. Ask them to say the sound that is alike in each group. Use these words or some of the teacher's own: <ul style="list-style-type: none"> ○ hot hop hat /h/ ○ fun sun run /u/ ○ bite back better /b/ ○ late light lamp /l/ ○ red head sad /d/ ○ wash wait walk /w/ ■ Phonological awareness is the understanding that our spoken language is made up of words and that words are made up of individual units of sound called <i>phonemes</i>. ■ Oral skill (sound), independent of print. ■ http://www.readingrockets.org/teaching/reading101/phonemic ■ http://www.k-3learningpages.net/web%20phonemic%20awareness.htm ■ http://pbskids.org/lions/games/abcd.html ■ http://www.blackplanet.com/your_page/blog/view_posting.html?pid=499053&profile_id=41401873&profile_name=sincek&user_id=41401873&username=sincek ■ http://www.atozphonics.com/alphabet-letters.html ■ http://www.proteacher.com/070171.shtml ■ Resources: Phonemic Awareness Lesson Plan: Teaching the Common Sounds in Different Words http://www.suite101.com/content/phonemic-awareness-lesson-plan-a144229#ixzz0yho7YxmO
<p>Write capital and small letters</p>	<ul style="list-style-type: none"> ■ Letter case (or just case) is the distinction between <i>capital</i> and <i>upper-case</i> and <i>lower-case</i> letters. In English, capital letters are used as the first letter of a sentence, a proper noun, or a proper adjective, and for initials or abbreviations. The first-person pronoun "I" and the interjection "O" are also capitalized. Lower-case letters are normally used for all other purposes. ■ Beginning instruction in writing includes learning capital and small letters of the alphabet. Most students begin with capital letters, and then learn lower case letters. ■ http://www.kidslearningstation.com/preschool/uppercase-lowercase-worksheets.asp ■ http://www.bradleys-english-school.com/online/alphabet/match_c2s.html ■ http://www.atozphonics.com/alphabet-letters.html ■ http://bogglesworldesl.com/little-letters.htm

<p>Pair small letter with corresponding capital letter</p>	<ul style="list-style-type: none"> ■ Pair or match the lower case form of a letter with the capital case form of the letters of the alphabet <ul style="list-style-type: none"> ○ A,a/B,b/C,c/D,d/ etc. ■ http://www.quia.com/mc/1859.html ■ http://www.bradleys-english-school.com/online/alphabet/match_c2s.html ■ http://www.quia.com/cc/1859.html ■ http://www.teachersandfamilies.com/open/preschool/worksheets/worksheet-tpl.cfm?image=ltr-match1.gif
<p>Identify a letter in first name</p>	<ul style="list-style-type: none"> ■ Identify a letter in a student’s first name. <ul style="list-style-type: none"> ○ Example: “C” in Cindy or “d” in Cindy ■ As students transition from phonemic awareness to phonological awareness, they acquire an important skill: the ability to convert sounds that are heard into the letters that represent those sounds. Begin the process of teaching letter/sound relationships with the consonants since they are more predictable than the vowels. ■ Examples: Essential Questions: <ul style="list-style-type: none"> ○ What sound goes with the letter ___? ○ What sound does ___ make? ○ What are some words that begin with ___? ○ What letter does (picture) begin with? ■ http://198.104.156.44/lessons/lesson_view.asp?id=37 ■ http://www.actionfactor.com/pages/lesson-plans/v0.05-letter-sounds.html ■ http://www.first-school.ws/activities/firststeps/specialname.htm
<p>Capitalize the first letter of a sentence and the first letter of name</p>	<ul style="list-style-type: none"> ■ Use in writing the capital letter form / upper case of the first letter of a sentence and a proper noun that is a name. <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Bananas are yellow. The bananas were eaten by <u>M</u>ary and <u>J</u>ack. ■ A proper noun or proper name is a noun representing unique entities (such as <i>Casper</i>, <i>Mars</i>, <i>Cindy Smith</i>, or <i>Ford</i>), as distinguished from a common noun which describe a class of entities (such as <i>city</i>, <i>planet</i>, <i>person</i> or <i>car</i>).¹ ■ http://www.ehow.com/how_4622394_teach-kids-capitalization-punctuation.html ■ http://www.yourdictionary.com/grammar/capitalization/teaching-capitalization.html
<p>Apply spelling skills to first and last name</p>	<ul style="list-style-type: none"> ■ Apply/use knowledge of letter/sound correspondence to write the letters in first and last name. ■ An early writing skill is writing one’s first name and last name. ■ PROJECT: I AM MY NAME (from www.abcteach.com) <ul style="list-style-type: none"> ○ Materials Needed: a large piece of paper (12in.x18in.) in your favorite color. • an outline letter for each letter of your name (print the outline); letters available on abcteach, or draw your

	<p>own); crayons, markers, colored pencils • scissors • glue</p> <ul style="list-style-type: none"> ○ Directions: Cut out the letters of your name. 2. Paste them in a decorative way on your large piece of paper. 3. Color designs in each of the letters. Make each letter different. 4. Around the letters, draw pictures and write words that describe you, your interests, etc. <ul style="list-style-type: none"> ■ http://www.ehow.com/how_2282384_teach-name-using-jigsaw-puzzle.html ■ http://www.sad6.k12.me.us/~besty/FAQs.pdf ■ http://www.ehow.com/how_5547309_build-spelling-skills-evanmoor.html
<p>Use some correct spelling</p>	<ul style="list-style-type: none"> ■ Use correct spelling as evidence of emerging recognition of spelling patterns, generalizations, and some of the basic rules of spelling when writing. ■ Spelling is a developmental process and inventive spelling is a natural step in the process. Invented spelling refers to young children's attempts to use their best judgments about spelling. ■ Develop students' spelling mastery of high-use words, the words they use most often in their writing. ■ Stages of spelling development: <ul style="list-style-type: none"> ○ Precommunicative stage: The child uses symbols from the alphabet but shows no knowledge of letter-sound correspondences. The child may also lack knowledge of the entire alphabet, the distinction between upper- and lower-case letters, and the left-to-right direction of English orthography. ○ Semiphonetic stage: The child begins to understand letter-sound correspondence - that sounds are assigned to letters. At this stage, the child often employs rudimentary logic, using single letters, for example, to represent words, sounds, and syllables (e.g., U for you). <div data-bbox="982 886 1381 1052" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I planted my pumpkin seed, and I went to get it. It was good, and I crf it.</p> </div> <ul style="list-style-type: none"> ○ Phonetic stage: The child uses a letter or group of letters to represent every speech sound that they hear in a word. Although some of their choices do not conform to conventional English spelling, they are systematic and easily understood. Examples are KOM for come and EN for in. ○ Transitional stage: The speller begins to assimilate the conventional alternative for representing sounds, moving from a dependence on phonology (sound) for representing words to a reliance on visual representation and an understanding of the structure of words. Some examples are EGUL for eagle and HIGHEKED for hiked. ○ Correct stage: The speller knows the English orthographic system and its basic rules. The correct speller fundamentally understands how to deal with such things as prefixes and

	<p>suffixes, silent consonants, alternative spellings, and irregular spellings. A large number of learned words are accumulated, and the speller recognizes incorrect forms. The child's generalizations about spelling and knowledge of exceptions are usually correct.</p> <ul style="list-style-type: none"> ■ http://www.readingrockets.org/article/267 ■ http://www.sittonspelling.com/ ■ http://specialed.about.com/od/literacy/a/spell.htm ■ www.penningtonpublishing.com/SAT/3.doc ■ http://www.spellingcity.com/ ■ http://www.toolsforeducators.com/spelling/ ■ http://www.teachingideas.co.uk/english/contents08writingspelling.htm ■ http://www.uniqueteachingresources.com/spelling-teaching-resources.html ■ http://eps.schoolspecialty.com/products/details.cfm?series=1886m&source=ssweb ■ www.sedubois.k12.in.us/.../stages_of_writing.htm
<p>Use resources to correct misspelled words</p>	<ul style="list-style-type: none"> ■ A resource is something that can be turned to or drawn upon readily for support or help when needed. ■ Given student or teacher generated writing, students will find and correct misspelled words using resources. ■ Students should be taught to use various resources to correct their own misspelled words. One of the best ways to check spelling of unfamiliar or difficult words is to teach students to use the resources the teacher has already made available. <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ■ Word walls are often large charts which have vocabulary words listed that are pertinent to students' current texts. Posters, charts, and pictures the teacher has displayed around the room may also help. Teachers may also have created lists of words the students need to learn, or will be using frequently in their studies. A list of commonly misspelled words may also be kept by teachers. They might have these hanging around the room or in a student hand-out. A common list kept by many teachers is the Dolch List, a list of 220 words commonly found in children's reading. ■ Other resources include computer spell check, dictionaries, thesaurus, and subject textbooks. ■ http://www.yourdictionary.com/grammar-rules/check-spelling-of-a-word.html ■ http://www.noupe.com/how-tos/tools-and-resources-for-grammar-copywriting-spelling-and-more.html ■ http://www.readingrockets.org/article/267 ■ http://www.proteacher.org/c/820_Word_Walls_for_Primary_Grades.html
<p>Communicate ideas</p>	<ul style="list-style-type: none"> ■ Communication occurs when one person expresses a message to another person (expressive language) and that message is received and understood (receptive language).

	<ul style="list-style-type: none"> Communicating ideas is the key to learning for all students. It is a part of what makes us human. All students can be taught to communicate of which there are many modes and forms of expression. For students with SCDs, written communication may be in the form of ACC devices, pictures, photographs, objects, pecs, facial expressions or gestures. Student will communicate an idea through writing, pictures, symbols, icons or ACC devices. (also see next concept) http://www.healthcentral.com/adhd/c/1443/61249/children-communication Downing, June E. <i>Teaching Communication Skills to Students with Severe Disabilities, Second Edition,</i>
<p>Pair words, symbols, objects, and/or logos to communicate ideas</p>	<ul style="list-style-type: none"> Pair/match pictures, symbols, objects, pictures, and/or logos with words to begin communicating ideas. Symbols can be paired with real photographs, either through software such as ‘Picture This’ or “Boardmaker.” Many educators and therapists use pictures they have taken in context or ones from the internet. The teacher can create dual representation icons with a photograph on one side and a symbol representation on the other. The paired word can be on both sides. <div data-bbox="1157 690 1495 1044" data-label="Image"> </div> <ul style="list-style-type: none"> http://www.cenmac.com/helpsheets/symbols/getting-started-with-symbols-for-communication/ http://www.cathybinger.com/classroom_based_aac_boards.html http://www.mayer-johnson.com/default.aspx http://abcteach.com/directory/basics/rebus/ http://www.educationworld.com/a_lesson/worksheets/Highlights/#PictureStory http://www.autismcoach.com/Picture%20This.htm
<p>Create simple sentences</p>	<ul style="list-style-type: none"> A simple sentence has the most basic elements that make it a sentence: a subject, a verb, A simple sentence, also called an independent clause, expresses a complete thought. Creating simple sentences can look like this: “I slept.” “She ran.” “I am a girl.” “I have a dog.” “I can

	<p>run.”</p> <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ Have two or three groups of words with three choices in each group. One group has subjects (I, Mrs. Collins, Mom, Fred, etc.), the second has predicates (hit, saw, am, like, etc.) and the third list has objects or predicate nominatives (ball, happy, boy, hungry, etc.). Student chooses a word from each column to make sentences. Embed capitals and periods. <ul style="list-style-type: none"> ■ http://www.books4results.com/samples/SentenceStructureUnits/TeachingSentenceStructurePartOne.pdf ■ http://cityteacher.wordpress.com/2007/09/04/teaching-complete-sentences-using-a-tree-map-2/ ■ http://www.ehow.com/list_6518154_ideas-teaching-sentence-structure.html ■ http://www.kimskorner4teachertalk.com/grammar/partsofspeech.html ■ http://www.slideshare.net/pipki1mm/first-grade-what-is-a-sentence ■ http://www.suite101.com/content/basic-pattern-sentence-a11910
<p>Identify the beginning and ending of an idea (or sentence)</p>	<ul style="list-style-type: none"> ■ The beginning of a sentence is indicated by a capital letter and the end of a sentence is indicated by end punctuation (period, question mark, exclamation point). ■ A sentence is a complete thought/idea and the reader can tell if it's complete if s/he is not left guessing or wondering who did something or what they did. Emphasize that a complete sentence must have two parts: 1. a naming part (who or what), and 2. a telling part (tells something about the person or thing or what they are doing). <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ Use different colors to underline the naming part and the telling part. Ask student who/what the sentence is about. Ask what the person/thing is doing. If student can't answer one of those questions about the sentence then it is not complete. <ul style="list-style-type: none"> ■ http://www.slideshare.net/pipki1mm/first-grade-what-is-a-sentence ■ http://www.superteacherworksheets.com/graphic-organizers.html
<p>Identify the location of end punctuation (period)</p>	<ul style="list-style-type: none"> ■ End punctuation (period, question mark, exclamation point) is at the end of a sentence. ■ A period (.) <ul style="list-style-type: none"> ○ Example: My favorite color is green. ■ A question mark (?) <ul style="list-style-type: none"> ○ Example: What is your favorite color? ■ An exclamation point (!) <ul style="list-style-type: none"> ○ Example: Look at the fireworks! <ul style="list-style-type: none"> ■ http://www.lessonsnips.com/lesson/iknowhowyouend ■ http://www.songsforteaching.com/earthtone/punctuation.htm

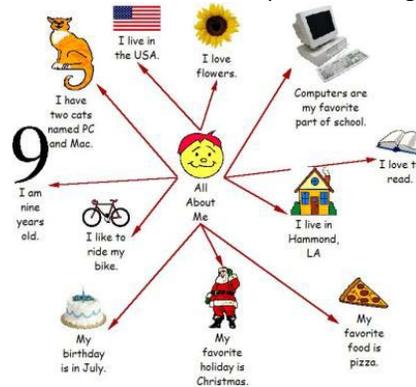
<p>Use a capital letter at the beginning of a sentence and a period at the end of a sentence</p>	<ul style="list-style-type: none"> ■ Write sentences or write presented sentences by using a capital letter at the beginning of the sentence and a period at the end of the sentence (see above concept and skill). ■ http://www.proteacher.org/c/494_Capitalization_and_Punctuation.html ■ http://www.songsforteaching.com/marlalewis/eversentencebeginscapitalletter.htm ■ http://www.learnnc.org/scos/2004-ELA/0001/05/05 ■ http://www.brighthub.com/education/k-12/articles/5630.aspx ■ www.dailylanguageinstruction.com/newgrade1minis.pdf
<p>Develop a plan for writing using a graphic organizer (i.e. web)</p>	<ul style="list-style-type: none"> ■ The Writing Process includes prewriting, writing, responding/conferencing, revising, editing or publishing. <div data-bbox="793 527 1255 901" data-label="Diagram"> <p>The Writing Process</p> <ul style="list-style-type: none"> Prewriting <ul style="list-style-type: none"> - purpose and audience - brainstorming - form Writing <ul style="list-style-type: none"> - organization - voice - word choice - sentence fluency Responding <ul style="list-style-type: none"> - teacher/peer conference - self/peer evaluation Publishing/Sharing <ul style="list-style-type: none"> - bulletin board - website - performance - author's chair Editing <ul style="list-style-type: none"> - conventions Revising <ul style="list-style-type: none"> - clarifying - reorganizing - refining - using precise language </div> <ul style="list-style-type: none"> ■ Planning/Prewriting is a step in the Writing Process. This step involves considering purpose and goals for writing, brainstorming, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece. ■ A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. ■ Graphic organizers are brainstorming webs, mind maps and other charts that allow you to organize your thoughts and ideas. There are many different types to choose from. Pick the one that is best suited to your topic. ■ For kindergarten students, scribbling and invented spelling are legitimate stages of writing development; the role of drawing as a prewriting tool becomes progressively less important as writers develop. Have young students engage in whole-class brainstorming to decide topics on which to write. ■ For students in grades 3-5, have them brainstorm individually or in small groups with a specific prompt, such as, "Make a list of important people in your life," for example.

- Online graphic organizers might help upper elementary students to organize their ideas for specific writing genres during the prewriting stage.
- <http://www.angelfire.com/wi/writingprocess>
- <http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html>
- http://www.cast.org/publications/ncac/ncac_go.html
- <http://www.angelfire.com/wi/writingprocess/generalgos.html>
- http://library.thinkquest.org/J001156/writing%20process/sl_graphic_organizers.htm
- <http://www.enchantedlearning.com/graphicorganizers/>
- <http://www.edzone.net/~mwestern/ww.html>
- http://its.leesummit.k12.mo.us/graphic_organizers.htm
- Calkins, Lucy. (1986) *The Art of Teaching Writing*.
 - Based on knowledge gleaned from eight years of research on children's writing development, this book focuses on the teaching of writing to children in the elementary school. The first section of the book deals with the essentials in teaching writing, and the establishment of a classroom that nurtures and supports growth in writing. The second section examines how children change as writers, ranging from early forays into writing in kindergarten and first grade, to the problems and successes of writing in adolescence. The third section focuses on writing conferences, including those that examine content, balance content with form, and ask process and evaluation questions. The fourth section examines the input of the teacher in developing lessons and improving the quality of student writing, while the fifth section discusses reading-writing connections. The sixth and final section discusses the use of learning logs in content area writing, and the writing of research papers, poetry, and fiction. Lists of works cited and recommended readings are included.
- Graves, Donald. (1994) *A Fresh Look at Writing*.
 - Classroom Techniques; Creative Writing; Elementary Secondary Education; Handwriting; Literary Genres; Portfolio Assessment; Portfolios (Background Materials); Spelling; Student Evaluation; Teacher Expectations of Students; Writing Instruction; Writing Processes
 - Demonstrating to teachers how to experience the joys of the craft along with their students, this book examines portfolios, record keeping, and methods for teaching conventions, spelling, and literary genres including fiction, poetry, and nonfiction. Each chapter includes a varying number of "Actions," glossed objectives providing new ways for teachers to understand themselves and reach their students. Chapters in the book are: (1) Consider Your Roots; (2) Learn from the Children; (3) Why Would Anyone Ever Want to Write?; (4) Day One: Help

Children to Write and Keep Writing; (5) Understand Children When They Write; (6) Expect More of Your Writers; (7) Conditions for Effective Writing; (8) Begin to Organize Your Classroom; (9) Help Children to Share Their Writing; (10) Evaluate Your Own Classroom; (11) Experiment with Portfolios; (12) Help Children Learn Conventions; (13) Help Children to Read Their Own Work; (14) Help Children to Revise Their Work; (15) How to Keep Handwriting in Perspective; (16) Spell to Communicate; (17) Answers to Frequent Questions Teachers Ask about Teaching Writing; (18) Help Children Read and Write Fiction; (19) Show Children How to Write Nonfiction; (20) Uncover the World through Poetry; (21) Work with Parents and Administrators; and (22) Live the Professional Life. Contains an index and references.

Choose a topic for writing

- A **topic** is the main organizing principle of a discussion, either verbal or written. Topics offer us an occasion for speaking or writing and a *focus* which governs what we communicate.
- A single controlling idea, which is expressed in a sentence called the topic sentence.
- The particular issue or idea that serves as the subject of a [paragraph](#), [essay](#), [report](#), or [speech](#). The primary topic of a paragraph may be expressed in a [topic sentence](#).
- Student selects a topic for writing.
 - **Example:**
 - “I will write about my favorite pet.”
- Student will choose a topic for writing independently or from a teacher generated list.



- Ask students for topic ideas from a shared experience, such as events in a day at school (e.g., recess, field trip, lunch), or choose an item from a list of pre-generated topics, including topics you know the student likes.
- Begin with a description of the difference between very general topics and more focused topics. For example, if a student were to write about a day spent with his or her grandfather, that could include

	<p>many different things. But if the topic is about making biscuits with his or her grandfather on Sunday morning, then the writing is going to be about that one specific moment or event. (Taken from: http://www.readwritethink.org/classroom-resources/lesson-plans/writing-workshop-helping-writers-314.html?tab=4)</p> <ul style="list-style-type: none"> ■ http://www.readwritethink.org/classroom-resources/lesson-plans/writing-workshop-helping-writers-314.html?tab=4#tabs ■ http://teachers.net/lessons/posts/1492.html ■ Wagner, L., Nott, J.G., & Agnew, A.T. (2001). The nuts and bolts of teaching first-grade writing through a journal workshop. <i>The Reading Teacher</i>, 55, 120–125.
Write a topic	<ul style="list-style-type: none"> ■ Writes a topic (see above) using words, pictures, objects, symbols and icons, which is the main organizing principle of a discussion, either verbal or written. ■ http://udlibsearch.lib.udel.edu/primary.pdf ■ http://k6educators.about.com/od/languageart1/qt/jpromptsx.htm
Write a list of topics	<ul style="list-style-type: none"> ■ A list is a series of names or other items written or printed together in a meaningful grouping or sequence so as to constitute a record: <i>a list of members</i>. ■ See choose a topic for writing (p. 11).
Organize topics into categories	<ul style="list-style-type: none"> ■ Organizing or categorizing topics (words, pictures, object, symbols, and icons) with the proper heading or category. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ Inside activities/outside activities, words or pictures might be watching TV, fixing dinner, reading to grandma, board games, computer, swinging, football, walking to the park, throwing a ball with the dog, etc. ■ Part of the prewriting process, generating ideas from multiple sources (brainstorming, graphic organizers, KWL charts, discussion, teacher generated), students will indentify the purpose of their writing (to entertain, communicate, inform, persuade) and organize ideas to make a plan for writing. ■ http://www.landmarkoutreach.org/ProcessWriting.htm ■ http://blog.classroomteacher.ca/28/prewriting-classroom-software/
Write a topic sentence	<ul style="list-style-type: none"> ■ A topic sentence contains the central idea around which a paragraph is developed. A topic sentence (also known as a focus sentence) organizes the entire paragraph. It tells the reader what to expect. Ask, “What is my paragraph about? What is the most important thing I want to share about my topic?” ■ http://www.brighthub.com/education/k-12/articles/15419.aspx#ixzz11zjYOORW ■ http://www.writingcentre.uottawa.ca/hypergrammar/partopic.html ■ http://www.galeschools.com/research_tools/src/write_topic.htm

Write an organized topic sentence	See previous concept and skill.
Write a closing sentence	<ul style="list-style-type: none"> ■ A closing sentence is the final sentence in a paragraph. The closing sentence is the conclusion, or ending of the paragraph. The closing sentence should tie all the ideas in the paragraph together. Strong closing sentences echo the main idea but also expand the writer’s thesis. Encourage students to incorporate personal opinions, predictions, or inferences in their closing sentences. The closing is like putting a ribbon/bow on a package after you’ve closed it. <ul style="list-style-type: none"> ○ Example: When I grow up, I want to be an astronaut. Astronauts explore places where people have never been before. They make new discoveries about our solar system. Some astronauts even walk in space. Being an astronaut would be fun and challenging work. ■ (from: http://www.educationworld.com/a_tsl/archives/04-1/lesson028.shtml) ■ http://printables.scholastic.com/printables/detail/?id=23969 ■ http://www.suite101.com/content/hamburger-paragraph-model-a105711 ■ http://www.word-mart.com/html/sentence_and_paragraph_writing.html#ClosingSentence
Match a topic sentence to a closing sentence	<ul style="list-style-type: none"> ■ Match or pair a topic sentence to a given closing sentence, which conveys the same meaning. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ Match, “Summer is my favorite season of the year.” to “Summer is a great season for me.” ▪ Match “My favorite pet is my cat, Leo.” To “Leo is the best pet I have ever had.” ■ http://www.suite101.com/content/teach-kids-to-write-paragraphs-a31218 ■ http://printables.scholastic.com/printables/detail/?id=23969 ■ http://teaching-direction.blogspot.com/2009/12/teach-kids-to-write-paragraphs.html
Write simple sentences	<ul style="list-style-type: none"> ■ A simple sentence has the most basic elements that make it a sentence: a subject, a verb, ■ A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. ■ Writing simple sentences can look like this: “I slept.” “She ran.” “I am a girl.” “I have a dog.” “I can run.” <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ Have two or three groups of words with three choices in each group. One group has subjects (I, Mrs. Collins, Mom, Fred, etc.), the second has predicates (hit, saw, am, like, etc.) and the third list has objects or predicate nominatives (ball, happy, boy, hungry, etc.). Student chooses a word from each column to make sentences. Embed capitalization and periods. ■ http://www.books4results.com/samples/SentenceStructureUnits/TeachingSentenceStructurePartOne.

	<p>pdf</p> <ul style="list-style-type: none"> ■ http://cityteacher.wordpress.com/2007/09/04/teaching-complete-sentences-using-a-tree-map-2/ ■ http://www.ehow.com/list_6518154_ideas-teaching-sentence-structure.html ■ http://www.kimskorner4teachertalk.com/grammar/partsofspeech.html ■ http://www.slideshare.net/pipki1mm/first-grade-what-is-a-sentence
<p>Write compound sentences</p>	<ul style="list-style-type: none"> ■ A compound sentence contains two independent clauses joined by a coordinator. The conjunctions or coordinators are as follows: <i>for, and, nor, but, or, yet, so</i>. (Helpful hint: The first letter of each of the coordinators spells <i>FANBOYS</i>.) Except for very short sentences, coordinators are always preceded by a comma. In the following compound sentences, subjects are in yellow, verbs are in green, and the coordinators and the commas that precede them are in red. <ul style="list-style-type: none"> ○ Example: <div data-bbox="873 591 1776 1016" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A. I tried to speak Spanish, and my friend tried to speak English.</p> <p>B. Alejandro played football, so Maria went shopping.</p> <p>C. Suzie saw the puppy, but she was afraid to pet it.</p> </div> <ul style="list-style-type: none"> ■ http://www.eslbee.com/sentences.htm ■ http://www.helium.com/items/1805010-fun-ways-to-teach-simple-compound-and-complex-sentence ■ http://www.education.com/activity/article/Sentence_Scramble_third/ ■ http://www.bbc.co.uk/skillswise/words/grammar/interestsentences/compoundsentences/tutor.shtml ■ http://wblrd.sk.ca/~k9adapt/gr9/sentenceunitplan.htm
<p>Write supporting details</p>	<ul style="list-style-type: none"> ■ Supporting details come after the topic sentence and make up the body of a paragraph. They give details to develop and support the main idea of the paragraph. The writer provides supporting facts, details, and examples. ■ There is a topic sentence in the paragraph that describes the main idea in the paragraph. The next three to five sentences in the paragraph give supporting details.

	<ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ The topic sentence states, “Hannah was the most valuable player on the team. ▪ Supporting sentences that follow might include, “She scored the most points. Hannah always watches out for her teammates. She was elected team captain.” ■ http://www.brighthub.com/education/k-12/articles/22350.aspx ■ http://www.teslimes.com/essay.html#details ■ http://www.kwiznet.com/p/takeQuiz.php?ChapterID=1965&CurriculumID=14&Num=4.10 ■ http://www.readwritethink.org/files/resources/interactives/essaymap ■ http://lrs.ed.uiuc.edu/students/fwalters/para.html ■ http://www.enchantedlearning.com/graphicorganizers/mainsupportingideas/
Use pronouns in sentences	<ul style="list-style-type: none"> ■ Pronouns are words that replace nouns in a sentence. Examples of pronouns include: I, she, me, it, he, and they.) <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ Cindy loves peach pie. She ate three slices. ■ http://www.brighthub.com/education/k-12/articles/26963.aspx ■ http://www.ehow.com/list_6578798_ideas-teaching-pronouns.html ■ http://www.instructorweb.com/lesson/nouns.asp
Re-writes sentences that restate and maintains meaning	<ul style="list-style-type: none"> ■ Rewrite the sentence using different wording while maintaining (not changing) the original meaning. ■ Part of the writing process: learning to revise writing. See Revise draft by adding, elaborating, or rearranging ideas and Revise writing through conferencing (p. 19 – 20). <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ “We walked to the bottom of the canyon, and then found a beautiful waterfall.” ▪ Rewritten: “After walking to the bottom of the canyon, we discovered a beautiful waterfall.” ■ https://qmark.fvtc.edu/q4/session.dll?call=survey.pip&SESSION=0829152571031547 ■ http://www.landmarkoutreach.org
Write longer sentences	<ul style="list-style-type: none"> ■ Sentence building begins with a short, vague phrase such as: "It went." "He ate." "She left." Then, the sentence is elaborated on, expanded, or vague words are replaced with specific ones. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ "The dog ran." "The boy chewed." "The bird disappeared." Work at a white board or on a large sheet of paper, writing each new sentence under the former. Now begin to ask questions, such as "How did the dog run?" "Where did the bird disappear to?" "What was the boy chewing?" Keep adding a new word or phrase until you have built a longer, concrete sentence. "The hungry boy noisily chewed a stalk of crisp celery while watching a Veggie Tales video.

	<ul style="list-style-type: none"> ■ (http://www.writeshop.com/article4.htm) ■ http://grammar.about.com/od/rs/g/sentencecombiningterm.htm ■ http://www.stackthedeck.com/teaching-tips/sentence-writing.html
Write complete sentences	<ul style="list-style-type: none"> ■ A complete sentence includes a subject and a verb or a predicate. ■ Subject: a noun, noun phrase or pronoun in a sentence that does the action or describes the predicate. ■ Verb: a word (part of speech) that conveys action (<i>bring, read, walk, run, learn</i>) ■ Predicate: the rest of a sentence apart from the subject; tells the action of the subject and must include a verb. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ Bobby (subject) is walking (verb) to the store (predicate: is walking to the store). ■ Read more at Suite101: How to Write a Sentence: How to Write a Sentence for Students and Teachers http://www.suite101.com/content/how-to-write-a-sentence-a7259#ixzz12731qqCa ■ http://cityteacher.wordpress.com/2007/09/04/teaching-complete-sentences-using-a-tree-map-2/ ■ http://www.suite101.com/content/how-to-write-a-sentence-a7259
Write a paragraph	<ul style="list-style-type: none"> ■ A paragraph is a collection of related sentences dealing with a single topic. A paragraph includes a topic sentence, supporting details, and a closing sentence. ■ A paragraph is a distinct portion of written or printed matter dealing with a particular idea, usually beginning with an indentation on a new line. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ We had fun on our field trip. We went to the museum. We toured the art gallery and the natural history wing. We ate lunch in the park. We all enjoyed our field trip. ■ http://humanities.byu.edu/elc/teacher/teaching_writing/topic_s_writing_pa.htm ■ http://www.enchantedlearning.com/graphicorganizers/mainsupportingideas/ ■ http://www.suite101.com/content/paragraph-lesson-a141254 ■ http://www.instructorweb.com/lesson/theparagraph.asp ■ http://www.slideshare.net/Prof_Pat_Muri/what-is-a-paragraph-presentation ■ http://www.ncistudent.net/studyskills/writingskills/WritingParagraphs.htm#1000
Use word processor to write	<ul style="list-style-type: none"> ■ A word processor is a computer program or computer system designed for <u>word processing</u>. ■ http://www.educationworld.com/a_tech/techlp/techlp041.shtml ■ http://www.readingrockets.org/article/29126 ■ http://www.lessonplanspage.com/CILAIIntroToWordProcessingComputersK2.htm ■ http://www.sabrinasterling.com/ ■ http://www.ehow.com/how_6401401_teach-word-processing-kids.html ■ http://www.stackthedeck.com/teaching-tips/word-processor-revision.html

Write for a given audience

- An **audience** is anyone who reads, sees, or hears a message (a story or essay, a speech, a painting, and so on).
- The **audience** determines what you write, what examples and details to include, what to emphasize, word choice and tone.
- There are at least two types of **audiences**: real and intended. The real **audience** is anyone who reads or perceives the message; the intended **audience** is the target group that the message sender has in mind. For an essay, the real readers could be the teacher, a friend, or a parent. The intended **audience** of an essay could be young, middle-aged, or old; or male or female.
- Normally the teacher is not the intended audience unless your goal is to persuade or inform the teacher of something (e.g. to change an attendance policy).
- Student writers learn that audiences can have different needs and they learn about different perspectives on what they say. Students who have audience awareness find that it influences their planning, their drafting, their ways of revising, their editing, and their publishing. (from <http://www.adlit.org/article/36071>)
- <http://www.brighthub.com/education/k-12/articles/11378.aspx#ixzz12dQZ4AgGv>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-audience-through-interactive-242.html>
- <http://www.brighthub.com/education/k-12/articles/11378.aspx#ixzz129stxpeN>
- <http://www.suite101.com/content/audience-lesson-a128101>
- www.english.hawaii.edu/.../audience_purpose_classroom_activities_2009-04-14.pdf
- <http://facstaff.gpc.edu/~shale/humanities/composition/handouts/audience.html>
- **Additional references:**
 - Wollman-Bonilla, J.E. (2001). Can first-grade writers demonstrate audience awareness? *Reading Research Quarterly*, 36, 184–201.
 - Vygotsky (1978) argues that through interaction, with proficient guidance, children can develop advanced mental processes such as audience awareness and gradually internalize the ability to anticipate audience needs.
 - Young children can learn audience awareness when objectives are placed in a genuine, meaningful context. When the purpose is realistic and specifically defines a familiar audience, they can keep that audience in mind while writing.
 - Interactive writing provides teachers an opportunity to model how to think about audience, while at the same time allowing their students to interact or try their hand with the text.
 - McCarrier, A., Pinnell, G.S., & Fountas, I.C. (2000). *Interactive writing: How language & literacy come together, K-2*. Portsmouth, NH: Heinemann.
 - Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*.

	Cambridge, MA: Harvard University Press.
Write for a defined purpose	<ul style="list-style-type: none"> ■ The purpose (or reason) for writing determines what you write, the point of your writing, and how you will make your point. ■ Before choosing and narrowing a topic to write about, consider the purpose for writing and who will read what is written (audience). The purpose and audience often dictate the types of topics that are available. ■ Main purposes for writing: <ul style="list-style-type: none"> ○ to inform (pass on new information) ○ to explain (tell how to do something) ○ to entertain (tell a story, a poem, or a play) ○ to persuade (influence readers to do something or think in a certain way) ○ Example: <ul style="list-style-type: none"> ▪ Student will write a paragraph about a funny incident to entertain, or a paragraph about their mom’s MS to inform, or a paragraph about why the school needs new playground equipment to persuade ■ http://www.brighthub.com/education/k-12/articles/11378.aspx#ixzz12dQkXMJv ■ Author's Purpose Lesson Plan: Writing to Inform Persuade, or Entertain http://www.suite101.com/content/authors-purpose-lesson-plan-a100676#ixzz129ziY62s ■ http://teachers.net/lessons/posts/1124.html ■ http://www.associatedcontent.com/article/2757889/authors_purpose_for_writing_worksheet.html?cat=4 ■ http://www.suite101.com/content/authors-purpose-lesson-plan-a100676
Write a persuasive piece	<ul style="list-style-type: none"> ■ Persuasive writing states an opinion and tries to convince the reader to take the same opinion. ■ The general characteristics of persuasive writing include: <ul style="list-style-type: none"> ○ stated position or belief ○ factual supports ○ persuasive techniques ○ logical argument ○ call to action ■ Persuasive writing appears in and is not limited to speeches, letters to the editor, editorials, advertisements, award nominations, pamphlets, and opinion pieces. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ “We have a big decision to make. We can use cloth, paper, or plastic bags. I choose

	<p>cloth because paper uses trees, and plastic uses petroleum; so we should use cloth. Cloth bags are easy to take with you and use again and again. We need to keep our earth clean, so let's use cloth. Remember, recycle and reuse." (From Houghton Mifflin Co.,</p> <ul style="list-style-type: none"> ■ http://www.thewritesource.com/studentmodels/wot-cloth.htm ■ http://www.suite101.com/content/teaching-the-persuasive-essay-a47206 ■ http://www.orangeusd.k12.ca.us/yorba/persuasive_writing.htm ■ http://www.proteacher.org/c/650_Persuasive_Writing.html ■ http://www2.scholastic.com/browse/lessonplan.jsp?id=102 ■ http://www.ehow.com/how_4442009_teach-persuasive-writing.html
<p>Identify/locate an unrelated part in written work</p>	<ul style="list-style-type: none"> ■ An unrelated part or sentence is not related to the topic and can be eliminated. It is a sentence that does not belong in the paragraph. <ul style="list-style-type: none"> ○ During the revision process, student can evaluate if a sentence does or does not belong. ○ Example: <ul style="list-style-type: none"> ■ Robins are my favorite bird. I love their red breast. <i>Sparrows are mean</i>. Robins eat worms after it rains. ("Sparrows are mean." does not belong.) ■ http://www.jstor.org/pss/30180984 ■ http://www.edpsycinteractive.org/edpsyc/lpexm2.html ■ http://printables.scholastic.com/printables/detail/?id=23962 ■ http://www.mce.k12tn.net/reading/paragraph_unit/lesson6.htm ■ http://www.mce.k12tn.net/reading39/paragraph_unit/lesson7.htm ■ http://www.butte.edu/departments/cas/tipsheets/style_purpose_strategy/paragraphs.html
<p>Locate and replace an unrelated part in written work</p>	<ul style="list-style-type: none"> ■ Once student locates/identifies an unrelated sentence in a paragraph, student will replace it with a related sentence (see Identify/locate an unrelated part). ○ Example: <ul style="list-style-type: none"> ■ Provide the student with a paragraph with a well defined topic and an unrelated/off topic sentence. ■ Ask the student, "In the example paragraph above, remove sentence about sparrows and replace with, "Robins sing a beautiful song each morning."
<p>Revise draft by adding, elaborating, or rearranging ideas</p>	<ul style="list-style-type: none"> ■ Revision is a step in the Writing Process. Written work is revised by adding, elaborating or rearranging ideas. ■ Revision is an opportunity to develop and improve a piece of writing. ■ Revising is: <ul style="list-style-type: none"> ○ Picking places where the writing could be clearer, more interesting, more informative and more convincing.

	<ul style="list-style-type: none"> ○ Making decisions about you want to improve your writing ○ Looking at your writing from a different point of view ■ Revising includes: <ul style="list-style-type: none"> ○ Adding (What else does the reader need to know?) ○ Rearranging (Is the information in the most logical and most effective order?) ○ Removing (What extra details or unnecessary bits of information are in this piece of writing?) ○ Replacing (What words or details could be replaced by clearer or stronger expressions?) ■ Revising is not editing. Editing is: <ul style="list-style-type: none"> ○ spelling ○ capitalization ○ punctuation ○ grammar ○ sentence structure ○ subject/verb agreement ○ consistent verb tense ■ http://www.angelfire.com/wi/writingprocess/revising.html ■ http://www.edzone.net/~mwestern/ww.html ■ http://www.readingrockets.org/article/270 ■ http://www.stackthedeck.com/teaching-tips/sentence-writing.html ■ http://www.readwritethink.org/classroom-resources/lesson-plans/prompting-revision-through-modeling-1183.html?tab=4#tabs ■ http://www.nwp.org/cs/public/print/resource/2185
<p>Revise writing through conferencing</p>	<ul style="list-style-type: none"> ■ Conferencing/responding is step in the Writing Process. It is a technique used to assess how writing is progressing and to help students focus on issues concerning their pieces of writing. Conferences are an important part of the writing process and may occur during any stage of writing. There are several types of conferences that will foster student learning including: <ul style="list-style-type: none"> ○ Teacher conferencing occurs when the teacher meets with each student on a regular basis, or as the need arises, to discuss the effectiveness of the writing. ○ Peer conferencing occurs when a writer shares written work and one or more peers respond. The reader (peer) reads the author's work as the author listens. The reader says positive things about the writing. The reader asks questions and makes suggestions to help improve the writing. ○ Possible questions for conferencing include: <ul style="list-style-type: none"> ▪ What do you need help with? ▪ Tell me about your piece of writing.

	<ul style="list-style-type: none"> ▪ What part is your favorite? ▪ Have you stayed on topic? ▪ What else can you say about this part? ▪ How are you creating a picture with words that the reader can understand? ▪ I like the way_____ ▪ Can you tell me how you felt when this happened? ▪ Why did you choose this topic? ▪ Have you shared with a friend? What were the suggestions for improvement? <p>■ Conferences should be <i>brief</i>. The teacher asks the student how they can help improve the writing. At first, the student will often want the teacher to tell them what is wrong. Refrain from doing this. Ask the student what s/he thinks about their writing. The idea is to build strong, independent writers who are able to evaluate their own writing in order to improve it. Praise a strong point of the students' writing.</p> <p>■ http://www.brunswick.k12.me.us/cof/title1/writing2/teacher/stages/conferencing/index.htm#peer</p> <p>■ http://www.suite101.com/content/writers-workshop-for-elementary-kids-a61974</p> <p>■ http://www.teachersfirst.com/lessons/writers/writer-2.htm</p> <p>■ http://www2.rccsd.org/MSmith/Writers%27Workshop.htm</p>
<p>Edit writing (<i>capitals, end punctuation, spelling, grammar</i>) using classroom resources</p>	<p>■ Editing is a step in the Writing Process. Editing is an important part of making sure that everything makes sense. Editing – or fixing errors - makes the writing clear and cohesive.</p> <p>■ After revising, students are ready to edit the pieces. Peer and self-editing are helpful to most students. The goal is to have students locate and correct errors on their own first using available classroom resources.</p> <p>■ Editing includes:</p> <ul style="list-style-type: none"> ○ spelling <ul style="list-style-type: none"> ▪ When a writer reviews his or her writing, s/he may stop at words that don't look right. These are often the words that have been spelled incorrectly, and should be checked in the dictionary or using a classroom resource. If writing on a computer, run the spell check. (How to use the spell check properly.) ○ capitalization ○ punctuation ○ grammar ○ sentence structure ○ subject/verb agreement

- consistent verb tense
- word usage
- grammar
 - English grammar covers a huge area and you cannot check for everything separately. The best idea is to concentrate first on verbs (tenses and forms). For example, if a writer has written about a past event in your life, s/he will need to check that the verbs are in the past tense.
- punctuation
 - When **revising** writing (see p. 20 - 21), check to make sure there aren't any run-on sentences or sentence fragments. In correcting these problems, usually punctuation needs to be changed. When **editing**, check to make sure that other aspects of punctuation are correct. For example: Are end punctuation marks correct? Are other punctuation marks used commas, colons and semi-colons correctly?
- capitalization
 - check that sentences all start with a capital letter and that capital letters are used for all proper nouns (e.g. names of people, countries, cities, rivers, etc.)

■ It's not easy to check all these things together, so try doing them one at a time. The order that the writing is checked can address individual preferences. It is also a good idea to wait for a while before editing, as the writer can often find more mistakes if the writing is checked the next day than immediately after it's finished.

■ Suggestions for **Self-Edit**

- Read your own work backwards.
 - Read the last sentence, then the second last sentence, etc.
- Does each sentence make sense when you read it on its own?
 - Do you see or hear any errors in the sentence?

■ A very useful checklist for students to use for a **peer** and **self-edit** is available at:
<http://206.218.128.2/laintech/peer.htm>

■ <http://www.readwritethink.org/classroom-resources/lesson-plans/prompting-revision-through-modeling-1183.html>

■ <http://karn.ohiolink.edu/~sg-ysu/proofed.html>

■ http://library.thinkquest.org/J001156/writing%20process/bc_editing.htm

■ http://www.fountainheadpress.com/contentresources/eng_writingproc_DRE.pdf

	<ul style="list-style-type: none"> ■ http://www.writingfix.com/Process/Revision.htm ■ http://www.proteacher.org/c/941_Editing.html ■ http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html ■ http://www.angelfire.com/wi/writingprocess/editing.html ■ http://library.thinkquest.org/J001156/writing%20process/bc_editing.htm
<p>Use new vocabulary words</p>	<ul style="list-style-type: none"> ■ Vocabulary is a language learner’s knowledge of words. ■ By making connections between words and ideas, and between words and pictures, we build vocabulary skills. Connections between vocabulary words make the process of building vocabulary skills faster and more efficient. ■ Enhance “working” vocabularies with new words. ■ Words are learned from context (oral language, written context). ■ Tiers of vocabulary: <ul style="list-style-type: none"> ○ Tier One: Basic words that may not require direct instruction. ○ Tier Two: High frequency words found across a variety of domains. <ul style="list-style-type: none"> ▪ Criteria for identifying Tier Two Words for Instruction: <ul style="list-style-type: none"> • How generally useful is the word? • How do words relate to other words, to ideas that students know or have been learning? Does it directly relate to some topic of study? • What does the word bring to a text or situation? What role does the word play in communicating the meaning of the context in which it is used? ○ Tier Three: Low frequency words often tied to subject-specific domains. ■ Words are learned from direct instruction of vocabulary (Tier 1 and Tier 2). ■ Vocabulary words can be “pre-taught” before encountering them in written contexts. ■ Beck, I. L., McKewon, M.G., & Kucan L. (2002) <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. ■ The following site focuses on using contextual clues to determine the meaning of unknown words. The sites introduce different types of contextual clues and strategies on using the clues. Exercises, lesson plans, and a song are included. There are links to eThemes resources on Text Structures, Teaching Tips for Decoding Strategies, Synonyms and Antonyms, and Prefixes and Suffixes. <ul style="list-style-type: none"> ○ eThemes Resource: Reading Skills: Context Clues ■ Student will write compositions using new vocabulary words provided by teacher. ■ http://www.nancyfetzer.com/vocab-details.html ■ http://eslteacherguide.blogspot.com/2010/04/using-sentence-practice-to-help.htm ■ http://www.learn2study.org/teachers/vocab.htm ■ http://www.literacyconnections.com/teaching-revision-skills-writing-classroom

<p>Select vocabulary words from lists of categorized words</p>	<ul style="list-style-type: none"> ■ Categorization is the process in which ideas and objects are recognized, differentiated and understood. Categorization implies that objects are grouped into categories, usually for some specific purpose. ■ Categorized words or pictures, object, symbols, and icons with the proper heading or category. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ Words that mean <i>happy</i>; words associated with <i>winter</i> or <i>summer</i>; words that mean the same as <i>big</i>; word opposites, etc. ■ Given lists of categorized words, student will select new vocabulary words to study and use in written work. ■ http://www.nancyfetzer.com/vocab-details.html ■ http://www.manythings.org/vocabulary/ ■ http://webcache.googleusercontent.com/search?q=cache:tr9Bx7Y1DlCJ:mercury.educ.kent.edu/database/eureka/documents/introducingnewvocabteacherresourcechart_handout.doc+Select+vocabulary+words+from+lists+of+categorized+words&cd=6&hl=en&ct=clnk&gl=us&client=safari
<p>Identify a resource used in research</p>	<ul style="list-style-type: none"> ■ A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study. Primary sources offer an inside view of a particular event. ■ Sources can include autobiographies, diaries, e-mail, interviews, letters, minutes, news film footage, official records, photographs, raw research data, speeches, art, drama films, music, novels, poetry, etc. ■ Referencing is the act of creating citations to identify resources used in writing a work. ■ Citation: author, date, title, publisher or journal, page numbers, etc. <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Cohen, Daniel. <i>America's Very Own Ghosts</i>. New York: Doubleday, 1985. ▪ Eiselen, Malcolm R. "Franklin, Benjamin." <i>The World Book Encyclopedia</i>. 1999. ▪ Boritt, Gabor S. "Civil War." <i>World Book Online</i>. 10 September 1999 ▪ http://www.worldbookonline.com/na/ar/fs/ar117060.htm. ■ http://www.technology.com/tutorials/teaching/citing/print.htm ■ http://eduscapes.com/tap/topic24a.htm ■ www.jerichoschools.org/ms/library/cite2006pm.pdf

<p>2. Students write expressive and expository pieces.</p>	<p>Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters. Examples of words that should be used to cue the student include: tell about, write a story about, and what happened.</p> <p>Expository writing explains problems, solutions, and procedures. Such writing is typically guided by a purpose with a specific audience in mind where voice and organization align with subject and audience. Examples of words that should be used to cue the student include explain, how, persuade, and what.</p>
<p>Concepts and Skills</p>	<p>Explanation</p>
<p>Writes signature</p>	<ul style="list-style-type: none"> ■ A signature is a handwritten depiction of someone's name, nickname or even a simple "X" that a person writes on documents as a proof of identity and intent. Initially, a student may also use symbols, pictures, objects, and icons to represent his or her name. <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ Model, trace, trace w/dotted lines, independent ▪ Use forward chaining. Break down signature into individual strokes and teach each stroke to mastery, then add the next stroke. ■ http://www.writingwizard.longcountdown.com/files/worksheet200697232440382.html ■ http://www.handwritingforkids.com/handwrite/cursive/names/mynameisc.htm ■ http://www.enchantedlearning.com/Home.html ■ http://www.kidslearningstation.com/preschool/teach-printing.asp
<p>Express a story about “real world events”</p>	<ul style="list-style-type: none"> ■ Writes a story about a true or actual event, which is an important happening; something that happens in a certain place during a particular interval of time. ■ http://www.educationworld.com/a_lesson/lesson/lesson139.shtml ■ http://www.nwp.org/cs/public/print/resource/922#One ■ http://www.learnnc.org/lp/pages/4041?ref=search
<p>Select pictures of “real-life” experiences to express a story</p>	<ul style="list-style-type: none"> ■ Select/choose pictures to write a “real-life” or true happening/experience. ■ http://www.eslflow.com/picturelessonsandteachingideas.html ■ http://www.oldpicturebooks.com/using-online-picture-books-to-teach-reading-and-writing-to-children.php ■ http://www.teach-nology.com/teachers/lesson_plans/language_arts/writing/writemea35.html

<p>Sort pictures, symbols and/or objects</p>	<ul style="list-style-type: none"> ■ A sort is a group of persons or things of the same general character; a kind; a category of things distinguished by some common characteristic or quality. ■ Given a set of pictures, symbols or objects, student will sort pictures, symbols or objects paired with words into common categories. <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ Give students sets of objects like buttons, shells, pastas, small toys, etc. on lunch trays. Have them explain their sorting reasons. Teach sorting printed symbols like shapes, letters, numbers, and game cards. Have them sort pictures of objects by size, shape, colors, or other features. ■ http://www.inclusive.net/resources/units/unit3/unit3_15.shtml ■ http://teacch.com/communication-approaches-2/nonverbal-thinking-communication-imitation-and-play-skills-with-some-things-to-remember ■ http://www.rockingham.k12.va.us/resources/kidspiration
<p>Matches factual information to a topic</p>	<ul style="list-style-type: none"> ■ Matches/pairs true or factual information to a topic (see topic, p. 11 - 12). ■ Factual information actually exists; reality; truth; something known to exist or to have happened; Space travel is now a fact.; a truth known by actual experience or observation; something known to be true: Scientists gather facts about plant growth. <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ Given a topic sentence and a set of facts, some related and some not, student will match the related facts to the topic sentence. ■ http://www.une.edu.au/tlc/aso/aso-online/academic-writing/beginner-paragraphs.php ■ www.teachnow.com/samples/3304.pdf
<p>Writes a topic and related fact</p>	<ul style="list-style-type: none"> ■ See topic (p. 11 – 12) and factual information (p. 25) <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ “Spring is my favorite season. I love to watch new flowers bloom each day.” ■ www.teachnow.com/samples/3304.pdf ■ http://www.une.edu.au/tlc/aso/aso-online/academic-writing/beginner-paragraphs.php
<p>Write a descriptive idea</p>	<ul style="list-style-type: none"> ■ Descriptive ideas in writing vividly portray a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer’s experience. ■ The writer <i>shows</i>, rather than <i>tells</i>. ■ The writing will include sensory details like seeing, hearing, touching, tasting and smelling. ■ The general characteristics of descriptive writing include: <ul style="list-style-type: none"> ○ elaborate use of sensory language ○ rich, vivid, and lively detail ○ figurative language such as simile, hyperbole, metaphor, symbolism and personification

	<ul style="list-style-type: none"> ○ <i>showing</i>, rather than <i>telling</i> through the use of active verbs and precise modifiers ■ http://www.proteacher.org/c/722_Writing - Descriptive Writing.html ■ http://www.thewritingsite.org/resources/prompts/descriptive.asp ■ http://www.esflow.com/descriptivewriting.html ■ http://grammar.about.com/od/developingessays/a/topdescription.htm ■ http://www.teachingideas.co.uk/english/descriptivewriting.htm
<p>Write a sequenced story including a beginning and an ending</p>	<ul style="list-style-type: none"> ■ Sequencing is one of many skills that contributes to students' ability to comprehend what they read. ■ Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events (recognizing order of events) within a given text in the order in which they occurred. ■ The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Finding meaning in a text depends on the ability to understand and place the details, the sequence of events, within some larger context—the beginning, middle, and end of a story. ■ The ordering of events in a story, along with connecting words such as <i>once upon a time</i>, <i>then</i>, <i>later</i>, <i>afterwards</i>, and <i>in the end</i>, are good examples of textual features, an understanding of which gives the reader a way of integrating the story's individual parts into its larger framework and thereby understanding the author's purpose. ■ Read more on TeacherVision: http://www.teachervision.fen.com/skill-builder/reading_comprehension/48779.html#ixzz12fXJlgX6 ■ http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-about-story-structure-874.html ■ http://www.netrover.com/~kingskid/graphic/graphic.htm ■ http://www.education.com/activity/article/sequencing_sentences_kindergarten/ ■ http://www.suite101.com/content/teaching-story-sequence-a86113 ■ http://www.teachnet.com/lesson/langarts/reading/sequencing.html
<p>Write a response to a story</p>	<ul style="list-style-type: none"> ■ A response shows understanding/ interpretation of a story or literature. ■ A person's response to a piece of literature is the only way to know what they understand and feel about individual pieces and collections of literature ■ Examination of the theme, plot, characters, or other aspects of a chapter, story, book, or poem. ■ The writer supports ideas by referring to the story and to what you already know. ■ Students response to literature by: <ul style="list-style-type: none"> ○ making comparison of texts ○ making text to self-text, to text, and text to world connections ○ justify opinions using evidence found in the text.

	<ul style="list-style-type: none"> ■ Planning a response to literature <ul style="list-style-type: none"> ○ Carefully read the piece of literature. <ul style="list-style-type: none"> ▪ Take notes on passages that affect you. Include page numbers for your reference. ○ Freewrite about your responses. <ul style="list-style-type: none"> ▪ How did you respond to the characters? theme? plot? setting? style? ■ After reading or hearing a story read, the student could write about the major and minor characters, the theme, the setting, and how the story made them feel, what they wish they could say to the author, questions about the story, how they feel about individual characters. ■ http://www.huntel.net/rsweetland/literature/development/rspnsesToLit.html ■ http://youngwritersproject.org/node/2448 ■ http://www.essaytown.com/writing/write-response-essay-reaction-essay ■ http://www.thewritesource.com/studentmodels/
<p>Write a response to a story relating prior knowledge</p>	<ul style="list-style-type: none"> ■ Write a response (see above) connecting prior knowledge, which can be explained as a combination of the learner's preexisting <i>attitudes, experiences, and knowledge</i>: <ul style="list-style-type: none"> ○ Attitudes <ul style="list-style-type: none"> ▪ Beliefs about ourselves as learners/readers ▪ Awareness of our individual interests and strengths ▪ Motivation and our desire to read ○ Experiences <ul style="list-style-type: none"> ▪ Everyday activities that relate to reading ▪ Events in our lives that provide background understanding ▪ Family and community experiences that we bring to school with us ■ After reading a story, the student writes a response with a clear point of view with personal examples or examples from reading, observations, or knowledge of such subjects as history, science, literature, etc. student has learned in the past. (From: http://www.lessonsense.com/info/literature-based-instruction.html) ■ In order to take advantage of a student's prior knowledge, teachers should use tools such as graphic organizers and KWL outlines to help them access what they know and make connections to the learned material. ■ Accessing prior knowledge is how students make sense of the world. They attempt to take new information and fit it into existing knowledge in order to create a schema, or mental map that fits into a specific category. This makes the information more accessible because it is more memorable. When they make connections, it allows them to find the information using this network. ■ Activating prior knowledge is another instructional strategy that is important in literature-based

	<p>instruction (Cooper, 1993). Many different strategies can be used in activating prior knowledge; most of these strategies help students become independent in activating their own prior knowledge. Research on schema theory and prior knowledge has clearly shown that students construct meaning by using their prior knowledge to interact with the text (Anderson & Pearson, 1984). A thematic organization in which themes are carefully developed with related pieces of literature also supports the activation and development of prior knowledge; by reading several related selections, students build on their prior knowledge from previous selections as they read the next selection.</p> <ul style="list-style-type: none"> ■ Prior Knowledge and Learning: The Importance of Building Upon Previous Knowledge Stores http://www.suite101.com/content/prior-knowledge-and-teaching-a149783#ixzz12fhm7Vrr ■ Prior Knowledge and Learning: The Importance of Building Upon Previous Knowledge Stores http://www.suite101.com/content/prior-knowledge-and-teaching-a149783#ixzz12fhdTCFe ■ http://www.readwritethink.org/resources/resource-print.html?id=850 ■ www.2cyberwhelm.org/archive/diversity/collab/pdf/journals.pdf ■ http://www.jstor.org/pss/820224 ■ http://www.educationworld.com/a_curr/profdev/profdev085.shtml ■ http://www.teachingliterature.org/teachingliterature/chapter13/activities.htm ■ http://www.jackson.k12.ky.us/readingstrategies/glossary.htm
<p>Write a simple book report or story report using examples from the text or storytelling</p>	<ul style="list-style-type: none"> ■ A book report is completely factual. It includes information on the author, title, place and year of publication as well as a summary of the content of the book. ■ The description should include such elements as: <ul style="list-style-type: none"> ○ The setting—Where does the story take place? Is it a real place or an imaginary one? If the author does not tell you exactly where the story is set, what can you tell about it from the way it is described? ○ The time period— Is the story set in the present day or in an earlier time period? Perhaps it is even set in the future! Let your reader know. ○ The main character(s) — Who is the story mostly about? Give a brief description. Often, one character can be singled out as the main character, but some books will have more than one. ○ The plot—What happens to the main character? WARNING! Be careful here. Do not fall into the boring trap of reporting every single thing that happens in the story. Pick only the most important events. Here are some hints on how to do that. First, explain the situation of the main character as the story opens. Next, identify the basic plot element of the story--is the main character trying to achieve something or overcome a particular problem? Thirdly, describe a few of the more important things that happen to the main character as he/she works toward that goal or solution. Finally, you might hint at the story's conclusion without

	<p>completely giving away the ending.</p> <ul style="list-style-type: none"> ■ After reading a book or story, student will write a simple report using examples from the book/story. <ul style="list-style-type: none"> ○ Example:“<u>The Clay Marble</u> by Minfong Ho <ul style="list-style-type: none"> ▪ The beginning of <u>The Clay Marble</u> made me very sad. Dara has no home and her father is dead. She is trying to get to a refugee camp with her mom and brother.....” ■ http://www.webenglishteacher.com/bookreports.html ■ http://www.enchantedlearning.com/graphicorganizers/storymap/ ■ http://www.enchantedlearning.com/report/book/ ■ http://www.abcteach.com/directory/basics/writing/book_reports/ ■ http://www.educationworld.com/a_lesson/03/lp326-05.shtml
<p>Write a response based on a connection or personal experience</p>	<ul style="list-style-type: none"> ■ See response (p. 27 - 29) ■ Students make connections with the text by using their schema (background knowledge). There are three main types of connections we make while reading text. <ul style="list-style-type: none"> ○ Text-to-Self (T-S) refers to connections made between the text and the reader's personal experience. ○ Text-to-Text (T-T) refers to connections made between a text being read to a text that was previously read. ○ Text-to-World (T-W) refers to connections made between a text being read and something that occurs in the world. ■ http://www.lessonsense.com/info/literature-based-instruction.html ■ http://www.docstoc.com/docs/20379036/LITERATURE-RESPONSE-JOURNALS-IN-A-FIRST-GRADE-CLASSROOM ■ http://www.slideshare.net/tmendez034/childrens-responses-to-literature ■ http://www.readwritethink.org/classroom-resources/lesson-plans/journal-corduroy-responding-literature-30.html
<p>Write/express an opinion</p>	<ul style="list-style-type: none"> ■ An opinion is a subjective statement or thought about an issue or topic, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Opinions rarely change without new arguments being presented. However, it can be reasoned that one opinion is better supported by the facts than another by analyzing the supporting arguments ■ For a determined topic or statement, the student will write an opinion on the topic. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ School Uniforms: “I am against school uniforms. It makes everyone look the same. No one can have their own style....” ■ http://www.suite101.com/content/fact-and-opinion-lesson-plan-a87775

	<ul style="list-style-type: none"> ■ http://www2.scholastic.com/browse/article.jsp?id=3749958 ■ http://www.ldonline.org/article/6201 ■ http://www.proteacher.org/a/20321_learning_stylesfact/opinion.html
<p>Write a response to literary text including supporting information from the text</p>	<ul style="list-style-type: none"> ■ See response (p. 27 - 29) ■ When students identify supporting evidence/information in a response, they are able to provide reasons for their response/opinion based upon information they read, hear or interpret visually. Acquiring this skill allows students to gain a deeper more profound understanding of the main idea or topic presented. ■ Students will write a paragraph/essay that tells their response to a given passage and what parts of the passage produced that response. (Response should relate any ideas or events from the story to their own life.) ■ www.epcae.org/docs/Response%20to%20Lit%20-%202nd%20Grade.pdf ■ http://www.teach-nology.com/teachers/lesson_plans/language_arts/writing/response912.html
<p>Write a response to literary text including sensory details</p>	<ul style="list-style-type: none"> ■ See response (p. 27 - 29) and descriptive ideas (p. 26 - 27) ■ Sensory details are ways of describing things using the five senses. For example: <ul style="list-style-type: none"> ○ The wind blew softly in my face (touch) ○ I could feel the slimy glue in my hands. (touch) ○ The pear tasted super sweet (taste) ○ The air smelled like fresh roses. (smell) ○ The air looked grey. (look) ○ The door slowly creaked open. (hear) ○ Example: <ul style="list-style-type: none"> ▪ “The refugee camp is a wonderful place to Dara. She can smell cooking food. She can see mounds of rice seed piled on ox carts. She hears the tinkling of bells on the oxen. She feels the warmth of the cooking fires.” ■ http://old.sandi.net/depts/literacy/student_sample/response/8_processed.pdf ■ http://go.hrw.com/resources/go_mk/la/latm/SENSORYD.PDF ■ http://dese.mo.gov/divimprove/curriculum/ModelCurriculum/figurativelanguage/index.htm ■ http://essayinfo.com/essays/narrative_essay.php ■ http://www.visualthesaurus.com/cm/lessons/726/
<p>Write important information based on a resource</p>	<ul style="list-style-type: none"> ■ See resource (p. 24) ■ Identifying important ideas and facts requires student to fully comprehend the subject matter, identify the topic, the main idea, and the supporting details. ■ The following site offers various strategies to improve reading comprehension for students at all grade levels; includes many online stories and questions to test reading comprehension. There is a reading

	<p>comprehension inventory and research articles on this topic. Many pages can be printed out and used in the classroom. Some of the tips include KWL charts, story maps, word maps, and story pyramids. There are also links to eThemes Resources on graphic organizers, guided reading, and literature circles.</p> <ul style="list-style-type: none"> ○ eThemes Resource: Teaching Tips: Reading Comprehension Strategies ○ Example: <ul style="list-style-type: none"> ▪ Student topic-“Snakes” (resource used: http://www.ext.colostate.edu/pubs/natres/06501.htm) ▪ “Snakes can still bite you and inject poison into you even after they are dead and even decapitated. I didn’t know that!” <ul style="list-style-type: none"> ■ http://www.readingrockets.org/article/27428 ■ http://www.nwp.org/cs/public/print/resource/2711 ■ http://www.sldirectory.com/libsf/resf/libplans.html ■ http://www.aresearchguide.com/1steps.html#step2 ■ http://www.ehow.com/how_4450407_teach-report-writing-fourthgrade-students.html
<p>Write a one-step direction</p>	<ul style="list-style-type: none"> ■ One-step directions use basic syntax and include early, learned words such as “Give me the cup.”; “Sit down.”; “Turn your work in.” ■ Given a prompt, students will write a one-step direction. <ul style="list-style-type: none"> ○ Example: prompt-“When you go to math class, what is one step you need to remember?” ○ Answer: “Bring my pencil.” <ul style="list-style-type: none"> ■ http://www.suite101.com/content/writing-good-directions-lesson-a104228 ■ www.columbia.k12.mo.us/.../PBS_Elem_LP_FollowDirections_080907.doc ■ http://www.speakingofspeech.com/uploads/AuditoryProcessing-OneStepDirections-Cards.pdf ■ http://freelanguagestuff.com/following-directions/
<p>Write a letter</p>	<ul style="list-style-type: none"> ■ A friendly letter (or informal letter) is a way of communicating between two people (sometimes more) who are usually well acquainted. There are many uses and reasons for writing a friendly letter, but usually friendly letters will consist of topics on a personal level. Friendly letters can either be printed or hand-written. ■ The friendly letter is typically less formal than that of a business letter. <ul style="list-style-type: none"> ○ Usually the first paragraph of the body will consist of an introduction which will give the recipient an idea about you're writing to them with a short summary of the main topic of your letter. If you don't know the person you are writing to, you may want to introduce yourself in this introductory paragraph as well. ○ The next few paragraphs will usually consist of the message you want to get across along with any details you may want to convey. ○ The last paragraph will usually be the conclusion where you wrap everything up. You can sum

	<p>up your main idea in this paragraph, thank the recipient for their time, wish the recipient well, and/or ask any questions.</p> <ul style="list-style-type: none"> ■ Student will write a friendly letter with correct conventions, including heading, greeting, body, and closing. <ul style="list-style-type: none"> ○ Example of a friendly letter form: <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p>Dear _____,</p> <p style="text-align: center;">_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Your friend,</p> <hr/> <ul style="list-style-type: none"> ■ http://www.educationworld.com/a_lesson/lesson281.shtml ■ http://www.letterwritingguide.com/samplefriendlyletter.htm ■ http://www.readwritethink.org/files/resources/interactives/letter_generator/ ■ http://www.teachervision.fen.com/letters-and-journals/resource/26369.html ■ http://volweb.utk.edu/Schools/bedford/harrisms/letterwrite.htm ■ http://www.suite101.com/content/teach-students-how-to-write-a-letter-a84649 ■ http://www.eduref.org/Virtual/Lessons/Language_Arts/Writing/WCP0224.html ■ http://www.proteacher.org/c/758_Letter_Writing.html
<p>Write a practical text such as directions, a process, or a scientific procedure</p>	<ul style="list-style-type: none"> ■ Directions tell how to do something, explain how something works, how to make something, or how to get from one place to another. <ul style="list-style-type: none"> ○ To write an explanation: <ul style="list-style-type: none"> ▪ Make a list of all the steps – don't go into a lot of detail, just enough that you remember what to write about. ▪ Make sure all of the steps are in the right order. ▪ If you're giving directions to make something, make sure you give a list that tells all

	<p>the stuff you'll need.</p> <ul style="list-style-type: none"> ▪ Start your explanation with a good sentence that explains what you're trying to do. ▪ Write all the directions as briefly and clearly as possible. Use words like first, second, and next to help the reader understand. ▪ Edit what you've written, and then try to follow the directions yourself. Make any changes that you might have missed the first time. ▪ Have someone else try to follow your directions. If they don't understand, write it more clearly so they do. ▪ Use illustrations if they help make the written words more clear. <ul style="list-style-type: none"> ■ Process is a systematic series of action directed to some end. ■ Scientific procedures/method is a way to ask and answer a scientific question by making observation and doing experiments. ■ Given a prompt, students will write out step-by-step directions for a procedure or process. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ Prompt "Write step-by-step directions from making a peanut butter and jelly sandwich. Remember, your partner will not be able to do ANYTHING you have not written down in your steps to build the real sandwich." ■ http://freeessays.essay-911.com/process/3890-process-and-procedure-essay-example-get-an-expert-guidance.html ■ http://library.thinkquest.org/J001156/forms%20of%20writing/sl_howto.htm ■ http://www.ehow.com/list_6017266_procedural-writing-activities-grade-two.html ■ http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-with-words-creating-1018.html?tab=4 ■ http://www.readwritethink.org/classroom-resources/lesson-plans/technical-reading-writing-using-123.html?tab=4 ■ http://www.myteacherpages.com/webpages/MrsThonus/student.cfm?subpage=211396
<p>Use resources to create informational reports, posters, maps or pamphlets</p>	<ul style="list-style-type: none"> ■ See resource (p. 24) and write important information/ facts (p. 31 - 32) ■ A poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and convey information. Posters may be used for many purposes. ■ A map is a visual representation of an area. ■ A pamphlet is an unbound booklet. It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths (called a leaflet), or it may consist of a few pages that are folded in half and or stapled at the crease.

	<ul style="list-style-type: none"> ■ Given resources, students will create an informational report, poster, map or pamphlet. <ul style="list-style-type: none"> ○ Example <ul style="list-style-type: none"> ▪ Given resources on the Iditarod race, students will create a map of the race across Alaska. ■ http://www.proteacher.org/a/31223_Animal_Units.html ■ http://www.learnnc.org/lp/editions/rethinking-reports/719 ■ http://www.aresearchguide.com/1steps.html
Identifies a topic related to a problem	<ul style="list-style-type: none"> ■ See topic (p. 11 - 12) ■ A problem is an obstacle which hinders the achievement of a particular goal, objective or purpose. It refers to a situation, condition, or issue that is yet unresolved. ■ Using a determined problem, students will identify a topic for research related directly to the stated problem. <ul style="list-style-type: none"> ○ Example: Stated problem: Not enough people recycle their garbage. ○ Student identifies the topic, How to increase recycling; Ways to recycle; Recycling in our community.
Write a solution or procedure	<ul style="list-style-type: none"> ■ A solution is written in response to a stated problem. ■ Writing that presents a solution to a problem associated with a particular issue or situation, which is analyzed and possible solutions are put forward, together with any expected results/consequences. The writer's opinion may be mentioned, directly or indirectly, in the introduction and/or conclusion. ■ The goal in writing a clear solution is to prevent the reader from having to think. Express ideas clearly and concisely. The experienced reader should never have to wonder where you are headed, or why any claim you make is true. The first step in writing a clear solution is having a plan. Make a simple outline of your solution. Include the items that need to be defined, and the order in which they will be written for the important parts of your solution. The outline will help ensure that nothing is skip anything and that steps are in order that's easy to follow. ■ A written procedure is a step-by-step guide to direct the reader through a task. <ul style="list-style-type: none"> ○ Step 1. Provide a purpose statement (why this procedure). ○ Step 2. Provide an overview of the procedure. ○ Step 3: Add a list of equipment, supplies, or parts needed for the procedure (if appropriate). ○ Step 6. Define a logical sequence of steps and sub-steps, neither too large nor too small. ■ http://www.writingfun.com/ ■ http://activemindsactivebodies.wikispaces.com/Procedural+Writing

Provide relevant feedback about others' written work to generate revision

- **Providing relevant feedback / conferencing** is a step in the **Writing Process**. **Conferencing** is a technique used to assess how writing is progressing and to help students focus on issues concerning their pieces of writing. Conferences are an important part of the writing process and may occur during any stage of writing. There are several types of conferences that will foster student learning.
- **Teacher conferencing** happens when you meet with each student on a regular basis, or as the need arises to discuss the effectiveness of their writing. It is important to document writing conferences. Writing conferences help you assess student progress over time and plan for future instruction. Keeping notes also allows you to groups students who need to work on similar skills and prepare small group instruction to meet those needs. Every conference will be different, but the following questions may serve as a guideline.
 - What stage of the writing process are you in?
 - What do you need help with?
 - Tell me about your piece of writing.
 - What part is your favorite?
 - Have you stayed on topic?
 - What else can you say about this part?
 - How are you creating a picture with words that the reader can understand?
 - I like the way _____
 - Can you tell me how you felt when this happened?
 - Why did you choose this topic?
 - Have you shared with a friend? What were the suggestions for improvement?
- **Peer Conferencing** happens when writers share and respond. The reader reads the author's work as the author listens. The reader says positive things about the writing. The reader asks questions and makes suggestions to help improve the writing.
 - After writing, students pair with peer and provide feedback to help their peer revise their written product.
- http://helios.hampshire.edu/~apmNS/design/RESOURCES/PEER_ED.html
- <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html>
- <http://www.thewritingteacher.org/writing-blog-home/2010/3/3/complete-the-learning-cycle-with-peer-editing.html>
- http://www.ehow.com/how_2205561_teach-peerediting-middle-schoolers.html
- <http://www.suite101.com/content/how-peer-reviews-improve-essays-a127277>
- Calkins, Lucy. (2003) Units of Study for Primary Writing: A Yearlong Curriculum

<p>Publish/share written work</p>	<ul style="list-style-type: none"> ■ Publishing/sharing written work is a step in the Writing Process; ■ When publishing, students need to produce a final copy of their work, in the correct format. Publishing can include: <ul style="list-style-type: none"> ○ Blue or black ink pen or word processed ○ Centre title on top line with a line space that follows ○ Name, class and date in top right hand corner ○ Margin to margin ○ Indent and/or leave a line space for paragraphs (depending on teacher preference) ○ Leave a line space at the bottom of the page ○ Single sided ○ Single spaced ○ Neat - no scribbles ○ Number the pages ○ Staple in top left hand corner ■ Sharing the finished writing with other people/audience, which can include: <ul style="list-style-type: none"> ○ Reading a writing product out loud /present in a manner consistent with student’s communication mode to the class or other audience ○ post it on a bulletin board and present content ○ a book talk for the class ○ Presenting during Author’s Chair, which usually takes 10 minutes, and can be done by having the student read/present to the class/audience a “published work” ○ Presenting the finished writing using PowerPoint presentation and other audio-visual aides ■ Writer's Workshop for Elementary Kids: Teach Prewriting, Writing, Revising, Editing, and Publishing Skills http://www.suite101.com/content/writers-workshop-for-elementary-kids-a61974#ixzz14eL7tmVH ■ http://www.reacheverychild.com/feature/kids_publish.html ■ http://www.angelfire.com/wi/writingprocess/publishing.html ■ http://www.freetech4teachers.com/2009/11/six-ways-for-students-to-publish-their.html ■ http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm ■ http://www.brighthub.com/education/k-12/articles/39573.aspx
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<p>Share information about a literary text</p>	<ul style="list-style-type: none"> ■ See response (p. 27 - 29) and publish/share (p. 37). ■ After reading a selection from a literary text, students will share information from the text. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ After reading a chapter from <u>The Cay</u>, Suzie shares with a peer or teacher that Timothy’s death made her very sad and she was scared about what would happen to Phillip and Stew Cat. ■ www.coe.unt.edu/system/files/18/825/Literary_Imitation.ppt ■ www.longview.k12.wa.us/student%20learning/Reading/Pair%20Share.pdf ■ http://eduhawk.blogspot.com/2007/06/readers-response-journal_19.html ■ http://teachers.net/lessons/posts/1886.html
<p>Comment about shared written work</p>	<ul style="list-style-type: none"> ■ After sharing written work, teacher, peers, other audience will comment/provide feedback about the shared written work. ■ See Provide relevant feedback about others’ written work (p. 36). ■ Tools for Effective Peer Evaluation <ul style="list-style-type: none"> ○ Rubric - Rubrics are scoring tools that specifically describe the criteria that are expected from the students. Using a point scale (point scales can consist of numbers, letters, and/or symbols) is effective. A good rubric also defines the quality of performance at each level. ■ www.wpel.net/v9/v9n2_Murau.pdf ■ http://www.virtualsalt.com/comments.htm ■ http://webquest.sdsu.edu/rubrics/weblessons.htm ■ http://eltj.oxfordjournals.org/content/44/4/294.abstract ■ http://writingfix.com/process/evaluating.htm ■ Graves, Donald. (1983) Teachers and Children at Work. <ul style="list-style-type: none"> ○ This text is intended to assist classroom teachers with promoting and improving children's writing, this book allows teachers to see other professionals and children solve problems that arise in the midst of both teaching and writing. In one sense it is a collection of workshops with the first part of the book emphasizing teacher activity and the second part emphasizing child growth in the writing process. The five sections cover the following topics: (1) starting to teach writing, (2) making the student-teacher writing conference work, (3) helping children learn the skills they need, (4) understanding how children develop as writers, and (5) documenting children's writing development. (HTH)

Web Resources on Writing:

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

<http://www.suite101.com/content/paragraph-lesson-a141254>

www.ksbe.edu/spi/PDFS/Reports/WritingProcessreport.pdf

<http://www.ncte.org/>

<http://www.readingrockets.org/webcasts/3001>

<http://www.adlit.org/article/36071>

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=11288>

<http://www.suelebeau.com/writingprocess.htm>

<http://6traits.cyberspaces.net/mini.html>

http://www1.kent.k12.wa.us/curriculum/writing/elem_writing/bib/writingprocess.htm

Definitions/Terms to Know:

<u>Terms</u>	<u>Definitions</u>
Accountable Talk	A tool which brings meaning to text by making connections, expressing opinions and validating evidence from the text.
Analysis	Separating of a whole into its parts with an examination of these parts to find out their nature and function
Antithesis	A contrast or opposition of thought, the opposite. In persuasive writing, it is the idea that every argument generates a counter argument. In effective persuasive writing, opposing arguments should be addressed and rebutted.
Audience	Who reads or hears what is written. Many qualities of writing must be appropriate to the audience: voice and tone, language, etc.
Author's Craft	The techniques the author chooses to enhance writing. Examples: style, bias, point of view, flashback, foreshadowing, symbolism, figurative language, sensory details, soliloquy, stream of consciousness, etc.

Citation	A direct quote from the text; acknowledgment and documentation of sources of information.
Coherence	The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.
Context	The background information a reader needs to know. It may be a set of facts or circumstances surrounding an event or a situation, explanation of characters, or definition of important terms.
Concrete or Specific Details	Details are concrete when they can be seen, heard, smelled, tasted, or touched. The use of factual details to create a picture (e.g., ten antique, light brown wooden desks, each with a built-in ink well, were lined in two straight rows.)
Controlling Idea	This is the main idea/focus that runs throughout the paper.
Conventions	Features of standard written English that usually include sentence formation, grammar, spelling, usage, punctuation, and capitalization.
Elaboration	Words used to explain and in some way support the central idea; the development and expansion of ideas and arguments. Elaboration varies with the type of writing. (For example, a report may have statistics, examples, anecdotes, and facts, while a narrative would have description, dialogue, show-not-tell, etc.)
Embedded Phrases and Clauses	Grammatical structures which are placed in simple sentences to enhance sentence variety (e.g., The bird sat on the fence...chirping loudly in the early morning mist; the bird with the colorful feathers sat on the fence which divided the pasture from the yard, while the cat looked longingly from the window.).
Figurative Language	Techniques used in writing (particularly expressive writing) to create images (e.g., similes, metaphors, alliteration, assonance, personification, onomatopoeia).
Focus	The specific idea(s) within the topic that the writer is addressing. (For example, if the topic is “horses,” the focus might be: Horses are very expensive to own.)
Inference	A deduction or conclusion made from facts that are suggested or implied rather than overtly stated (Example: Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room.)
Narrative	Writing that tells a story or recounts an event.
Occasion	The happening or event that makes the response possible.
Organization	– The clear evidence of a plan or foundation on which writing is built; includes intentional introduction, conclusion, and internal/external transitions to connect ideas.
Pacing	The rate of movement and action of a narrative. (Examples of a problem with pacing: The story may take a long time to build to the

	climax, it may have only one or two sentences about the climax, or it may end abruptly.)
Paraphrasing	More than just a retell; student's voice can be heard.
Persuasive	Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.
Procedure	Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
Purpose	The specific reason for writing; the goal of the writing (to entertain, express, inform, explain, persuade, etc.). Purpose has to do with the topic and the focus the writer is addressing, its central idea, theme, or message.
Reference to Text	Mentioning or alluding to something in the text without directly quoting the text (For example: Pip was frightened when he met the convict in the graveyard.) .
Procedure	Writing a procedure is writing to explain a process or to inform an audience of how to do something.
Reflective Essay	A form of writing in which an author explores and shares the meaning of a personal experience, belief, or idea.
Report	Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
Resolution	The portion of a play or story in which the problem is resolved. It comes after the climax and falling action, and is intended to bring the story to a satisfying end.
Response to literary or information text	Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.
Retelling	A restatement of the events in the story.
"Say Something"	A time after something has been read, students are prompted by the teacher to turn to somebody and say exactly what they are thinking or feeling at the moment.
Sensory Description	Elaboration on a key part or character of the story that includes the five senses: sight, smell, touch, taste, and sound. All five senses do not have to be used, just the ones that naturally fit into the description. Feelings and thoughts, as well as dialogue, may be embedded.
"Stopping to Think"	Teacher purposefully stops and thinks aloud while reading aloud.

Summary	Writing that presents the main points of a larger work in condensed form. A brief statement about story that includes; who, what, where, when and why. Problem and resolution must be included.
Text Structures	The organizational structures used within paragraphs or within texts, appropriate to writing genre and purpose. Examples of text structures include: description, sequential chronology, proposition/support, compare/contrast, problem/solution, cause/effect, and investigation.
Text to self	Comparing the text to experiences in your own life
Text to text	Comparing text to other text
Text to world	Comparing text to happenings of the
Theme	The central idea, message, concern, or purpose in a literary work, which may be stated directly or indirectly.
Thesis	The controlling idea about a topic that the writer is attempting to prove; a sentence that announces the writer's main, unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet), a strong verb, and the reason for it - the "why"- (The Internet provides information of varying depth and quality).
"Think Aloud"	The teacher models stopping to connect out loud with the literature as she/he reads it aloud.
"Think, Pair, Share"	Student reflects independently then pairs up with a partner to share each others thoughts
Tone –	The overall feeling or effect created by a writer's attitude, use of words, and sentence structure. This feeling may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.
Topic	The general subject matter covered in a piece of writing.
Transitions	Words or phrases that help tie ideas together (e.g., however, on the other hand, since, first, etc.); Transitional devices also include numbering, use of such things as space, ellipses to enhance meaning
Voice	The style and quality of the writing, which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of a chosen persona. A distinctive voice establishes personal expression and enhances the writing

