Brevard Public Schools
THE FUTURE OF FLORIDA'S SPACE COAST
THE SCHOOL BOARD OF BREvard COUNTY
Educational Service Facility
2700 Judge Fran Jamieson Way
Viera, FL 32940-6601

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Dear K-6 Teacher,

*Developing the Craft, 2nd Edition* has been carefully edited and serves as a companion guide to *Piece by Piece*, the county writing plan. Each section of the *Piece by Piece* “Year at a Glance” has a corresponding section in the *Developing the Craft 2nd Edition*. For example, in the “Six Traits” section of *Piece by Piece*, the teacher could turn to *Developing the Craft, 2nd Edition* for numerous lessons in each trait. In fact, every section in the *Piece by Piece* is explained and illuminated with definitions, resources, lessons, and references in *Developing the Craft, 2nd Edition*.

Using these two district-developed manuals in tandem will support your writing instruction. For the new teacher these documents will, no doubt, clarify and lead instruction, and for the veteran teacher these manuals will be another user-friendly resource. In fact, each lesson has cited Sunshine State Standards that correspond to the writing skill being taught. Since the lessons are for kindergarten through grade six, the standards are written minus the grade level, which is indicated with a parenthesis. For example, the standard for supporting details for a third grader would read, LA. 3.3.3.3. For a fourth grader, it would read, LA. 4.3.3.3. To avoid an overuse of space, the standards recorded for each lesson in this book read, LA (grade level) 3.3.3.

Writing instruction is built on a foundation, piece by piece. Locking these parts together in a cohesive, comprehensive, and consistent plan for our county will result in a strong writing program. Delve into these manuals and allow them to aid your writing instruction, and your “puzzle pieces” will come together strengthened.
Best Practices in the Teaching of Writing
Companion Guide to Piece by Piece
Developing the Craft
Elementary Second Edition
2007
Brevard County Schools

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Eight parts of speech

noun verb conjunction pronoun
adjective adverb interjection preposition

Ten parts of a sentence

predicate nominative subject direct object
predicate adjective predicate indirect object
prepositional phrase verbs appositive
dependent clauses

Six functions of a noun

subject predicate nominative
appositive indirect object
object of preposition direct object

Linking verbs

am is being are was were be

Linking/action verbs

appear remain become seem feel
smell grow sound look stay

Helping verbs

am being can are do
been could shall is does
had may was should
has might will were
did must would be

Adjectives
(modify nouns)
good real sure bad

Adverbs
(modify verbs, adjectives, and other adverbs)
well really surely badly

Prepositions

aboard along behind but(except) for near outside till unto
about amid below by from of over to up
above among beneath concerning in off past toward upon
across around beside(s) down inside on since under with
after at between during into onto through underneath within
against before beyond except like out throughout until without
### Indefinite pronouns

<table>
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<th>Plural</th>
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<td>another</td>
<td>both</td>
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<td>anybody</td>
<td>few</td>
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<td>each</td>
<td>others</td>
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<td>everyone</td>
<td>some</td>
</tr>
<tr>
<td>every</td>
<td>none</td>
</tr>
<tr>
<td>everything</td>
<td>one</td>
</tr>
<tr>
<td>nobody</td>
<td>some</td>
</tr>
</tbody>
</table>

### Demonstrative pronouns

- this
- that
- these
- those

### Subjective pronouns

- I
- you
- he
- she
- it
- we
- they

### Objective pronouns

- me
- you
- him
- her
- it
- us
- them

### Complements

- direct object-answers who or what, follows action verb
- indirect object-answers to or for whom or what; between action verbs and direct object
- predicate nominative-interchangeable with the subject, follows linking verb
- predicate adjective-describes the subject, follows linking verb

### Clauses

- noun - one of six noun functions
- adjectives - set of nonessential with commas
- adverb - beginning=commas, middle=commas, at end=no commas
Subordinating conjunctions

<table>
<thead>
<tr>
<th>after</th>
<th>even if</th>
<th>till</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>even though</td>
<td>unless</td>
</tr>
<tr>
<td>as</td>
<td>if</td>
<td>until</td>
</tr>
<tr>
<td>as if</td>
<td>in order that</td>
<td>when</td>
</tr>
<tr>
<td>as long as</td>
<td>provided that</td>
<td>whenever</td>
</tr>
<tr>
<td>as much as</td>
<td>since</td>
<td>wherever</td>
</tr>
<tr>
<td>as soon as</td>
<td>so</td>
<td>whereas</td>
</tr>
<tr>
<td>as though</td>
<td>so that</td>
<td>wherever</td>
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<td>because</td>
<td>that</td>
<td>while</td>
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<td>before</td>
<td>though</td>
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</table>

Coordinating conjunctions

<table>
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<th>and</th>
<th>or</th>
<th>but</th>
<th>so</th>
<th>for</th>
<th>nor</th>
</tr>
</thead>
</table>

Correlative conjunctions

<table>
<thead>
<tr>
<th>either/or</th>
<th>neither/nor</th>
<th>not only/but also</th>
</tr>
</thead>
<tbody>
<tr>
<td>both/and</td>
<td>whether/or</td>
<td>as/so</td>
</tr>
</tbody>
</table>
**Best Practices in Teaching Writing**

Establish a positive atmosphere for writing, reading, and learning by:

- Creating an inviting classroom with flexible seating, accessible resources, and attractive surroundings
- Modeling respect
- Sharing the teacher’s own writing with students
- Establishing routines and expectations

Organize for writing by:

- Setting up a writing workshop routine which convenes every day of the week
- Using writer’s notebooks/portfolios
- Teaching writer’s craft techniques based on an understanding of the writing process and student developmental writing needs

Provide meaningful student writing activities by:

- Promoting student choice and ownership for both fiction and nonfiction writing
- Providing opportunities for authentic writing, allowing for the recursive nature of writing practice over a period of days and/or weeks

Ensure that students read, respond to, and use a variety of materials written for a variety of purposes and audiences by:

- Giving reading an integral role in the writing classroom
- Providing diverse reading materials modeling the importance of craft and ideas

Write regularly across the curriculum and grade levels by:

- Collaborating on assignments among content area teachers
- Sharing writing rubrics across grade levels and subject areas
Arrange for students to have constructive response to their writing and to offer response to other writers by:

- Making teacher and peer response an integral part of the writing instruction
- Providing class time for revision after response to the original draft
- Providing selective responses that do not overwhelm the students
- Responding immediately throughout the writing process, not only after the final draft
- Using many techniques for response, including student-teacher conferences, peer reviews, response forms, class critiques, and self assessments

Provide opportunities for students to collaborate as writers, thinkers, and learners by:

- Using collaboration techniques such as furniture placement, modeling, collaboration, providing checklists and forms, and organizing writing pairs or small groups
- Providing guidelines and demonstrations of appropriate student interactions and creating specific tasks for students to accomplish during their collaborations

Conduct effective mini-lessons on writing by:

- Choosing writer’s craft lessons that relate to students’ needs as well as curriculum and/or assessment needs
- Structuring mini-lessons so students can observe, discuss, and simulate the targeted writing craft lessons or skills
- Providing specific responses to these stimulated practices
Four Components of Writer's Workshop

**Modeling**

- Teacher **demonstrates** by writing on chart paper, overhead/LCD, chalkboard
- Teacher **models aloud** by thinking, rethinking, rereading, and revising draft
- Teacher **talks aloud about topics** such as:
  - appropriate writing mode-narrative, expository, persuasive (story, menu, letter, poem, etc.)
  - spacing needs (K-12)
  - organizational patterns and transitional devices
  - writer’s craft lessons such as persuasive details of statistics and expert opinion
  - effective repetition
- Teacher **points out skills** such as spelling, conventions, punctuation, word choices, sentence structures, and revision techniques

**Shared Writing**

- Teacher and class **compose aloud**, collaboratively
- Both **negotiate topics**, purposes, and word choice
- Teacher acts as a scribe and encourages all students to participate
- Teacher **provides explicit questioning and directions**, encouraging high-level thinking on focus, support, organization, language use/conventions, writer’s craft
Guided Writing

- Students write and **teacher guides**
- **Explicit teaching** (in the form of mini-lessons) for reinforcement of skills and introduction of new writer’s craft lessons
- **Rubric use and review conferences** take place along with peer response sharing
- Writing may be:
  - responses to literature
  - responses to world or school **events**
  - relating of **information/reports**
  - description of classroom **experiences**
  - personal **reflections**
  - writing to learn in content areas
- Writing activities are embedded in **ongoing** content or literature study on a **daily basis**

Independent Writing

- Students **work alone**, using their current knowledge of writing process, often choosing their own topics
- Occurs daily in writer’s **workshop format**
- Teacher and students monitor through daily log **journals, conferences**, and **teacher feedback**
FCAT Writing Readiness

- The Morning Message................................................ page 2
- Predictable Charts........................................................ page 3
- Graphic Organizers......................................................... pages 4-17
- Word Wall............................................................... pages 18-21
- Transitions............................................................... pages 22-26
- Word Lists.............................................................. pages 27-30
- Modes of Writing (Definitions).......................... page 31
- Improving Scores..................................................... page 32
- FCAT Support.......................................................... page 33
- Prompts.................................................................. pages 34-36
The Morning Message

Teachers in grades K-2 know the value of the morning meeting. The morning message is one way to focus the student's attention on daily writing development. The morning message is an opportunity for the teacher to write for the student. Attach a large piece of chart paper to the chalkboard or to a flip chart. Write the message in a dark colored maker for group reading. Use the message as an important part of the day's opening activity or at any other time when a whole group activity begins.

During the first month of school, teachers should say and write the words as the students watch and listen. Kindergarten students are not expected to learn to spell the words, but they will recognize the letter names. Saying the words aloud reinforces the visual and verbal connection.

Teachers should:

- Tell students to write from left to right.
  Say each word, then say each letter one at a time as each is written.
- Tell: Where to place each line of writing.
  Count sentences, count words in sentences.
- Show: Capital letters, punctuation.
- Clap the sounds you hear (to-day, is, Mon-day).
- Talk about: How you start and end a message. ("Who remembers how I start my message each day?") What happens each day; talk about special events.

Morning Message Idea Bank:

(Day and Date)
- Hello. Today is Wednesday. It is August 14, 2005.

(Day and Weather)
- Good morning. Today is Thursday. It is rainy today.

(Special day/Student)
- Welcome. Today is Monday. Tyrone is our special student today.

(Birthday)
- Good morning. Today is Tuesday. It is Maria's birthday.

Adapted from Month-to-Month Reading, Writing, and Phonics for Kindergarten. 2003
Predictable charts are one strategy to use with developing writers. The teacher uses a predictable sentence pattern, beginning each of the sentences in the same manner. The teacher calls upon the students to dictate a sentence using this same pattern. All students take part in the activity. What the child says, the teacher writes. What the teacher writes, the child reads.

Example: “My name is…”

**Names**

**My name is Ms. Hall.**

**Say:** Today, our chart reads “Names”. Watch me write the sentence; “My name is Ms. Hall.” (Say each letter and word as you write.) Lee, please repeat this sentence, using your name. Lee says, “My name is Lee.” Call upon another student, using the same directions. One by one each student uses this model to complete the sentence with his/her name.

Adapted from Month-By-Month Reading, Writing, and Phonics for Kindergarten, 2003
Graphic organizers help writers gather facts and place them in an order before they begin writing. Here are examples of four graphic organizers for specific essay assignments. These may be adapted for grades K-8.

**NARRATIVE GRAPHIC ORGANIZER**

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>MIDDLE</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD (HOOK):</td>
<td>SETTING:</td>
<td>CHARACTERS:</td>
</tr>
<tr>
<td></td>
<td>PROBLEM/SITUATION:</td>
<td></td>
</tr>
<tr>
<td>EVENT #1:</td>
<td>EVENT #2:</td>
<td>EVENT #3:</td>
</tr>
<tr>
<td>SOLUTION:</td>
<td></td>
<td>ENDING:</td>
</tr>
</tbody>
</table>

**EXPOSITORY “HAIRY E”**

<table>
<thead>
<tr>
<th>INTRODUCTION (main idea)</th>
</tr>
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<tbody>
<tr>
<td>transition</td>
</tr>
<tr>
<td>POINT #1 (SUPPORTING DETAIL)</td>
</tr>
<tr>
<td>extension</td>
</tr>
<tr>
<td>transition</td>
</tr>
<tr>
<td>POINT #2 (SUPPORTING DETAIL)</td>
</tr>
<tr>
<td>extension</td>
</tr>
<tr>
<td>transition</td>
</tr>
<tr>
<td>POINT #3 (SUPPORTING DETAIL)</td>
</tr>
<tr>
<td>extension</td>
</tr>
<tr>
<td>transition</td>
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<tr>
<td>CONCLUSION (wrap up)</td>
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</table>

**EXPOSITORY 4-SQUARE**

<table>
<thead>
<tr>
<th>2. SUPPORTING DETAIL (Transition)</th>
<th>3. SUPPORTING DETAIL (Transition)</th>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. MAIN IDEA</td>
<td>5. SUMMARY/WRAP-UP (Transition)</td>
</tr>
<tr>
<td>4. SUPPORTING DETAIL (Transition)</td>
<td></td>
</tr>
</tbody>
</table>

**SENSORY CHART**

| SUBJECT: |
| SIGHTS |
| SOUNDS |
| SMELLS |
| TASTES |
| TEXTURES |
| FEELINGS |

---

<table>
<thead>
<tr>
<th>1. MAIN IDEA</th>
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<table>
<thead>
<tr>
<th>2. SUPPORTING DETAIL (Transition)</th>
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</thead>
</table>

<table>
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<th>3. SUPPORTING DETAIL (Transition)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. SUPPORTING DETAIL (Transition)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. SUMMARY/WRAP-UP (Transition)</th>
</tr>
</thead>
</table>
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)

______________
transition

SUPPORTING DETAIL

______________
transition

SUPPORTING DETAIL

Early Primary

The "Hairy E"
**EXAMPLE**

**EXPOSITORY GRAPHIC ORGANIZER**

**INTRODUCTION**
(main idea)

Favorite Animal: DOG

**First,**

transition

**SUPPORTING DETAIL**

friendly

**Another,**

transition

**SUPPORTING DETAIL**

protective
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)

__________________________

transition

SUPPORTING DETAIL

__________________________

extension

__________________________

transition

SUPPORTING DETAIL

__________________________

extension
EXAMPLE
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)

Favorite Animal: DOG

First,

transition

SUPPORTING DETAIL

friendly

Another,

transition

SUPPORTING DETAIL

protective

waits for me after school

extension

sleeps with me

extension
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)

________________________
transition

SUPPORTING DETAIL

________________________
extension

________________________
extension

________________________
transition

SUPPORTING DETAIL

________________________
extension

________________________
extension
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)

Favorite Animal: DOG

One reason, ___________________________

transition

SUPPORTING DETAIL

friendly

waits for me after school
extension
wags his tail
extension

Another reason, ___________________________

transition

SUPPORTING DETAIL

protective

sleeps with me
extension
barks at strangers
extension
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)

transition

SUPPORTING DETAIL

extension

extension

transition

SUPPORTING DETAIL

extension

extension

transition

CONCLUSION
(wrap up)
EXAMPLE
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)
Favorite Animal: DOG

To start with, ______________
transition

SUPPORTING DETAIL
friendly

Additionally, ______________
transition

SUPPORTING DETAIL
protective

To conclude, ______________
transition

CONCLUSION
(wrap up)
Favorite Animal: DOG

Favorite Animal: DOG

waits for me after school
extension
wags his tail
extension

sleeps with me
extension
barks at strangers
extension
EXPOSITORY GRAPHIC ORGANIZER

INTRODUCTION
(main idea)

transition

(supporting detail)  extension
elaboration
(personal experience, mini-story)

transition

(supporting detail)  extension
elaboration
(personal experience, mini-story)

transition

(supporting detail)  extension
elaboration
(personal experience, mini-story)

transition

CONCLUSION
(wrap up)
**EXPOSITORY GRAPHIC ORGANIZER**

**INTRODUCTION**
(main idea)

**Favorite Animal: DOG**

**To start with,**

transition

(supporting detail)

**friendly**

extension  wags his tail

elaboration  (tell about an experience when you came home from school)

**Additionally,**

transition

(supporting detail)

**protective**

extension  barks

elaboration  (tell about the time my dog scared away a stranger)

**Equally important,**

transition

(supporting detail)

**entertaining**

extension  learns quickly

elaboration  (tell about teaching dog tricks)

**As you can see,**

transition

**CONCLUSION**
(wrap up)

**Favorite Animal: DOG**
<table>
<thead>
<tr>
<th>Subject:</th>
<th>Sights</th>
<th>Sounds</th>
<th>Smells</th>
<th>Tastes</th>
<th>Textures</th>
<th>Feeling</th>
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SENSORY CHART FOR PREWRITING

16
## NARRATIVE GRAPHIC ORGANIZER

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>LEAD (HOOK):</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SETTING:</td>
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<td></td>
<td>CHARACTERS:</td>
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<td>PROBLEM/SITUATION:</td>
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<tr>
<th>MIDDLE</th>
<th>EVENT #1:</th>
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<td></td>
<td>EVENT #3:</td>
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</table>

<table>
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<tr>
<th>END</th>
<th>SOLUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENDING:</td>
</tr>
</tbody>
</table>
Daily Development of Vocabulary for Writing

WORD WALL

1. CLAP, CHANT, STOMP, SNAP, WRITE IN THE AIR, WRITE ON A FRIEND’S BACK, AND WRITE

- Have students number their papers from one to five. Call out five words, putting each of them in a sentence.
- When all words have been written, point to the words and have students clap and chant the spelling as they correct their own papers.
This activity should be done each time new words are introduced.

2. WHAT’S MY RHYME?

- Students number their papers and write a word that rhymes with the word the teacher says. The teacher gives the initial consonant sound.

SAY: Find a word on the word wall that begins with _______ and rhymes with _______.

3. CROSS-CHECK

SAY: Find a word on the word wall that begins with _______ (“P”) and finishes the sentence: Please _______ your book in your desk. (put)

4. WORDO

- Students write selected words from the word wall into given grids (see chart that follows).
- The game is played like Bingo with nine students selecting words and the rest of the class writing them on the chart.
5. BE A MIND READER

- The teacher thinks of a word on the word wall and gives five clues.
  TEACHER SAYS: Number your paper one to five. My word is on the wall.
- Student writes chosen word on paper beside #1.
  TEACHER SAYS: My word has ________ letters.
- Student writes chosen word again if it fits. If not, she/he selects a new word that does fit.
  TEACHER SAYS: My word begins with ________.
- Student either keeps word chosen or chooses another.
  TEACHER SAYS: My word rhymes with ________.
- Student either keeps word or chooses again.
  TEACHER SAYS: My word fits in this sentence: ____________.

6. RULER TAP

- Teacher says a word and then taps out several letters, stopping short as a student completes the spelling.

7. SENTENCES

- Dictate a sentence or two to the students, using word wall words.

8. ENDING REVIEW

- Call out words from the wall which have endings added to them.
  SAY: What words end in -s, -ing, or -ed?

Activities taken from Patricia Cunningham’s Phonics They Use.
EXAMPLE

WORD WALL

a  b  c  d
are  but  can’t  did
and  boy  big  does
e  f  g  h
eat  for  good  he
each  from  has  here

Additional examples can be found in Hall & Cunningham’s Month-By-Month Phonics. 2003
<table>
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<tr>
<th>Transition Words</th>
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<tr>
<td>one</td>
</tr>
<tr>
<td>first</td>
</tr>
<tr>
<td>next</td>
</tr>
<tr>
<td>one day</td>
</tr>
<tr>
<td>then</td>
</tr>
<tr>
<td>at last</td>
</tr>
<tr>
<td>my first</td>
</tr>
<tr>
<td>my next</td>
</tr>
<tr>
<td>in addition</td>
</tr>
<tr>
<td>in conclusion</td>
</tr>
<tr>
<td>another</td>
</tr>
<tr>
<td>last</td>
</tr>
<tr>
<td>also</td>
</tr>
<tr>
<td>one afternoon</td>
</tr>
<tr>
<td>after that</td>
</tr>
<tr>
<td>finally</td>
</tr>
<tr>
<td>my second</td>
</tr>
<tr>
<td>after all</td>
</tr>
<tr>
<td>furthermore</td>
</tr>
</tbody>
</table>
# Expository Transitions

## To begin a detail paragraph...

- To begin with,
- To start with,
- Equally important,
- Second,

- One
- Another
- Additionally,
- Third,

- First,
- Next,
- Moreover
- In addition,

## To elaborate within a paragraph...

- Specifically,
- For example,
- For instance,

- I'll never forget the time...
- One time...
- I remember when...

## To conclude...

- As you can see,
- To summarize,
- In summary,
- As a result,
- For these reasons,

- To conclude,
- In conclusion,
- To wrap up,
- To sum up,
- To short,
<table>
<thead>
<tr>
<th>Presently</th>
<th>Tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>After a short time</td>
<td>Yesterday</td>
</tr>
<tr>
<td>Soon thereafter</td>
<td>The earliest</td>
</tr>
<tr>
<td>By this time</td>
<td>The most recent</td>
</tr>
<tr>
<td>At that moment</td>
<td>In the future</td>
</tr>
<tr>
<td>Before</td>
<td>In the past</td>
</tr>
<tr>
<td>In the meantime</td>
<td>After awhile</td>
</tr>
<tr>
<td>Meanwhile</td>
<td>During</td>
</tr>
<tr>
<td>After</td>
<td>The next day</td>
</tr>
<tr>
<td>Later that day</td>
<td>In the morning</td>
</tr>
<tr>
<td>Two weeks later</td>
<td>Before noon</td>
</tr>
<tr>
<td>Six months later</td>
<td>Last year</td>
</tr>
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</table>
Types of Transitions

### Location

- above
- behind
- by
- near
- throughout
- across
- below
- down
- off
- to the right
- against
- beneath
- in back of
- onto
- under
- along
- beside
- in front of
- on top of
- outside
- among
- between
- inside
- into
- beyond
- by
- down
- in back of
- in front of
- inside
- into
- near
- off
- onto
- on top of
- outside
- over

### Time

- after
- as soon as
- by this time
- for now
- last
- now
- sometimes
- until
- after a few days
- at first
- during
- for the time being
- later
- next
- soon
- this takes us to
- after awhile
- at the same time
- finally
- from now on
- later on
- second
- suddenly
- after that
- at this point
- first
- gradually
- meanwhile
- since
- then
- afterward
- before
- for an instant
- in a little while
- looking back
- when
- third

### Comparison

- also
- just as
- sometimes
- until
- as
- just like
- this takes us to
- by the same token
- like
- in the same way
- likewise

### Contrast

- although
- however
- otherwise
- let’s look at it a different way
- although it is true
- nevertheless
- yet
- but
- to put it indifferently
- even though
- on the other hand
- to repeat
## To emphasize a point

<table>
<thead>
<tr>
<th>again</th>
<th>after all</th>
<th>all in all</th>
<th>as we have seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>as I have said</td>
<td>because of this</td>
<td>for this reason</td>
<td>I'll be the first to admit</td>
</tr>
<tr>
<td>in other words</td>
<td>in any case</td>
<td>in any event</td>
<td>if you look at it this way</td>
</tr>
<tr>
<td>let me explain</td>
<td>once again</td>
<td>put another way</td>
<td>simply stated</td>
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<td>there is no doubt that</td>
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## To add information

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<td>once that is done</td>
<td>put another way</td>
<td>this takes us to</td>
</tr>
<tr>
<td>to illustrate my point</td>
<td>to illustrate this</td>
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</table>

## To conclude or summarize

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<td>so then</td>
<td>therefore</td>
<td>to sum up my thoughts</td>
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## Vibrant Color Words

### RED
- cherry
- lobster
- crimson
- watermelon
- brick
- candy apple

### YELLOW
- lemon
- goldenrod
- mustard
- egg yolk
- school bus
- fluorescent

### WHITE
- snow
- alabaster
- vanilla
- eggshell
- ivory
- pearl

### GREEN
- olive
- forest
- khaki
- emerald
- lime
- pistachio

### ORANGE
- pumpkin
- marigolds
- sunset
- fluorescent
- burnt sienna
- caution

### BLACK
- ebony
- jet black
- charcoal
- raven
- midnight
- pitch black

### BROWN
- leather
- chocolate
- mahogany
- chestnut
- coffee
- camel

### BLUE
- robin's egg
- powder
- royal
- navy
- denim
- sapphire

### PURPLE
- lavender
- orchid
- periwinkle
- grape
- eggplant
- plum

### SUPER COLOR WORDS

- blacklight
- bronze
- café-au-lait
- calico
- camouflage
- chocolate chip
- confetti
- copper
- Day-Glo
- diamond
- ebony

- emerald
- glitter
- glow-in-the-dark
- gold
- hologram
- iridescent
- ivory
- mahogany
- mirror
- mother-of-pearl
- multi

- neopolitan
- opal
- peaches 'n cream
- peppermint
- plaid
- platinum
- polka dot
- rainbow
- ruby
- sapphire
- silver

- stained glass
- steel
- stripe
- tapestry
- topaz
- tortoise
- transparent
- tutti-frutti
- translucent
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<td>yelped</td>
</tr>
</tbody>
</table>
WHAT IS EXPOSITORY WRITING?

The purpose of expository writing is to inform, clarify, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear, central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader’s understanding. The facts, examples, and definitions are objective and not dependent on emotion—although the writing may be lively, engaging, and reflective of the writer's underlying commitment to the topic.*

WHAT IS NARRATIVE WRITING?

The purpose of narrative writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line that is easy to follow and paraphrase.*

WHAT IS PERSUASIVE WRITING?

The purpose of persuasive writing is to convince, prevail upon, win over, or hook the reader to believe or do something. In well-written persuasion, a writer takes a position for or against an issue and uses statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument. The evidence and support is logical and thought out, but the writing is likely to be voice rich in so much as is applicable to the target audience. Common formats include essays, letters, and advertisements.*

*From: Florida's Department of Education, "Report on the 2004 (FCAT) Assessment".
How to Improve FCAT Writing Scores

- Integrate test preparation into class time.
- Teach writing as a literacy skill for life-long learning, not merely for passing a test.
- Teach writing as a process, stressing the revision and editing stages. Multiple revisions of one essay or story may be more helpful than writing several essays or stories without revision.
- Require students to read and interpret a prompt independently, to organize their thoughts and plan their writing, and to write an elaborated (well-detailed and thorough) response.
- Share examples of student writing from each of the score points, and ask students to give suggestions for improving the essay.
- Use holistic scoring to score student writing, and teach students to score using anchor papers.
- Provide oral and written feedback to students, emphasizing all four elements of FCAT writing: focus, organization, support, and control of conventions.
- Use mini-lessons to emphasize the writer’s craft such as: leads and conclusions, showing-not telling, anecdotal details, audience awareness, and sentence combining.
- Score some drafts only on the particular craft element being studied, not every aspect of the paper.
- Emphasize that high-quality writing has a clear focus, extensive elaboration or detail, a mature command of language, and appropriate sentence variety.
- Periodically provide time before the actual FCAT writing assessment to rehearse “test conditions” and discuss student reflections of the experience.
Defining Support in FCAT Writing

Support in an FCAT writing essay is defined as the quality of details illustrating or explaining the essay’s critical theme. It is important that students learn and recognize the following types of support:

**BARE**- use of a detail or a simple list that focuses on events or reasons. For example, “I like to go to school because it is fun.”

**EXTENDED**- use of information that begins to clarify meaning. For example, “I like to go to school because it is fun when the teacher allows us to do experiments with frogs.”

**LAYERED**- use of a series of informational statements that collectively help to clarify meaning. For example, “I like to go to school because it is fun when the teacher allows us to do experiments with frogs. We observed the frogs during the morning and afternoon to determine when they were more active. We also compared frogs to other amphibians to see what characteristics they shared.”

**ELABORATED**- use of additional details, anecdotes, illustrations, and examples that further clarify meaning. Information that answers the question, “What do you mean?” For example, “I like to go to school because it is fun when the teacher allows us to do experiments with frogs instead of just reading about frogs in books. Experiments allow us to have the fun of discovering for ourselves how far and how fast frogs can jump and what kinds of foods frogs like to eat.” Elaboration can also provide a detailed description of the experiments.
WRITING PROMPTS

Narrative Prompts

Most people would like to meet someone famous.
Before you begin writing, think of a famous person you would like to meet.
Now write a story about what might happen if you met a famous person.

One day your teacher comes into your classroom. She puts a bag down on her desk and leaves the room.
As soon as she leaves the room, the bag begins to move.
Tell a story about what happens when the bag begins to move.

Everyone likes to do things with his/her friends.
Before you begin writing, think about one special time you had with a friend.
Now tell a story about what happened when you had a special time with your friend.

Each of us remembers something exciting that has happened.
Think of something exciting that has happened to you.
Now write a story about something exciting that happened to you.

What would a perfect day be like for you?
Think about the things that you would do.
Now write a story about your perfect day.

Adopted from the Brevard County Writing Resource Guide. 2003.
Expository Prompts

Your class is deciding on a classroom pet.
Think about one animal that would be a good pet for your classroom.
Write to explain why you think this would be the best pet for your classroom.

To become good at something, people must practice.
Think of a situation where someone has to practice.
Write to explain why practice is important.

Everyone has a game that he/she enjoys playing.
Think about your favorite game.
Explain why you enjoy playing this game.

Most of us have a favorite day of the week.
Think about a day of the week and why it is your favorite.
Write to explain why this day of the week is your favorite.

Most people have at least one thing they do well.
Think about something you do well.
Now write to explain something you do well.

Some students complain about having too much homework.
Think about the amount of homework you do each night.
Write to convince your teacher to either give more or less homework.

Some parents say that children under 14 should be at home before 7:00 p.m.
unless they are with an adult.
Think about whether you are allowed to stay out past 7:00 p.m. without an adult.
Write to convince your parents to accept your point of view on this subject.

Many people have favorite places to take a family trip.
Think about your favorite place to take a family trip.
Write to persuade your parents to take the family to this place.

The city council members want to make it a law to wear protective gear when in-line skating.
Think about whether you believe people should wear protective gear while in-line skating.
Write to persuade the city council members to accept your point of view.

There are many interesting places to take a field trip.
Think about your favorite place for a field trip.
Convince your teacher to plan a field trip to your favorite place.
Lessons:

- Main Ideas in Writing............................................................ page 38
- Developing a Written Self-Portrait........................................ page 39
- Narrow the Focus in Your Writing........................................ page 40
- Avoiding Overused Expressions.......................................... page 41
- Writing a Friendly Letter...................................................... pages 42-45
- Free Writing............................................................................ page 46
- Listing..................................................................................... page 47
- Showing vs. Telling Sentences............................................... pages 48-49
- Developing Ideas in an Alphabet Book................................. page 50
- The Character Chart.............................................................. page 51
- Narrowing a Topic/Expanding the Details............................. page 52
- A Personal Narrative............................................................. page 53
- Writing Titles to Hook Readers............................................. page 54
Main Ideas in Writing

Objective: Students will correctly identify the main idea within a variety of stories.
Duration: 45 minutes

Anticipatory Set:
- Explain that you will be describing something and students will need to listen carefully to figure out what it is. Using the pizza example, describe a pizza and call on students to tell you what the object is.
- Repeat the process using the dog example.
- Explain to students that in each example, there was a main idea that connected the words. The first main idea was a pizza, the second was a dog.

Modeling:
- Read aloud the book *Weather* by Bruce Buckly. Do not show the title.
- Review the definition of main idea. (What all the sentences are about)
- Have students repeat the definition.
- Have students tell the main idea of the book. (Weather)
- Model the thinking process of determining the main idea for the book.

Guided Practice:
- Read aloud *Bugs! Bugs! Bugs!* by Bob Barner. Do not show the title.
- Have students tell the main idea of the book.
- Discuss how students determined the main idea.

Independent Practice:
- Using simple picture books, have students determine the main idea of stories.

Example:
Describe a pizza.
Say: I am thinking of something that has a crust, cheese, tomato sauce, and pepperoni.

Example:
Describe a dog.
Say: I am thinking of something that is a mammal. It has four legs and a tail. It is furry and it barks.

Adapted from Jill Lozano-www.flowing wells.2004
Developing a Written Self-Portrait

Objective: Students will write an expository essay about themselves based on three items that express important qualities about themselves.

Duration: Several 40 minute periods

Preparation:
- Bring to class three items that express something important about you.

Anticipatory Set:
- Share each item with your students and tell how or why it represents you.

Modeling:
- Based on the 3 items, model writing an essay about yourself. Begin with an introduction and write one body paragraph for each of the items you brought.

Guided Practice:
- Ask students to bring 3 items that describe themselves. Assign students to small groups. Have students share their items with the group.
- Have students do a prewriting activity to organize and plan their essay.

Independent Practice:
- For primary grades—have students write 3 sentences (or a short paragraph for each item).
- For intermediate grades—have students use their prewriting activity to write an expository essay about themselves.

Extensions:
- Have students draw a self-portrait that includes the 3 items they presented.
- Have students share their essays (sentences) in small groups or with partners to receive feedback.
Narrow the Focus in Your Writing

Objective: Students will recognize a detail within a broad topic and focus their writing on the specific detail.

Duration: 45 minutes

Preparation:
- Students make binoculars out of 2 toilet paper rolls, tape, and string. Have them decorate them with stickers and markers.

Anticipatory Set:
- Show students a picture with many activities going on in it. (Example: a busy street scene, a large factory, boats in a harbor, a large hotel, a circus, a shopping mall)
- Explain that writing about everything that is going on in the picture would be an endless task. Tell them we must "zoom in" on just one of the activities before they write, and add only details about that one activity.

Modeling:
- Look through the binoculars and tell everything you see in the picture.
- Choose one thing in the picture and describe it in detail.

Guided Practice:
- Have students "zoom in" on a different activity you have chosen.
- Brainstorm details about the one activity and write them on the chalkboard.

Independent Practice:
- Students “zoom in” on one activity from the picture and write everything they know about what is going on in that one activity.

Extensions:
- Go through the writing process to develop a story based on the part of the picture they “zoomed in” on.
- Students use their binoculars often to help them narrow their focus on writing.
Avoiding Overused Expressions

**Objective:** Students will recognize overused expressions and write original introductions and conclusions.

**Duration:** 45 minutes

**Anticipatory Set:**
- Explain to students that some tired, overused expressions can be labeled *tacky.* Fresh, original writing requires thinking of your subjects in new and different ways.

**Modeling:**
- **SAY:** I am going to write an essay about my dog. I need to think of a way to begin my essay. Listen to these two different ways that I might start my essay: I have a dog. Do you? Or... When I picture a boxer, I don't see a big, sweaty man in red boxing gloves. Instead, I see a majestic head with a square, black muzzle and sharp black eyes. I see wrinkles of concentration between two pointy ears. Boxers are proud and beautiful dogs.
- Discuss which beginning is tacky (I have a dog), and which is specific and interesting.

**Guided Practice:**
- Share the following “tacky” expressions with students. Challenge them to think of a sentence or two that would be more specific and interesting.

<table>
<thead>
<tr>
<th>Do you want to tell me about your dog?</th>
<th>Hi, my name is....</th>
<th>That’s the end of my story.</th>
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<tbody>
<tr>
<td>I hope that you like my story...</td>
<td>I woke up, and it was all a dream.</td>
<td>Bye, gotta go now.</td>
</tr>
<tr>
<td>I can’t think of anything else to say so...</td>
<td>Now, do you have a story to tell me?</td>
<td>The End</td>
</tr>
<tr>
<td>Don’t you think I wrote a good story?</td>
<td>Hello. Do you want to read my story?</td>
<td>I’m going to write about...</td>
</tr>
<tr>
<td>Okay, here goes...</td>
<td>And now my story is finished...</td>
<td>That’s why ____ is my favorite _______. What’s yours?</td>
</tr>
</tbody>
</table>

**Independent Practice:**
- Have students write five original and creative introductory sentences.
- Have students write five original and creative concluding sentences.

Adapted from *Razzle Dazzle* by Melissa Forney. 2004.
Writing a Friendly Letter

Objective: Students will write a friendly letter that uses the correct form and contains specific details and information.

Duration: Three 45 minute sessions

Anticipatory Set:
- Read aloud *The Jolly Postman* by Ahlberg.
- Discuss the importance of using the correct format when writing letters and including specific and detailed information.

Modeling:
- Make a diagram of the five parts of a friendly letter on the board.
- Name each part and tell its function.

Guided Practice:
- Write a class letter.

Independent Practice:
- Have students write a friendly letter.
- For "real-world" application, have students write to their favorite author in care of the publisher (see next page for a list of publishers).

Extensions:
- Teach students that P.S. stands for the Latin words post (meaning "after") and script (meaning "write"). P.S. is used when one wants to add a thought at the end of the letter.
- Teach students how to address an envelope and have students write letters, address the envelope, and mail the letter.
- Have students write to their favorite author in care of the author's publisher. (see publisher's list that follows)

Adapted from *Write Source*. 2000.
<table>
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<tr>
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<th>Address</th>
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<tr>
<td>AMERICAN GIRL PUBLISHING</td>
<td>8400 Fairway Place, Middleton, WI 53562</td>
</tr>
<tr>
<td>ARIMAX, INC. Publishing</td>
<td>2865 South Eagle Road, #350, Newtown, PA 18940</td>
</tr>
<tr>
<td>AS SIMPLE AS THAT PUBLISHING</td>
<td>P.O. Box 641, Montauk, NY 11954</td>
</tr>
<tr>
<td>AUGUST HOUSE LITTLE ROCK</td>
<td>P.O. Box 3223, Little Rock, AR 72203-3223</td>
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<tr>
<td>BEARPORT PUBLISHING CO. INC.</td>
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<td>BLOOMSBURY USA CHILDREN’S BOOKS</td>
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<td>THE BLUE SKY PRESS</td>
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<td>525 B Street, Suite 1900, San Diego, CA 92101-4495</td>
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<td>HARPERCOLLINS CHILDREN'S BOOKS</td>
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1385 Gulf Road, Suite 102
Point Roberts, WA 98281
Free Writing

**Objective:** Students will use Free Writing to find a topic or brainstorm ideas on a topic.

**Duration:** 30 minutes

**Anticipatory Set:**
- Ask students to tell you what they think of when they hear the term “free writing”.

**Modeling:**
- Tell students that free writing is helpful when one is looking for a topic and when one is “stuck” and has writer’s block.
- Explain that students will be given 10 minutes and are to write NONSTOP for that entire time.
- Model a short version of a free write (think aloud as you write for 3-4 minutes).
- Make sure to model what happens when you can’t think of anything to write (you can then literally write, “I can’t think of anything else to write”).

**Guided Practice:**
- Have students participate in a 10 minute free write.
- Have students look at what they wrote and select a word, phrase, or idea that seems significant (important or interesting).
- Students write that word, phrase, or idea at the top of another lined sheet of paper.
- Have students free write for 10 minutes on the word, phrase, or idea.

**Independent Practice:**
- Students use this second free write to select a topic or idea for another free write.

**Extensions:**
- Use Directed Free Writing—give students the topic (have them write it at the top of their paper) and encourage them to visualize and write in words, phrases, or sentences for 10 minutes. Then have them select parts of their writing for elaboration.
**Listing**

**Objective:** Students will use “Listing” to generate writing ideas and to make connections between ideas and the topic.

**Duration:** 30 minutes

**Anticipatory Set:**
- Ask students to tell you what they think of when they hear the term “listing”.

**Modeling:**
- Tell students that listing is helpful when one wants to generate writing ideas and add details to an idea.
- Model a short version of listing (see example).
- Make sure to “think aloud”.
- Read the list aloud and group items that seem to go together.
- Use the group words to write a paragraph about the topic.

**Guided Practice:**
- Write the word “pineapple” on the board.
- Encourage students to suggest words that correlate with the topic. Write the suggestions on the board.
- Have students help group the listed words and compose a paragraph using one group of words.

**Independent Practice:**
- Have students write the word “dog” at the top of their papers and to list as many words as possible in the time allowed (approximately 10 minutes).
- Students group words and write one paragraph.

**Extensions:**
- Students use the list to write an elaborated essay by joining multiple paragraphs.

**Six Traits: Ideas 3-6**

LA.(grade level).3.1.1
LA.(grade level).4.2.2
LA.(grade level).4.2.1

**Topic:**
- Apple Pie
- Cider
- William Tell Tarts
- The Big Apple
- Apple for the teacher
- An apple a day keeps the doctor away
- Applesauce
- Johnny Appleseed Red
- Green Apple Butter
- Core
- Stem
- Delicious
- Granny Smith Juice
- Crab Apple Jelly
- Snow White
Showing vs. Telling Sentences

**Objective:** Students will revise sentences to make them descriptive.

**Duration:** Two 40 minute blocks

**Anticipatory Set:**
- Ask students to tell what the difference is between these two sentences:
  
  *I want a snack.*  
  *I want a crunchy and sweet yellow delicious apple.*
  
  The difference is that the first sentence isn’t specific and doesn’t contain and descriptive words (adjectives).

**Modeling:**
- Write the following sentence on the board: A student’s life is hard.
- Read the sentence aloud and discuss how it is a complete sentence, but doesn’t give any description or details.
- Think aloud as you revise the sentence to add details and description. SAY: The sentence is about a student, so I need to name a specific student. I will use the name “Joe”. Now, I want to show that Joe is a student and that his life is hard but I don’t want to just say that. Instead, I want to show it. How can I show that a student’s life is hard? I will write, “Joe struggled down the slippery sidewalk as his arms ached from holding the tower of books about the Civil War.” This sentence doesn’t just tell that a student has a hard life; instead it shows an example of how life is hard.

**Guided Practice:**
- Write the following sentence on the board: I was very embarrassed.
- Brainstorm two lists: one for situations that are embarrassing and one for how one looks when embarrassed.
- Use these brainstormed lists to write a new sentence. Example: My face flamed crimson as I tripped over my own feet and stumbled into my teacher.
- Have students write their own sentence that shows an embarrassing moment.
- Have students share their sentence with a partner.
- Allow a few students to share their sentences with the whole class.
Showing vs. Telling Sentences, cont.

**Objective:** Students will revise sentences to make them descriptive.

**Duration:** Two 40 minute blocks

**Guided Practice:**
- Write a sentence on the board (see sample sentences below).
- Have students brainstorm specific words that describe events and emotions.
- Have students use the brainstormed words to write sentences that show a specific event and the emotion of a specific person.
- Have students share their sentences with a partner.
- Allow students to share their sentences with the class.
- As students listen to others, encourage them to revise their own sentences to make them more descriptive.

**Sample Sentences**
- My friend was mad.
- The day off from school was fun.
- The movie was scary.
- I was sad.
- My teacher is nice.
- I was sick.
- My bedroom is cozy.

**Independent Practice:**
- Write a sentence on the board and have students revise it to be more descriptive.
- Share sentences with the class or post the sentence in the room.

**Extensions:**
- Have students illustrate a “show” sentence.
- Students revise their essay writing to include sentences that show, not tell.
## Developing Ideas in an ABC Book

**Objective:** Students create a mixed up ABC book for the letters A-Z.

**Duration:** Several 40 minute sessions

### Anticipatory Set:
- Read the book *Q is for Duck* by Folsom, Elting, and Kent.

### Modeling:
- Tell students that they will be writing a class alphabet book using the vocabulary they have been studying in science/s.s./math. Let them know they will use this alphabet to create a book similar to *Q is for Duck*.
- Discuss the book *Q is for Duck*. Focus on the organization and theme of the book.
- Write on the board: A is for math. Why? In math you add numbers together to find the sum.
- As a class, decide on a subject area that your class book will focus on.

### Guided Practice:
- Have students write the alphabet down the side of a piece of paper. Challenge students to think of a vocabulary word for A and to pair it with the specific subject the class decided on, modeling their sentences after your example.

### Independent Practice:
- Assign students letters from the alphabet and have them write their own mixed up alphabet sentences, modeling their sentences after your example.

### Extensions:
- Students write their own alphabet book instead of a class book.
- Students write other alphabet books that represent a variety of subject areas.

Adapted from Janet Dubiel. www.flowing wells school. 2004
**The Character Chart**

**Objective:** Students will make a character chart.

**Duration:** Several 40 minute sessions

**Anticipatory Set:**
- Ask students to think about their favorite character from a book.
- Have students describe their favorite character to a partner.

**Modeling:**
- Draw the character chart on the board.
- Fill in the chart as you think aloud about your character.
- Discuss each category before you fill it in.
- Remind students that the goal is to create a clear and vivid picture of the personality and physical appearance of the character.

**Guided Practice:**
- Guide students in creating their own character chart on large paper.

**Independent Practice:**
- Students fill in the spaces on their character chart.
- Students share their charts with partners and add to their own charts.

**Extensions:**
- Students use the character chart to write a narrative essay that focuses on the character.
Narrowing a Topic & Expanding Details

Objective: Students will narrow down a topic and write clear, focused, detailed passages.
Duration: 40 minutes

Anticipatory Set:
- Display an hourglass and have students describe the shape of the hourglass.
- Explain that good writers narrow their writing topic to a manageable size that includes lots of details. Some writers begin with a large topic like the large top of the hourglass. Then, the writer trims down the original idea to a smaller size like the middle of an hourglass. Finally, the writer sprinkles many details, and discoveries, that grow just like the sand at the bottom of an hourglass.

Modeling:
- On the board, model this analogy by drawing an hourglass. Cite a topic that is too big and show how it can be narrowed down and then details added to make a well written essay.
- Possible topics include: A day at Disney World, A year in 4th grade, Things I like to do

Guided Practice:
- List 5 topics on the board.
- Provide students with a large cutout of an hourglass.
- Have students choose a topic from the board and write it in the top of the hourglass.
- Have students narrow the topic and write details in the bottom of the hourglass.

Independent Practice:
- Have students select their own topic and complete an hourglass diagram.

Extensions:
- Students use their hourglass information to plan, organize, and write an essay.
**A Personal Narrative**

**Objective:** Students will write a personal narrative.

**Duration:** 40 minutes

**Anticipatory Set:**
- Have students say their first name aloud. Have them count the letters and think about the shapes the letters make. Have them determine how many syllables are in their names.
- Read *A Porcupine Named Fluffy* by Helen Lester aloud to the class. Discuss how the main character felt about his name in the beginning and at the end of the story.
- Discuss why the character’s feelings changed.
- Discuss whether the name “Fluffy” is a good name for a porcupine. Why or why not?

**Modeling:**
- Write your name on the board.
- Model thinking aloud about your name. Ask these questions and answer them aloud:
  1. If my name was a color, what color would it be?
  2. If my name was a sound, what noise would it make?
  3. If my name was a taste, what would it taste like?
  4. If my name was a sight, what would it look like?
- Make sure to tie the answers to the above questions to you and your own unique characteristics.
- List characteristics that are unique to you and help make you who you are.
- Model using the list and answers to the questions to write a personal narrative about your name.

**Guided Practice:**
- Guide students through the above process of questioning and brainstorming.

**Independent Practice:**
- Students use their prewriting to write a narrative essay about themselves and their name.
- Encourage students to share their writing with others.

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**Six Traits: Ideas**

3-6

LA.(grade level).3.1.1
LA.(grade level).3.1.2
LA.(grade level).3.1.3
Writing Titles to Hook Readers

Objective: Students will explore titles.

Duration: 40 minutes

Anticipatory Set:
- Tell students that a catchy title pulls readers into any piece of writing.
- Titles serve as powerful tools, enticing readers to read.
- Titles should grab the reader's attention without giving away too much information.
- Great titles are generally five words or less.
- As students work on writing pieces, they should write a temporary title-called a working title. A final title should be selected after the piece is finished.

Modeling:
- Write on the board: My Friend and I Go Camping and are Chased by a Bear
- Think aloud how this title is too long and tells what is going to happen in the story. Brainstorm aloud how the title can be shortened to grab the reader's attention and to allude to what will happen in the story without giving too much information.
- Write on the board: Terror in the Woods

Guided Practice:
- Write on the board: A Wrinkle in Time
- Guide students to predict what the story will be about

Independent Practice:
- Write titles on the board and have students write predictions.

Extensions:
- Have students write new titles for books they have read.

<table>
<thead>
<tr>
<th>Titles</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridge to Terabithia</td>
<td>Holes</td>
</tr>
<tr>
<td>Out of the Dust</td>
<td>Hatchet</td>
</tr>
<tr>
<td>I Have a Dream</td>
<td>Maniac Magee</td>
</tr>
<tr>
<td>Number the Stars</td>
<td>The Pigman</td>
</tr>
<tr>
<td>Sing Down the Moon</td>
<td></td>
</tr>
<tr>
<td>The Secret Garden</td>
<td></td>
</tr>
<tr>
<td>A Year Down Yonder</td>
<td></td>
</tr>
<tr>
<td>Up a Road Slowly</td>
<td></td>
</tr>
<tr>
<td>The Whipping Boy</td>
<td></td>
</tr>
<tr>
<td>Jacob Have I Loved</td>
<td></td>
</tr>
</tbody>
</table>
Organization

Lessons:

• Where The Wild Things Are........................................ page 56
• Using Picture Books.................................................... page 57
• Storyboard Use............................................................... page 58
• Fractured Fairy Tales.................................................... page 59
• Hooks........................................................................ page 60
Objective: Students will identify the beginning, middle, and end of a story. Students will write a story with a beginning, middle, and end.

Duration: 30 minutes

Anticipatory Set:
- Read aloud *Where the Wild Things Are* by Maurice Sendak.
- Have students retell the story.

Modeling:
- Discuss what happened at the beginning, middle, and end.
- Model thinking aloud to show students how you determine the beginning, middle, and end.

Guided Practice:
- Write the following sentences on sentence strips (use a different colored marker for each sentence and make enough sets for one per group):
  - Max was acting like a wolf and was sent to his room for misbehaving.
  - Max travels to the land of the wild things to become their king.
  - Max feels lonely and returns home to find his hot supper waiting.
- Put students in small groups.
- Pass out one set of sentence strips per group.
- Read each sentence strip and show it to the class.
- Have student groups discuss the sentences and order them correctly in terms of beginning, middle, and end.

Independent Practice:
- Have students write a story with a beginning, middle, and end and circle each section with a different colored crayon.

Extensions:
- Students draw three illustrations that demonstrate the beginning, middle, and end of a story.
Using Picture Books

Objective: Students will explain the logical order of a book and create drawings that represent a series of events.

Duration: 40 minutes

Anticipatory Set:
- Share *The Snowman* by Raymond Briggs. This is a wordless picture book. Emphasize the organization and logical order of the pictures that tell the story.

Modeling:
- Explain to students that if the pictures fell out and got mixed up you could put them back in order based on the logical order of the story.

Guided Practice:
- Individually, or in small groups, have students draw their own wordless picture snow story by drawing a beginning, a middle, and an end picture on 5x5 inch squares.

Independent Practice:
- Have students mix up their pictures so they are not in order.
- Students exchange cards and try to put the cards in order.
- Students check each other’s work by telling each other the story behind the drawings.

Extensions:
- Students “draw” additional stories that contain more 5x5 cards (thereby having more events in the story).
Storyboard Use

Objective: Students will identify the beginning, middle, and end of a story using a storyboard.

Duration: 40 minutes

Anticipatory Set:
- Read aloud Dog Breath by Dave Pilkey.
- Guide students to retell the story.

Modeling:
- Fold a long strip of paper into thirds. This is your storyboard.
- Draw a picture of the beginning of the story.
- Attach the picture to the beginning of the storyboard.
- Explain that this picture represents the beginning of the story and you have placed it at the beginning of the storyboard.

Guided Practice:
- In cooperative groups, the students discuss what drawings would represent the beginning, middle, and end of Dog Breath.

Independent Practice:
- Students draw pictures of the beginning, middle, and end of Dog Breath and create their own storyboards.

Extensions:
- Students draw pictures and make storyboards for other books that you read in class.
- Students draw pictures and make storyboards for well-known stories like The Three Bears.
Fractured Fairy Tales

Objective: Students will identify beginning, middle, and end as an organizational trait.

Duration: 45 minutes

Anticipatory Set:
- Read aloud the traditional story of The Ugly Duckling.
- Read aloud the story “The Ugly Duckling” from The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka and Lane Smith.

Modeling:
- Model writing down the beginning (B), middle (M), and end (E) of each story.
- Discuss and compare the B-M-E of each story.

Guided Practice:
- Read another traditional fairy tale and its counterpart from The Stinky Cheese Man and Other Fairly Stupid Tales aloud to the class.
- Working in pairs, have students write the B-M-E of each story and discuss/compare them.

Independent Practice:
- Following the writing process, students write a fractured fairy tale of their own.
- Make sure students use an organizational device during the prewriting stage that focuses on B-M-E.

Extensions:
- Have students write a fractured fairy tale and illustrate the B-M-E.
**Hooks**

**Objective:** Students will be able to identify four main “hooks” in literature.

**Duration:** 45 minutes

**Anticipatory Set:**
- Show students a variety of books and read the first line or two from each one. Ask them which one they would most like to read.
- Explain that one way to “hook” a reader is to have an enticing beginning.

**Modeling:**
- Reread the first sentence or two from each book. Focus on the type of “hook” used.
  - For example: *onomatopoeia, question, startling statement, dialogue*
- Think aloud about which one was most effective in making you want to read further.
- Make sure to point out where to look for the first sentence. (Otherwise, some will go to the Prologue instead of Chapter 1.)

**Guided Practice:**
- In small groups, have a student select a book and read the beginning sentence or “hook”.
- All students in the group discuss what type of “hook” it is.

**Independent Practice:**
- Tell students they are not allowed to talk at all. A mere whisper will put them out of the “game”.
- Student groups go to specific locations which contain 4-5 books.
- Set a timer for 15 minutes.
- Students begin working. Each student writes down the first sentence in each of the books. When the timer rings, students stop and rotate to the next set of books and repeat the process.
- After two rotations, allow students to share their “hooks” and identify their favorite. Students must also label their favorite “hook”.

**Extensions:**
- Students practice writing “hooks”.

Adapted from Melissa Forney’s *Dynamite Writing Ideas*. 1996.
**Word Choice**

**Lessons:**

- Using Picture Books to Identify Color Words ................... page 62
- Word Pictures for Primary Students .......................... page 63
- Writing a First Character Description ........................ page 64
- Learning to Use Descriptive Words ......................... pages 65-66
- The Right Word for the Right Feeling ......................... page 67
- Onomatopoeia .................................................. page 68
- Showing, Not Telling ............................................. page 69
- Using Power Words for More Powerful Writing........... page 70
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- Using Power Words ............................................. pages 73-74
- Using R.A.F.T. to Develop Writing ............................ page 75
- Improving Word Choice ......................................... page 76
- Developing Word Choice Through Music ..................... page 77
- Onomatopoeias: Those Crazy Sound Words ............... pages 78-79
- Developing Word Choice Through Foods ..................... page 80
- Developing Word Choice Through Sports ................... page 81
Using Picture Books to Identify Color Words

Objective: Students will demonstrate word choice by using color words to complete the sentence.

Duration: 45 minutes

Anticipatory Set:
- Have students repeat the color and animal words as you read.

Modeling:
- Point to an object in the classroom and say, “I see the color _______. It is a _______. Ms. ________, what did you see?” Then respond, “I see a ______ ________.” For example: I see the color blue. It is a ball. Ms. Phelps, what did you see? I see a blue ball.

Guided Practice:
- Students take turns pointing to objects and being asked, “Student name, student name, what do you see?”
  Student responds with the color and name of an item.

Independent Practice:
- Students will draw their observations, using the correct color crayon. They will verbally state the color word and the object displayed in the picture they have drawn. Either the student or the teacher writes the label of color and item on the paper.
- Students share their drawings with the class.

Extensions:
- Make a class book with student drawings.
Word Pictures for Primary Students

Objective: Students will write phrases and draw pictures after listening to a specific story.

Duration: 45 minutes

Anticipatory Set:
- Read aloud *Feathers and Fools* by Mem Fox.
- Ask students to remember and write down favorite words, phrases, or descriptions that create a picture in their minds.
*Note: One option is to read the story without showing the pictures until after the students have created their own illustrations. This could lead to a discussion on the choices authors and illustrators have to make on how best to tell and illustrate a story.

Modeling:
- Select a favorite phrase or word from the story and tell it to the students.
- Draw a picture to illustrate the mental image this phrase or word brings to mind.

Guided Practice:
- Working in pairs, students choose a word or phrase from the story, write it on a piece of paper, and illustrate it.

Independent Practice:
- Each student selects another word or phrase from the story and illustrates it.
- Students share their drawings with the class.

Extensions:
- Make a class book with student drawings.

Adapted from Northwest Regional Educational Laboratory. 2004.
Writing a First Character Description

Objective: Students will describe one of the billy goats to demonstrate word choice in a character's description.

Duration: 45 minutes

Anticipatory Set:
- SAY: What do you know about goats? Where have you seen goats? What do they look like? What do they do? Today we are going to read a story about goats, and then we will write sentences that describe one of the goats.

Modeling:
- Read aloud *The Three Billy Goats Gruff*.
- Review sentence form and structure (begins with a capital letter and ends with a period).
- Write describing words about the youngest goat: youngest, smaller, happy, smart, white and brown fur, four legs, pink nose
- Model writing sentences (combine into a paragraph) from those describing words.
  Example:
  
The first Billy Goats Gruff is the youngest Billy Goat. He is smaller than the second Billy Goat. He has four legs and a pink nose. His fur is white and brown. The youngest Billy Goat is happy, even when the mean Troll tries to stop him. The Troll does not catch this smart Billy Goat.

Guided Practice:
- Students each brainstorm a list of describing words about one of the goats.

Independent Practice:
- Students each use those words to write a paragraph about the goat.

Extensions:
- Students illustrate their paragraphs.

Adapted from Barbee Kati
Learning to Use Descriptive Words

Objective: Students will demonstrate understanding of word choice by writing with descriptive words.

Duration: 45 minutes

Anticipatory Set:
- Read aloud the book *Stellaluna* by Jannell Cannon. Display five large pieces of chart paper labeled with illustrations of: sight, hearing, smell, taste, and touch. Reread the story, a page at a time, having students help to identify words used with the five senses. Record the words on the chart paper.

Modeling:
- Demonstrate how to use descriptive words by filling in the blanks in one of the story passages on the following page.

Guided Practice:
- Students work with partners to fill in the blanks of the second passage.

Independent Practice:
- Students fill in the blanks of the final passage.

Extensions:
- Have students write and illustrate a sentence about the book.

Objective: Students will demonstrate understanding of word choice by writing with descriptive words.

Adapted from Marisol Kenman. 2004.
Passage #1

In a _______________ and ___________far, far away, there once lived a mother fruit bat and her ___________baby. Oh, how Mother Bat loved her ________________, _______________baby. “I’ll name you Stellaluna,” she crooned.

Passage #2

One night, as Mother Bat followed the ___________ scent of the ______________ fruit, an owl ___________ her. On ___________ wings the ______________ bird ___________ down upon the bats.

Passage #3

______________ and _______________ Mother Bat tried to escape, but the owl struck ___________ and ____________, knocking Stellaluna into the air. Her ______________ wings were as ______________ and as ______________ as wet paper.

Adapted from Marisol Kenman. 2004.
The Right Word for the Right Feeling

Objective: Students will demonstrate word choice by identifying a variety of words that relate to feelings.

Duration: 45 minutes

Anticipatory Set:
- Ask students to pretend that it is their birthday. When they come to school all of their classmates will yell, “Surprise!” There will be a cake and hundreds of presents. What feeling would they have?
- List the feelings on the board.

Modeling:
- Read *Sometimes I Feel Like a Mouse* by Jeanne Modesitt.
- Look at page 3. The feeling word is sad.
- Model words that mean the same as sad (sorry, gloomy, depressed, broken hearted, worried, discouraged).

Guided Practice:
- Look at page 4.
- Working with groups or partners, chart the words that mean the same as happy (joyful, merry, glad, cheerful, jolly, delighted).

Independent Practice:
- Look at page 5.
- Each student charts the words that mean the same as scared (startled, frightened, fearful, afraid, disturbed, nervous, worried, upset, alarmed, horrified).
- Each student writes a sentence that expresses a feeling and draws a picture to match the sentence.

Extensions:
- Make a class book with student sentences and drawings.
Onomatopoeia

Objective: Students will be able to tell why writers use onomatopoeia in their writing and will use onomatopoeia effectively in their own writing.

Duration: 45 minutes

Anticipatory Set:
- Play an auditory tape of thunderstorm sounds. Instruct students to close their eyes and think about how they could put the sounds they hear into words.
- Discuss how sounds heard on the tape paint a picture in the reader's mind.
- Tell students that these kinds of words are onomatopoeia.

Modeling:
- Write these sentences on the board:
  Johnny was inside when he heard the storm begin.
  Johnny was inside when he heard ____________.
- Insert a word from the brainstormed list to complete the sentence.

Guided Practice:
- Direct students to rewrite the sentence using a different example from the list.
- Have students share their sentences with a partner.

Independent Practice:
- Listen to a Halloween sound effects audio tape.
- Have students list onomatopoeia as the tape plays.
- Have students write sentences using the onomatopoeia from their list.

Extensions:
- Have students use one of their sentences as a "hook" for a narrative.

Adapted from Debbie Featherstone. www.flowingwells.k12.az.us, 2005
**Showing, Not Telling**

**Objective:** Students will be able to expand simple sentences to complete descriptive sentences that show action and images rather than tell.

**Duration:** 45 minutes

**Anticipatory Set:**
- Ask the students to listen to the following sentence: The boy was frightened.
- Ask students to think about the sentence and whether it tells or shows.

**Modeling:**
- Write to show students how a "tell" sentence can be rewritten to "show" instead.

The boy screeched in terror and threw his hands up to protect himself. Even though his legs felt like they had turned to jelly, he jumped to his feet and tried to get out of the monster’s reach.

- Guide students to realize that this writing is more fun to read and it paints a more accurate picture in the reader’s mind.

**Guided Practice:**
- Have students rewrite the following sentence: The baby was crying really hard.
- Have students share their work with a partner.
- Have a few students share their work with the class.

**Independent Practice:**
- Have students rewrite the following sentences:
  - The dog ran away.    The car was fast.
  - Mountains are beautiful.    Rain was coming down.

**Extensions:**
- Have students use one of their sentences as a "hook" for a narrative.

Adapted from Razzle Dazzle Writing by Melissa Forne
Using Power Words for More Powerful Writing

Objective: Students will be able to collect an assortment of power words and use a number of them in a writing assignment.

Duration: 45 minutes

Anticipatory Set:
- Ask students to think about how words are each unique. They have their own sound, look, and meaning.

Modeling:
- Write down one or two words that you “like”. Share them with the students and tell them why you like each word.

Guided Practice:
- Have students write down one or two words that they “like”. Remind them that their choices can be based upon the sound of the word, its look, the letters used, or its definition.
- Ask students to volunteer their selections while you record them on a chart.
- Divide the class into small groups of 3 or 4. Ask students to place all the words from the chart into categories as they see fit. They will determine the categories so categories will differ from group to group. Words may appear in more than one category.
- Have each group create a visual display of their categories on chart paper to share with the whole class.

Independent Practice:
- Have students use 5-7 words in a descriptive paragraph.

Extensions:
- Have students record their words in a vocabulary notebook.
Adding Adjectives to Writing

**Objective:** Students will be able to demonstrate knowledge of word choice by adding adjectives.

**Duration:** 45 minutes

**Anticipatory Set:**
- Read aloud *Harriet* by Deborah Inkpen.
- Discuss some of the images painted by the words.

**Modeling:**
- Generate a list of adjectives.
- Show students a copied paragraph from *Harriet* and highlight the adjectives.
- Discuss how changing the adjectives in the paragraph can change the mental picture.

**Guided Practice:**
- Have students help replace a couple of the highlighted words in order to change the meaning of the sentence.

**Independent Practice:**
- Hand out the same paragraph from *Harriet* with all the adjectives blanked out. Ask students to complete the blanks with their own adjectives, thereby creating their own story.
- Have students share their work with a partner.

**Extensions:**
- Using the same passage, blank out verbs and ask students to replace them with their own verbs.
Using Adjectives for Better Writing

Objective: Students will use adjectives effectively to improve writing.

Duration: 45 minutes

Six Traits: Word Choice

2-6

LA(grade level).3.1.1
LA(grade level).3.3.3
LA(grade level).4.3.1

Anticipatory Set:

• Remind students that adjectives describe nouns. When using adjectives, a writer can use one, two, or three to describe the noun. Example: a big bear/a big, brown bear/a big, brown, grizzly bear. Not all nouns need adjectives to be effective.

Modeling:

• Model taking a blah sentence and making it more interesting by adding adjective(s).
  Example: I shook his hand.
  I shook his sweaty hand.

Guided Practice:

• Have students help add adjectives to sentences to make them more descriptive and interesting.
  Example: The girl had trouble sleeping in her bed.
  The little, red-headed girl had trouble sleeping in her hospital bed.
• Encourage students to use extraordinary adjectives, not ordinary ones.

Independent Practice:

• Have students add adjectives to describe the following words. Encourage them to avoid the ordinary adjectives.
• Have students use the adjectives and nouns in sentences.
• Have students share their work with a partner.

| ice cream | kitten | book | drink |
| summer   | movie  | chair | shirt |
| friend   | car    | girl  | boy   |
| dog      | shoe   | hand  | snow  |
| candy    | hat    | river | tree  |
| movie    | summer | student | table |

Extensions:

• Make a list of adjectives that are banned because they are ordinary. Suggested banned words: cool, awesome, hot, wet, best, great, funny, etc.
Using Power Words

**Objective:** Students will read examples of effective power words and use them in writing.

**Duration:** 45 minutes

**Anticipatory Set:**
- **Say:** Imagine you received $100 to buy a bicycle. You find two different ads for bicycles in the newspaper-

```
Bike for Sale
Call Anytime

555-1234
```

```
Fabulous Bike for Sale-
Perfect condition- painted cherry red with lots of chrome brand new knobby tires-
Free Bike Lock Included
Only $99
Please Call 555-1234
```

- **Ask:** Which ad generates more interest? Why?

**Modeling:**
- Tell students that you are going to write an advertisement to sell apples.
- Show students an apple.
- Brainstorm aloud descriptive words that can be used to describe an apple.

<table>
<thead>
<tr>
<th>Crisp</th>
<th>Bright Yellow (or Deep Red)</th>
<th>Healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delicious</td>
<td>Juicy</td>
<td>Crunchy</td>
</tr>
<tr>
<td>Unblemished</td>
<td>Sweet</td>
<td>Nutritious</td>
</tr>
</tbody>
</table>

Adapted from Tom Iveson. Flowing Wells School District. 2004
Using Power Words, cont.

Objective: Students will read examples of effective power words and use them in writing.

Duration: 45 minutes

Modeling:
- Explain that you are going to use these words to write an appealing ad for an apple.
- Write the ad while thinking aloud

Crisp, delicious apples are nutritious and tasty. Their unblemished, bright yellow skin protects the crunchy, sweet white apple-y flesh that cleans your teeth as your taste buds dance a jig of happiness. These healthy treats will keep your body healthy and your smile white!

Guided Practice:
- Put students in groups and give each group a large piece of paper, markers, and one product to taste and describe. Possible products include popcorn, potato chips, Hershey kisses, grapes, and carrots.
- Have student groups brainstorm descriptive words that describe the product.
- Students should list at least 10 descriptive words.

Independent Practice:
- Have students use the group list to write their own appealing ad for the product.
- Have students share their ad with their group.
- Have students share their ads with the class.

Extensions:
- Have students bring an item from home. If necessary, put limits on the kind of items that can be brought to school.
- Have students brainstorm descriptive words and write an appealing ad for the item.
- Have students share their item and ad with the class.

Adapted from Tom Iveson. Flowing Wells School District. 2004
Using a R.A.F.T. to Develop Writing

Objective: Students will create a RAFT and use it as a prewriting tool.

Duration: 45 minutes

Anticipatory Set:
- Teach the RAFT strategy. RAFT is a CRISS (Creating Independence through Student-owned Strategies) activity that aids students in bringing life, creativity, and strong word choice to their writing. It is an excellent prewriting tool.

RAFT is an acronym for:
- Role
- Audience
- Format
- Task plus STRONG verb

Modeling:
- Brainstorm on a chart answers to the above questions.
- Using one of the items from each column, model writing the assignment.

Guided Practice:
- Have student groups complete a R.A.F.T. chart.

Independent Practice:
- Have students complete a writing assignment from their group R.A.F.T. chart.
- Have students pair together to edit and revise their writing.
- Have students share their revised writing with their small group.

RAFT is an acronym for:

<table>
<thead>
<tr>
<th>R</th>
<th>A</th>
<th>F</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Teacher</td>
<td>Essay</td>
<td>Favorite Day</td>
</tr>
<tr>
<td>Soldier</td>
<td>Family</td>
<td>Letter</td>
<td>Civil War</td>
</tr>
<tr>
<td>Student</td>
<td>Principal</td>
<td>Letter</td>
<td>School Lunches</td>
</tr>
<tr>
<td>Parent</td>
<td>Child</td>
<td>Note</td>
<td>Chores</td>
</tr>
<tr>
<td>Teacher</td>
<td>Students</td>
<td>Speech</td>
<td>Personal Best</td>
</tr>
<tr>
<td>Cat</td>
<td>Family</td>
<td>Poem</td>
<td>Dinner</td>
</tr>
<tr>
<td>Advertiser</td>
<td>10 yr. olds</td>
<td>Ad</td>
<td>Buy Game</td>
</tr>
</tbody>
</table>

Role: Whose point of view is the writing from?
Audience: Who will read the writing? How does this affect your writing style?
Task: What are you trying to accomplish?
Improving Word Choice

Objective: Students will use a thesaurus to improve word choices for use in writing.

Duration: 45 minutes

Anticipatory Set:
- Make a sign that says: Beware the Worn-Out Words!
- Ask students what they think the sign means.
- Discuss how some words are overused and have little power.

Modeling:
- Brainstorm a list of words that are overused.

Guided Practice:
- Have students help add to the list of overused words.
- Using a thesaurus per group (or per student), have students research a more powerful synonym for each overused word.

Independent Practice:
- Have students use a thesaurus to find a more effective synonym to replace the entry word listed before each sentence.

<table>
<thead>
<tr>
<th>entry word</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>rare</td>
<td>1. I’ll have my steak slightly __________________________.</td>
</tr>
<tr>
<td>talk</td>
<td>2. The professor gave a ____________________________ on economics.</td>
</tr>
<tr>
<td>common</td>
<td>3. It is a __________________________ belief that taxes are too high.</td>
</tr>
<tr>
<td>lift</td>
<td>4. __________________________ the box from the table.</td>
</tr>
<tr>
<td>leap</td>
<td>5. Look before you __________________________.</td>
</tr>
<tr>
<td>make</td>
<td>6. I will __________________________ a birthday present for my sister.</td>
</tr>
<tr>
<td>hit</td>
<td>7. The producer expects the play to be a big __________________________.</td>
</tr>
<tr>
<td>happy</td>
<td>8. I’ve enjoyed many __________________________ times at the beach.</td>
</tr>
</tbody>
</table>

Extensions:
- Have each student make a personal thesaurus.
Developing Word Choice Through Music

Objective: Students will listen to musical selections and demonstrate word choice by describing the voice or instrument in the selection.

Duration: 45 minutes

Anticipatory Set:
- Play a variety of musical selections, ideally from unique voice or instruments like Louis Armstrong, Bob Dylan, Billie Holiday, Hank Williams, Patsy Cline, Miles Davis, Muddy Waters, Janis Joplin, Johnny Cash, Bach, Enya, and Bob Marley. Make sure the lyrics are appropriate for the school setting.

Modeling:
- As one of the selection plays, record descriptive words on the chalkboard to describe the impressions from one or two of the artists.

Guided Practice:
- Put students in groups and have them listen to another selection of music as they write descriptive words on post it notes.
- When the selection is done, have students share their words in their small group.
- Label a piece of chart paper with the artist name or song title. Have each student share a descriptive word and post it on the chart.

Independent Practice:
- Students work independently, listening to another selection of music. Have students use these words to write a short paragraph describing the selection of music.

Extensions:
- Have students make a book. Each page of the book should be titled with an artist’s name. Students should write a paragraph on each page that describes that artist’s music. Have students illustrate each page.
**Objective:** Students will use onomatopoeia to describe specific situations.

**Duration:** 45 minutes

**Anticipatory Set:**
- Review the definition of "onomatopoeia".
- Ask students to share words they think are onomatopoeia words.

**Modeling:**
- Tell students to listen carefully for onomatopoeia words as you read aloud a book such as *Recess Queen* by O’Neill.
- When finished, ask students to share words they heard that were onomatopoeia.

**Guided Practice:**
- Pass out the worksheet on the following page or write the first category on the board.
- Read the category aloud and ask students to think of a word that describes the phrase (bacon cooking).
- Call on students to respond with an onomatopoeia word that describes bacon cooking (such as sizzling). Write the response on the board and have students write it on their worksheet.
- Have students read the next category independently (a crying baby) and fill in the blank.
- Call on students to share their responses.

**Independent Practice:**
- Have students complete the worksheet.
- When completed, share answers whole class.

**Extensions:**
- Encourage students to use this worksheet as a resource when writing essays.
Onomatopoeias: Those Crazy Sound Words

Directions: Here’s your chance to create crazy sound effects and put the sounds into letters and words. Read each category below and ask yourself, “How does that sound?”

Example: a balloon no longer has air = pop!

1. bacon cooking _______________________
2. a crying baby _______________________
3. a newborn kitten ____________________
4. a window breaking ___________________
5. popcorn ____________________________
6. wild monkeys ________________________
7. a motor boat _________________________
8. rain _________________________________
9. a friendly dog _______________________
10. a mean dog _________________________
11. an injured dog ______________________
12. the front door _______________________
13. a big bass drum _____________________
14. a fire engine _______________________
15. bath water _________________________
16. an arrow __________________________
17. a bonfire __________________________
18. sneezing __________________________
19. an angry alien _____________________
20. a train ____________________________
21. jingle bells ________________________
22. a hungry lion ______________________
23. someone eating ice cream ____________
24. ocean waves ________________________
25. hurricane wind _____________________
26. a horse ____________________________
27. marbles ____________________________
28. a basketball _______________________
29. a zipper ___________________________
30. tearing cloth _______________________
31. a doorbell _________________________
32. a dentist’s drill _____________________
33. a rattlesnake _______________________ 
34. a baby chick _______________________
35. geese ______________________________
36. a hammer _________________________

Adapted from Razzle Dazzle Writing by Melissa Forney. 2001.
Developing Word Choice Through Foods

Objective: Students will sample foods and write words that are descriptive.

Duration: 45 minutes

Anticipatory Set:
- Guide students to brainstorm a list of synonyms for the word “eat”.

Modeling:
- Set out a variety of foods.
- Model how to fill out the chart on one of the food choices.

Guided Practice:
- Put students in small groups.
- Have students taste one of the food choices and fill in their group chart for that food.
- Have students continue the process for all of the food choices.

Independent Practice:
- Have students select one of the food choices and use the words from the group chart to write a short, descriptive paragraph about that food.

Extensions:
- Have students edit/revise their paragraphs with partners. Then, have them write a revised copy and illustrate the paragraph.

<table>
<thead>
<tr>
<th>Food</th>
<th>Looks</th>
<th>Smells</th>
<th>Feels</th>
<th>Sounds</th>
<th>Tastes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>crimson</td>
<td>fruity</td>
<td>smooth</td>
<td>crunch</td>
<td>sweet</td>
</tr>
</tbody>
</table>
Developing Word Choice Through Sports

Objective: Students will use sports articles to explore adjectives and adverbs.

Duration: 45 minutes

Anticipatory Set:
- Ask students to describe how they run. Guide students to use words that are descriptive and not overused. Example: speedy vs. fast

Modeling:
- Review definitions for "adjectives" and "adverbs".

Guided Practice:
- Give each student pair an article from the sports section of the newspaper.
- Have students highlight adjectives and adverbs in the headline and in the article.
- Once students have highlighted the words, have them write them on a large piece of paper that is headed with "Adjectives" and "Adverbs".

Independent Practice:
- Have students use the adjectives and adverbs to write a short story about themselves having an adventure or playing a game.

Extensions:
- Have students publish and illustrate their stories as books.
Lessons:
• Emotional Stories.................................................. page 83
• Finding Voice in Literature................................. page 84
• Journal Illustrations............................................. page 85
• Point of View from the Animal............................ Page 86
• Emotions in Story Telling........................................ page 87
• Point of View: Captain Abdul’s Pirate School... page 88
• Free Verse Poetry.................................................... Page 89
• Miss Ida’s Porch...................................................... page 90
• Finding Voice Through Art................................. page 91
**Emotional Stories**

**Objective:** Students will show understanding of voice by identifying appropriate examples.

**Duration:** 45 minutes

**Anticipatory Set:**
- Read *The Three Little Pigs* with no vocal or facial expression.
- Ask students what they thought of the story.
- Reread the story using animated expression.
- Ask students what was different this time. Ask students which version was better.
- Define voice (stress the emotional presentation of the story).

**Modeling:**
- Show a typed passage from the book, *The Three Little Pigs*.
- Read and highlight each section that contains voice.
- Discuss the different voices.

**Guided Practice:**
- Give students a second passage from the book and have them highlight the voice within the passage.
  Pair off students and have them share with each other the highlighted passage and explain why it is voice and what emotion is reflected in the writing.

**Independent Practice:**
- Have students highlight a third passage on their own.
- Have students share with small groups the highlighted passages.

**Extensions:**
- Have students highlight sections of their own writing that show voice.

---

**Six Traits: Voice**

1-3

1, 2,3-LA(grade level).2.1.2
2 & 3-LA(grade level)2.1.7
Finding Voice in Literature

Objective: Students will demonstrate voice by naming different ways authors use voice.

Duration: 45 minutes

Anticipatory Set:
- Ask students to close their eyes. Say: Hi. It’s me.
- Have students open their eyes and guess who was speaking.
- Ask students to close their eyes again. Tap a student to prompt him/her to say: Hi. It’s me.
- Have students open their eyes and guess who was speaking.
- Do this several times. Say: Just as people have their own voice, writing can have voice too. Sometimes you can tell who wrote something because their writing has a special voice.

Modeling:
- Share books that have humor in them.
- Discuss that all of these books are silly and make readers laugh. Explain that the silliness is part of author’s voice.

Guided Practice:
- Show Frog and Toad books by Arnold Lobel (make sure you have previously read them). Ask students what these books have in common.
- Students work in pairs to discuss Frog and Toad books and discuss their commonalities.

Independent Practice:
- After students read The Stupids (or other book with obvious voice), each student identifies an example of voice from the story.

Extensions:
- Have students highlight sections of their own writing that show voice.

Adapted from Sheryl Vergara. 2005.
Journal Illustrations

Objective: Students will demonstrate voice by identifying journal illustrations drawn by classmates.

Duration: 45 minutes

Anticipatory Set:
- Say: The journal illustrations I am about to show you were drawn by different children. Do you think you can tell who drew certain pictures without seeing the name on the paper? Both artists and writers tell something about their feelings through their work. This is called the “Voice” of the artist. We will enjoy a picture more when we can ‘hear’ the artist’s voice.

Modeling:
- Hold up an anonymous student journal.
- Say: Who do you think drew this picture?
- If the identity is not easily made, ask about topics, color, or styles that make it uniquely individual. Example: Susie always outlines in black or Bobby always manages to include Poke’mon or Maria loves to color in pink.
- Discuss and explain how students knew the identity of the artist. Discuss how voice tells about the artist’s feelings.

Guided Practice:
- Have students draw a picture about weather (or any subject that elicits different feelings).
- Write the words “scary” and “pleasant” on the chalkboard.
- Hold up each finished student drawing and ask students to decide in what category the picture should be placed.

Independent Practice:
- Have each student dictate a sentence telling how his/her own picture makes them feel. Remind students that voice is the feelings of their work.

Adapted from Elaine Lansberry.
Point of View from the Animal

Objective: Students will demonstrate an understanding of voice, by writing a short story from an animal’s point of view.

Duration: 45 minutes

Anticipatory Set:
- **Say:** If you were given a two-scoop vanilla sundae, imagine what you would put on it to make it your kind of sundae.
- Have students discuss this with a partner or small group.
- Explain to students that the unique likes and dislikes of each person is what makes them special. In writing, this special style and unique language use is called “voice”.

Modeling:
- Read aloud the story, *The True Story of the Three Little Pigs*, by Jon Scieszka, as a familiar story with a different point view.
- Discuss the feelings, emotions, or thoughts of a chosen character (voice).

Guided Practice:
- In groups, have students write a short story using an animal picture prompt (provide an animal picture for each group). Students should write the story from the animal’s point of view.

Independent Practice:
- Students choose a different animal picture and write a short story from that animal’s point of view.

Emotions in Story Telling

Objective: Students will demonstrate voice related to emotion in story telling.

Duration: Day 1: 5-10 minutes Day 2: 30-45

Anticipatory Set:
Day 1 -
• Read *Wilfred Gordon McDonald Partridge* by Mem Fox
• Discuss voice and the emotions in the story.
Day 2 -
• Brainstorm memories of a special time or place. Record the emotions of the memories on a cluster/web.
• Reread the book aloud. As you read, stop after Wilfred is introduced to each kind of memory and have students share what kind of objects they could use to represent that kind of memory.
• Use a cluster/web to record the objects by memory on the board. For example, around happy write the objects that represent that emotion (balloon, sea shell, etc.).

Modeling:
• Demonstrate writing a memory on a colored index card (Blue: something precious, Purple: something from a long time ago, Yellow: something that makes you cry, Brown: something warm, Green: something that makes you laugh).

Guided Practice:
• Have students work in pairs to discuss an event that occurred at school.
• On an index card that is the same color that matches the emotion of the event, have students work in pairs to write the memory on the lined side of the card and to draw a picture of the event on the unlined side. Have students share their memory cards.

Independent Practice:
• Have students write their own personal memory cards and illustrate them.

Adapted from Northwest Regional Educational Laboratory. 2005.
**Point of View: Captain Abdul's Pirate School**

**Objective:** Students will demonstrate voice by writing from a different point of view.

**Duration:** 3 hours

**Anticipatory Set:**
- Read aloud *Captain Abdul's Pirate School* by Colin McNaughton.
- Divide children into groups and ask them to brainstorm "pirate words and phrases".

**Modeling:**
- Model writing a letter, using the voice of a pirate, telling the principal about an experience at lunch.

**Guided Practice:**
- Students use their brainstorming lists to work in pairs to discuss and write sentences that they will use in their letters about their experience at pirate school.

**Independent Practice:**
- Each student writes a letter to his/her parent in the voice of a pirate recruit who is describing an experience at pirate school.

**Extensions:**
- Have students write a pirate poem using pirate words and phrases. Edit/revise the poems, write revised copies, and illustrate the poems.

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Adapted from Denise Holderman, Northwest Regional Educational Laboratory. 2004.
Free Verse Poetry

Objective: Students will write a free verse bio poem to show personalization (voice) of free verse.

Duration: 45 minutes

Anticipatory Set:
- Brainstorm what constitutes poetry and what makes it different from other genres.
- Read aloud from Baseball, Snakes, and Summer Squash by Donald Graves, to introduce the concept of non-rhyming poetry.
- Read aloud Something on My Mind by Nikki Grimes and Tom Feelings.
- Discuss who speaks (whose voice/point of view) and what is described (both in spoken and non-spoken words) in various poems.
- Read My Sister Kayla from Kids Poems: Teaching Third and Fourth Graders to Love Writing Poetry by Regie Routman. Discuss patterns found in the poem and what Kayla was like. Ask what the writer was like.

Modeling:
- Model writing a bio poem. Encourage students to offer suggestions.

Guided Practice:
- Post a formula for a bio poem and review the process.

Independent Practice:
- Have students write their own bio poem.

Extensions:
- Have students publish and illustrate their poems.

Poetry = the art of rhythmical composition; prose with poetic qualities; a piece of literature (often) written in meter and verse

Poetic Qualities = imaginative, rhythmical, descriptive, lyrical, uses imagery, may rhyme, uses symbolism

Bio Poem Example
First Name
I am (adjective)
I (verb) and (verb)
I like (noun), (noun), and (noun)
I am (adjective)
Last Name

**Miss Ida’s Porch**

**Objective:** Students will correctly describe the words and actions of a character to convey emotion.

---

**Duration:** 45 minutes

**Anticipatory Set:**
- Read aloud *Miss Ida’s Porch.*
- Discuss what feelings you sense the narrator was trying to convey as she told the story. Cite specific words and phrases from the story that provide clues to substantiate those feelings. Encourage students to contribute their ideas and thoughts.

**Modeling:**
- Imagine a student walking into the classroom of a new school for the first time. Brainstorm feelings the student might have.
- Brainstorm actions the student might take as she enters the room.
- Brainstorm actions of other students as the new student enters the room.

**Guided Practice:**
- Have students help write a class paragraph from the new student’s point of view.

**Independent Practice:**
- Students choose one topic to use for a story:
  - Memory of a time with a grandparent
  - Memory of a pet
  - Memory of a vacation
  - Memory of a “first”
  - Memory of a special gift

---

**Feelings**
- scared
- lonely
- sad
- confused
- excited
- anxious
- happy
- nervous

**Actions of New Student**
- walks slowly
- looks down
- doesn’t smile
- is quiet
- walks quickly
- looks around
- smiles shyly
- looks curious
- sits alone

**Actions of Others**
- whisper
- stare
- ask questions
- show new student around
- smile
- invite student to sit with them

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Adapted from Elizabeth Hurley. [www.flowingwells.k12.az.us](http://www.flowingwells.k12.az.us), 2005.
Finding Voice Through Art

**Objective:** Students will explore the concept of voice through the study of art.

**Duration:** 20 minutes

**Anticipatory Set:**
- Explain to students that some artists paint pictures. There are many artists who are famous for the pictures they have painted. (You will need copies of several paintings from Monet and Picasso—old calendars are an excellent resource for this activity.)

**Modeling:**
- Hang a copy of a painting by Monet on the board.
- Model describing the painting and your feelings about it.
- Hang a copy of a painting by Picasso on the board next to the Monet.
- Ask students to describe the painting and their feelings about it.
- Explain that the paintings are so different because the artists had very different styles of painting. This style in art is like the artist’s voice.

**Guided Practice:**
- Hold up another painting by either Monet or Picasso. **Say:** Whose voice do you see in this painting?
- Hang the painting under the correct companion painting on the board.
- Continue this process until all paintings have been analyzed and the voice has been determined.

**Independent Practice:**
- Make a center out of the paintings. Make them self-checking by putting one colored sticker on Monet’s and a different colored sticker on Picasso’s. Have students categorize the paintings according to the artist’s voice.
Fluency

Lessons:

- Using Wordless Picture Books.......................... page 93
- Recognizing Strong Fluency............................. page 94
- Using Sentence Triangles to Add Details........... pages 95-97
- Sentence Structure Practice............................. page 98
- Developing Super Sentences............................ page 99
- Using Transitions in Writing......................... pages 100-104
Using Wordless Picture Books

Objective: Students will develop text to convey meaning for a wordless picture book.

Duration: 45 minutes

Anticipatory Set:
- Show and discuss a wordless picture book like Windows by Jeanine Baker.

Modeling:
- Display the first page of the book (make transparency of page or use document reader).
- Write a detailed sentence describing the picture.

Guided Practice:
- Display the second page of the book.
- Ask students to help you write a detailed sentence that includes feelings and describes the picture.

Independent Practice:
- Display the next page and have students write a sentence on their own.
- Check for understanding.
- Continue this process until all of the pages have been used.
- Read the Author's Note on the last page to the class and make sure they understand the intended meaning of the book.

Extensions:
- Repeat this process with other wordless picture books.
- Write and design books in groups. Have one or two students serve as the illustrator(s) and the rest of the team write the descriptive text.

Adapted from NWREL Staff. 2004.
Recognizing Strong Fluency

Objective: Students will demonstrate their knowledge of sentence fluency.

Duration: 45 minutes

Anticipatory Set:
- Have students listen to two different songs: one that has a strong rhythm and melody and one that does not. Ask which song they enjoy hearing. Discuss the reasons why.
- Explain that good writing also flows and is more enjoyable to read and listen to.

Modeling:
- Read and discuss the definition of sentence fluency.

Guided Practice:
- Read aloud *The Night Before Christmas* and *The Cat in the Hat*.
- Have students refer to the definition of sentence fluency to describe the two books.

Independent Practice:
- During the same week, read several books that have strong sentence fluency.
- After reading, discuss examples of sentence fluency.

Extensions:
- Take excerpts from books that have strong examples of sentence fluency and have students identify strong examples.

Using Sentence Triangles to Add Details

**Objective:** Students will use the triangle model to write sentences with added details.

**Duration:** 30 minutes

**Anticipatory Set:**
- Show the sentence triangle (see next page) to the class.
- Read aloud examples of boring sentences.
- Ask students to picture in their minds where the action is happening. How? When? Why?

**Modeling:**
- Model the sentence triangle:
  - The top of the triangle is where you write your subject.
  - Next, add a verb.
  - Then add an adjective to describe the subject.
  - Then add an adverb to tell about the verb.
  - Write a phrase that tells where the action happened.
  - On the bottom line, add an article or pronoun and proper punctuation.

**Guided Practice:**
- Hand out blank paper and have students draw a large triangle on it (or use blank triangle that follows).
- Repeat the modeling steps — giving students only the subject — and have students fill in the lines.
- Check for understanding.

**Independent Practice:**
- Have students complete a triangle on their own (allow them to select their own subject).

**Extensions:**
- Give students sentences to stretch using the triangle model.

While sleeping on my lap, my orange and white kitten purred loudly.
Sentence Structure Practice

Objective: Students will be able to revise sentence structure without changing meaning.

Duration: 45 minutes

Anticipatory Set:
- Show a paragraph that is composed of sentences with similar types of structure.
  Example: all simple sentences, all complex sentences
- Discuss the problem with the paragraph (writing is boring, uninteresting, without variety, doesn’t hold the reader’s attention).

Modeling:
- Model changing the sentence to add more details and to add a variety of sentence structures.

Guided Practice:
- Working with a partner, have students practice changing the structure of a sentence.

Examples
I like the shows at Sea World.
At Sea World, I like the shows.
My cat lies in my lap when he’s cold.
When he’s cold, my cat lies in my lap.

Independent Practice:
- Students practice changing on their own.

Sample Sentences
My dad reads to me before bed.
My brother plays Monopoly with me sometimes.
My mom falls asleep when she watches movies.
I like to swing at recess.
I like to play ball in the afternoon.
My teacher always smiles at me in the morning.

Six Traits: Fluency

2-6
LA(grade level).3.4.3
LA(grade level).3.4.6
LA(grade level).3.3.2

Sample
I like Sea World. It is fun.
There are shows. I like the seal show. The seals do tricks. They are amazing. Sammy seal is my favorite. He is cool. Sea World is a great place to go.

Varied Sample
I like Sea World because it is a fun place. There are many shows. My favorite is the seal show. The tricks those seals can do are unbelievable. I don’t think most people are as talented as those wonderful seals. Sammy, the best seal there, is my personal favorite because he is really old but he still loves to strut his stuff by balancing balls on his head. He is so funny! He and his seal friends definitely make Sea World a great place to visit.
Anticipatory Set:
• Show students a simple but complete sentence. Example: I went for a walk.

Modeling:
• Modeling thinking aloud: Where did you go?
  Were you alone?
  Why did you go?
  What did you do or see?
  When did you go?
  Did you come back?

• Modeling rewriting the example sentence to add details.
  Example: On Saturday, my friend, Tom, and I walked to Wickham Park to see the horses.

Guided Practice:
• Write another sentence on the board.
• Put students in small groups.
• Have student groups brainstorm a list of questions that could be answered in a revised version of the sentence.
• Using the generated questions as a guide, have groups revise the sentence to add details, description, time, place, etc. to build a super sentence.
• Share sentences with the class.

Independent Practice:
• Repeat this activity having students work independently.
• Share sentences with the class.

Extensions:
• When revising their essays, have students highlight super sentences.
Using Transitions in Writing

Objective: Students will realize the importance of transitional words and phrases in writing.

Duration: 45 minutes

Anticipatory Set:
- Review transitions and their role in writing (to move from one idea to another or to move a story through time).
- Brainstorm examples of transitional words and phrases and write them on the board.
- Guide students to understand that some transitions are more natural and effective than others. Example: first, next, last is not always as effective as using transitional phrases.

Modeling:
- Display a passage that is filled with transitional words and phrases (see next page).
- Using a highlighter, read through the passage and highlight the transitional words and phrases.

Guided Practice:
- Display a second example passage and complete the same activity (see Guided Practice page). This time ask questions and allow students to come highlight the transitions. Example: What words signal the reader that the story is moving through time? What words signal the reader that a new thought is coming? What words signal the reader that the passage is coming to an end?

Independent Practice:
- Have students highlight transitions in their own writing.
- Have students revise writing to include more effective and natural transitions.

Extensions:
- Ask students to find examples of transitional words and phrases in their reading.
- Give students a passage without transitions and ask them to add them.

Six Traits: Fluency

3-6
LA(grade level).3.3.2
LA(grade level).3.3.3
On a dark and gloomy night, the power went off in my house. As I carefully crept into the kitchen to look for a flashlight, I stubbed my toe on a chair that was pulled out from the table. Boy did that hurt! I grabbed my foot and began hopping around in the dark. Suddenly, I felt a furry paw under my foot and instantly heard the howl of my cat, Oliver. I guess I had accidentally jumped on him while I was hopping around in pain. Since I couldn’t see him in the dark, his howl scared me and I yelled and tried to get away from him. Now we were both running around and screaming. Unfortunately, as I moved to the left so did he. Once again we bumped into each other and I am pretty sure it startled him as much as it did me. Just then the lights came back on. I was so relieved to be able to see. However, as I looked around I realized that Oliver was limping and looking at me as if I had hurt him on purpose. I scooped him up and continued my trip to the kitchen. Instead of a flashlight, now I was in search of kitty treats to try to calm the nerves of my furry friend. Thankfully, the story has a happy ending and neither Oliver nor I suffered any permanent damage. We both had a snack and are still best buddies.
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Slowly, I reached up and rubbed my eyes as my brain frantically attempted to make sense of what I had seen. Seconds later, I dared to peek at the amazing sight one more time. My eyes had not deceived me. Dragon, my sweet little kitty, was still sitting on the curtain rod above the window in my living room. As I stared up at him he turned his head and watched me slowly move toward him. My brain whirled with ideas of how to get that rascal down without tearing down the brand new ebony curtains. At only five feet tall, it would be impossible for me to simply reach up and grab him. Fortunately, the overstuffed leather chair was sitting right underneath the window so I carefully climbed up into it. Stretching my arms up over my head and reaching as far as they could go, I still couldn't quite grab that little gray ball of fur. Ugh! Next, I rose up on my tiptoes and felt my fingers brush the silky fur of my little feline. Just as I wrapped my hands around him, he launched himself off the rod and gracefully landed on the floor. Unfortunately, my arms continued to grab at him as he jumped and my body followed the motion. Seconds later I found myself in a heap on the living room floor as Dragon ran off to find a new adventure. I realized that while I had been trying to save Dragon from getting hurt, I had almost hurt myself. For an instant, I lay on the floor and laughed at my ridiculous antics. I knew then that having a cat meant that he would get into many situations that would turn my hair has gray as his!
Slowly, I reached up and rubbed my eyes as my brain frantically attempted to make sense of what I had seen. Seconds later, I dared to peek at the amazing sight one more time. My eyes had not deceived me. Dragon, my sweet little kitty, was still sitting on the curtain rod above the window in my living room. As I stared up at him, he turned his head and watched me slowly move toward him. My brain whirled with ideas of how to get that rascal down without tearing down the brand new ebony curtains. At only five feet tall, it would be impossible for me to simply reach up and grab him. Fortunately, the overstuffed leather chair was sitting right underneath the window so I carefully climbed up into it. Stretching my arms up over my head and reaching as far as they could go, I still couldn’t quite grab that little gray ball of fur. Ugh! Next, I rose up on my tiptoes and felt my fingers brush the silky fur of my little feline. Just as I wrapped my hands around him, he launched himself off the rod and gracefully landed on the floor. Unfortunately, my arms continued to grab at him as he jumped and my body followed the motion. Seconds later I found myself in a heap on the living room floor as Dragon ran off to find a new adventure. I realized that while I had been trying to save Dragon from getting hurt, I had almost hurt myself. For an instant, I lay on the floor and laughed at my ridiculous antics. I knew then that having a cat meant that he would get into many situations that would turn my hair has gray as his!
Conventions

Lessons:

• Working with Capital Letters VIP’s ............... page 106
• Punctuation Conventions BINGO.................... pages 107-108
• Punctuation End Marks.................................. pages 109-110
• Punctuation Game........................................ page 111
• Capitalization Concentration.......................... page 112
• Working with Spelling Strategies.................... page 113
• Pass It On................................................ page 114
• Conventions Checklist................................... page 115
**Working with Capital Letter VIPs**

**Objective:** Students will capitalize proper nouns.

**Duration:** 45 minutes

---

**Anticipatory Set:**
- Schedule a guest appearance by your principal or other official at your school.
- Write V.I.P. on the board and define (very important person).
- Review the difference between capital and lower case letters.
- Announce that a mystery guest will be coming to the classroom.
- Review that names of people are proper nouns and they all begin with a capital letter.

**Modeling:**
- Ask the visitor to write his/her name on the board.
- Write a student name on the board.
- Point out that they both begin with capital letters.

**Guided Practice:**
- Have students help you make a chart of the VIPs in your school. As students volunteer names of the administrators, teachers, etc. in your school, write them on chart paper (always point out the capital letters in the name).

**Independent Practice:**
- Have students write their names on special name tags and check to be sure they have used capital letters correctly.

**Extensions:**
- Have students write a class list of the student’s names for practice with capitalizing names.
### Punctuation Conventions BINGO

**Objective:** Students will practice using punctuation in sentences.

**Duration:** 45 minutes

<table>
<thead>
<tr>
<th>Preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make one copy per student of the BINGO card (see following page).</td>
</tr>
<tr>
<td>• Prepare sentences by writing different types of sentences on strips of paper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipatory Set:</th>
</tr>
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<tbody>
<tr>
<td>• Review selected end punctuation marks.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Modeling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Show students how to fill in BINGO cards by writing an end punctuation mark in each of the squares.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Practice:</th>
</tr>
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<tbody>
<tr>
<td>• Pass out BINGO cards.</td>
</tr>
<tr>
<td>• Have students fill in the blanks with periods, questions marks, and exclamation points.</td>
</tr>
<tr>
<td>• Read a sentence aloud. Students will mark the space with a paper square or chip, choosing the correct end punctuation for each sentence read.</td>
</tr>
<tr>
<td>• Students call out “BINGO” when they complete a row, full card, or whatever standard you identified for the game.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Add new punctuation marks to the cards and play the game with more selections.</td>
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<td>B</td>
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Punctuation End Marks

Objective: Students will apply rules of punctuation by applying end marks to print.

Duration: 30 minutes

Preparation:
- Get 4 small paper bags.
- Make 4 copies on colored cardstock of the punctuation mark cards page (see following page).
- Cut cards out and place one set in each of the small paper bags.

Anticipatory Set:
- Review selected end punctuation marks.
- Explain the game rules (see below).

Modeling:
- Take one of the paper bags and pull a card out of it.
- Make up a sentence that goes along with the end mark card you have chosen.
  Example: If you pull a question mark out of the bag, make up a questioning sentence: Are you coming to the store with me?

Guided Practice:
- Divide students into 4 groups and have them practice the game while you circulate to make sure they understand the rules.

Independent Practice:
- Have students continue playing the game.

Rules
1. Without looking, the first student pulls a card out of the bag.
2. The card is shown to all team members.
3. The player who pulled the card creates a sentence that would use the end mark displayed on the card.
4. All team members must agree that the sentence matches the end mark.
5. The card is returned to the bag and the next player takes a turn.
<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
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</tbody>
</table>
**Punctuation Game**

**Objective:** Students will identify commas, periods, and question marks in copy.

**Duration:** 30 minutes

**Preparation:**
- Choose a book that has lots of punctuation marks.

**Anticipatory Set:**
- Discuss the different punctuation marks found in the selected book and decide on a sound effect for each. Example: clap = comma, pop sound = period, foot stomp = question mark, etc.
- Decide on an action to go with each punctuation mark. Example: both arms up in the air = period (with the pop sound), jump = question mark (with the stomp sound), etc.

**Modeling:**
- Model each action and sound.

**Guided Practice:**
- Have students practice actions and sounds.
- Read the story and have students perform the punctuation on cue (say the punctuation).

**Independent Practice:**
- Reread the story and have students perform it again without giving cues.

**Extension:**
- Repeat this activity with other stories.

Adapted from Alan Trussell-Cullen. *50 Wonderful Word Games*. 2004.
**Capitalization Concentration**

**Objective:** Students will practice rules of capitalization.

**Duration:** 30 minutes

**Preparation:**
- Cut 16 pieces of paper 8x8 inches.
- Print on each paper either one capitalization rule or one sentence.
- Number the back of each card 1-16. Attach cards to board (use magnets or tape) so that the numbered sides are visible.

<table>
<thead>
<tr>
<th>Capitalization Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>first letter of the first word in a sentence</td>
</tr>
<tr>
<td>person’s name</td>
</tr>
<tr>
<td>holiday names</td>
</tr>
<tr>
<td>names of countries</td>
</tr>
<tr>
<td>street names</td>
</tr>
<tr>
<td>names of states</td>
</tr>
<tr>
<td>“I”</td>
</tr>
<tr>
<td>titles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sister likes to sleep all day.</td>
</tr>
<tr>
<td>Her sister, Hannah, is in 9th grade.</td>
</tr>
<tr>
<td>I can’t wait for Thanksgiving.</td>
</tr>
<tr>
<td>My father grew up in Germany.</td>
</tr>
<tr>
<td>Yesterday, I rode my bike to Golden Rd.</td>
</tr>
<tr>
<td>We are moving to Georgia next week.</td>
</tr>
<tr>
<td>When I was little, I loved to sing.</td>
</tr>
<tr>
<td>Reading <em>Charlotte’s Web</em> was awesome.</td>
</tr>
</tbody>
</table>

**Anticipatory Set:**
- Review rules of capitalization.
- Explain the rules of the game.

**Modeling:**
- Model a typical turn.

**Guided Practice:**
- Have students play the game.

**Independent Practice:**
- The game can be used as a center activity.

**Extensions:** Play this game with other convention rules.

**Six Traits: Conventions**

**K-6**

**LA(grade level).3.4.2**

**Game Rules**
1. Divide the class into two teams.
2. The first player on team 1 calls out two numbers.
3. Flip the corresponding papers so the students can read them.
4. The student reads the papers and decides whether they match. If they do, the team gets one point.
5. Flip the papers back over (whether there is a match or not).
6. The next team takes a turn.
7. Continue play until time is called.
8. The team with the most points wins.
Working with Spelling Strategies

Objective: Students will perform a word search looking for words that contain specific word combinations.

Duration: 40 minutes, ongoing

Preparation:
• Make 4 charts. Label each chart with one of the following combinations:
  - -tion
  - -ture
  - -ough
  - -ing

Anticipatory Set:
• Challenge students to think of words that contain these letter combinations.

Modeling:
• Write a word on each chart that contains the letter combinations.
  Example: education, furniture, tough, sing

Guided Practice:
• Have students provide examples that fit under each heading and allow them to write the words on the charts.

Independent Practice:
• Have students add to the charts as they read and find more words.

Extensions:
• Use this activity with different letter combinations.
**Pass It On**

**Objective:** Students will work together to write detailed sentences with correct conventions.

**Duration:** 30 minutes

**Six Traits: Conventions**

3-6

LA(grade level).3.4.4
LA(grade level).3.4.3

**Anticipatory Set:**
- Review simple sentences and show an example. Example: Sam ran after the ball.
- Review what else can be added to sentences to make them more descriptive and interesting. Example: Tell who Sam is.
- Review basic conventions for sentences. Example: Begin with capital letter. Always have ending punctuation. Sometimes punctuation is needed within a sentence.

**Modeling:**
- Using the simple sentence in your example, model how to add a detail about the person. Make sure you stress that you are NOT adding punctuation to the sentence. Example: Sam my very best fourth grade friend ran after the ball
- Model adding the punctuation to the sentence. Example: Sam, my very best fourth grade friend, ran after the ball.

**Guided Practice:**
- Group students in groups of 3. Students will need pencils and one piece of paper per group.
- Write a simple sentence on the board and have the first student in each group copy it onto the paper, and then pass the paper on to the second person. Stress that the first person will NOT add punctuation to the sentence. Example: Sally took her dog for a walk
- Explain that the second person will add to the sentence by describing Sally. Stress that this person will NOT add punctuation to the sentence either. Example: Sally my next door neighbor took her dog for a walk
- Now the third group member gets the paper and adds the necessary punctuation.
- The group then discusses the sentence and uses a resource to check correct punctuation if necessary.
- Students rotate positions and the group continues this process with a new sentence.

**Independent Practice:**
- Students continue the process on their own.

Adapted from 6+1 Traits of Writing by Ruth Culham. 2004. Submitted by Amber Dennis and Kelli Burns.
Conventions Checklist for Editing

Careful editing of mechanics helps to clarify a piece of writing and add validity. Skilled writers take the time to double check or proofread their work. Follow the checklist below for your writing.

Title of assignment: ______________________________________

Punctuation
_______1. Did I use end punctuation after all my sentences?
_______2. Did I use commas correctly in compound sentences?
_______3. Did I use commas correctly in a series?
_______4. Did I use apostrophes correctly to show possession?

Capitalization
_______5. Did I start every sentence with a capital letter?
_______6. Did I capitalize the proper nouns of people and places?
_______7. Did I capitalize the pronoun “I” and titles of people?

Spelling
_______8. Have I double checked my spelling?

Grammar
_______9. Did I use correct forms of verbs?
_______10. Do my subjects and verbs agree in number?
_______11. Did I use the right word (to, too, two)?
_______12. Did I use the correct verb tense?
_______13. Did I write in complete sentences (no run-ons or fragments)?
_______14. Do pronouns agree with antecedent in number, person, and gender?

Final Copy
_______15. Is the final copy legible?
_______16. Have I used the correct format for the assignment?
_______17. Is this my best work?
The Writing Process

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
Free Write

Student should write non-stop, for 5-10 minutes, to discover possible writing ideas. They can begin with a particular idea in mind or not, writing freely and rapidly. They might free write in response to music, ideas, experiences, photographs, advertisements, or art work. Afterwards, they should underline ideas that might serve as starting points for an assignment.

Graphic Organizers

Students may use organizers for different types of writing: Four Square, Story Maps, Sensory Charts, Hairy E, and Webs are a few examples provided in this book. It is important to emphasize that students only write a minimal number of words to create a graphic organizer. Organizers are not drafts.

Read

Students read to gain ideas, inspiration, and experiences for writing. They should keep a Writer’s Notebook to record ideas from favorite pieces of literature as an effective springboard for writing. Good writers are good readers.

Storyboards

Sometimes students do well to draw a sequential outline of their story or essay. They should be reminded to attend to illustrated details that can elicit elaboration for the written story. Drawing can be a great catalyst for a reluctant writer.

Brainstorm

Students can develop lists of potential topics and ideas for supporting topics through brainstorming.
Students may find success by the teacher modeling this step, as with all steps of the process. While modeling, teachers should “think aloud” while they write drafts. This allows students to hear how a piece of writing is fashioned. Some words should be circled while the teacher says, “I’m not sure how to spell this world, so I will just circle it and come back to it during the editing stage.”

When drafting, students should use a graphic organizer placed beside the rough draft and should follow it.

Every other line of the rough draft may be used for writing. In fact, green bar paper is an ideal way to reinforce the space needed for later revision and editing. With green bar paper*, students write only on the white line and revise/edit on the green. For students that balk at writing a draft again, the green bar paper makes it evident that the rough draft is just another step in the writing process and not the final draft. Fourth grade students should also have practice with writing drafts on each line of the paper so they will be best prepared for FCAT Writing.

The teacher should insist that writing the rough draft is a time for getting ideas on paper. It is not the time to ask how to spell words, or use a thesaurus or dictionary. Urge students to quickly think through their ideas.

All pages should be numbered as a time saver.

Students should write only on one side of the paper, and date each page so the teacher can see at a glance the amount of time that was spent on the rough draft.

* Green Bar paper can be purchased at Office Depot.
**Teacher Tips**

**The Writing Process**

**Revising**

A.R.R.R. is a positive strategy to use in the revising process of writing.

<table>
<thead>
<tr>
<th>Adding</th>
<th>What else does the reader need to know to make it more interesting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rearranging</td>
<td>Is the information in the most logical and most effective order?</td>
</tr>
<tr>
<td>Removing</td>
<td>What extra details or unnecessary bits of information are in this piece of writing?</td>
</tr>
<tr>
<td>Replacing</td>
<td>What words or details could be replaced by a stronger or clearer expression?</td>
</tr>
</tbody>
</table>

When revising, students should use a **different color pen**, so that when they rewrite the final copy they can easily identify added or changed information. This also makes it easier to see the revisions. Add revised information on the **line above** the rough draft. Have students use **whisper phones** (a u-shaped piece of pvc pipe) for reading a rough draft so they can hear the writing.

**Ask these questions...**

1. Can you read your work without stumbling?
2. Does every word and action count? There should be a reason why every character acts or speaks in a certain way.
3. Is the series of events logical? Do they relate?
4. Is it clear what the goal or the main character's goal is throughout the piece?
5. Are vivid, descriptive words used to describe characters and/or events?
6. Did you use a variety of verbs, sentence beginnings, lengths, and structures?
7. Did you use a variety of attributions, other than "said"?
8. Is your train of thought logical?
9. Is there a catchy lead (hook, grabber)? Does the conclusion leave the reader thinking (take-away ending)?
10. Do supporting details support only the topic sentence of that paragraph?
11. Are transitional devices used effectively?
12. Are all sentences complete or are there run-ons or fragments?
13. Is a vivid mental picture created in the mind of the reader?
14. Have you used figurative language such as onomatopoeia, alliteration, personification, and simile/metaphors?
15. Have you used a variety of vocabulary words?
Students should:
- Read their paper backwards, a sentence at a time. This will help focus on the sentences, rather than the content of the paper.
- Use resources such as Spell Checker (Random House, Webster's) and dictionaries to check spelling.
- Double check, triple check. Students should look through their papers several times, checking for correct spelling, capitalization, punctuation, and grammar conventions.
- Use a different colored pen for editing.
- Use a conventions checklist to reduce the chances of not catching errors.

Teachers should:
- Schedule time for peer and teacher conferencing.
- Create a place in the classroom to showcase errors in published writing (magazines, brochures, newspapers, advertisements, etc.) to raise student awareness of errors in published work.
- Allow 72 hours between the time the students write the draft and the time they edit.
- Plan plenty of editing practice. Worksheets and activities that focus on editing for a specific convention can help train students.
- Use specific editorial terminology. Students should be familiar with, and use, the names of punctuation marks: colon, semi-colon, comma, dash, ellipses, parenthesis, italics, etc.
- Plan plenty of practice in proofreading using appropriate proofreading marks.

Teachers might want to assign class editors. These students are knowledgeable in all conventions. Another alternative is to assign a specific student to be the "Capitalization Expert", "Period Person", "Comma Champion", etc.
A neat final copy is the result of a well-executed writing process. Students should submit handwritten single spaced work or use word processing software for the final copy.

**Suggestions for Sharing the Final Copy**

Students may:
- Read their writing to the class, using a karaoke machine
- Act out the writing for an audience
- Post their work in a library corner for finished published works
- Plan and present a Writer’s Café
- Display work in the classroom, hallway, library, courtyard, or other public area
- Read an essay on the school-wide morning news
- Plan, write, and design a class/school newspaper
- Enter an essay/short story/poetry contest
- Create a class anthology
- Share the final copy with family members, guests to the classroom, other teachers, administrators, etc.
Glossary
<table>
<thead>
<tr>
<th><strong>Glossary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjective</strong> - a descriptive word that describes a noun</td>
</tr>
<tr>
<td><strong>Adverb</strong> - a word that tells how, when, or where</td>
</tr>
<tr>
<td><strong>Alliteration</strong> - repetition of a sound in a series of words</td>
</tr>
<tr>
<td><strong>Anecdote</strong> - a short tale told about an interesting, amusing, or biographical incident. Usually an anecdote is based on real life, an incident involving actual persons or places.</td>
</tr>
<tr>
<td><strong>Appositive</strong> - word or phrase that tells who or what comes before it</td>
</tr>
<tr>
<td><strong>Brainstorming</strong> - a technique where students write down their thoughts that are related to an idea</td>
</tr>
<tr>
<td><strong>Benchmarks</strong> - provide the most detail within the Sunshine State Standards</td>
</tr>
<tr>
<td><strong>Census writing assessment</strong> - testing of all students in a particular grade level to measure the writing proficiency of students and schools</td>
</tr>
<tr>
<td><strong>Characters</strong> - the people, animals, or beings in a narrative story</td>
</tr>
<tr>
<td><strong>Compound sentence</strong> - a sentence consisting of two or more coordinate independent clauses</td>
</tr>
<tr>
<td><strong>Complex sentence</strong> - consisting of a sentence and clause(s)</td>
</tr>
<tr>
<td><strong>Concrete evidence</strong> - explicit, specific, definite, precise, particular, accurate, detailed</td>
</tr>
<tr>
<td><strong>Conclusion</strong> - statements or sentences used to conclude a paper</td>
</tr>
<tr>
<td><strong>Content area</strong> - subjects assessed on FCAT include: reading, writing, mathematics, and science</td>
</tr>
<tr>
<td><strong>Conventions</strong> - commonly accepted rules of Standard English (spelling, usage, capitalization, punctuation, and sentence variety)</td>
</tr>
</tbody>
</table>
Discovering Quality Literature Day- an annual Brevard County event where each elementary school is represented

Details- sentences in expository and narrative writing that tell more about the main idea

Demand writing- writing assessments where students are given a topic and set time limits in which to complete their writing

Draft- preliminary version of a piece of writing that may need revision of details, organization, and conventions

Editing- when a student checks his work for grammatical mistakes

Experiential stories- firsthand knowledge of situations, emotions, or sensations

Expository writing- writing to explain, define, describe, instruct, or inform

Elaborate- expand on ideas to create a clearer picture in the reader’s mind by adding details

Extraneous- not related

FCAT Writing+ - Florida’s state assessment test, to measure benchmarks from the Sunshine State Standards, where students are asked to: demonstrate and apply their writing skills by drafting an original piece of writing in response to a given topic, and complete a multiple choice section based on the four elements of writing.

Fictional narrative- a piece of writing in which the details of the story are created by the imagination of the writing instead of being taken from fact

Figurative language- the use of words, phrases, symbols, and ideas to evoke mental images and sense impressions by using words in a non-literal way, giving them a meaning beyond their ordinary one

Focus- relationship of supporting details to the main idea, theme, or unifying point
Graphic organizers- visual representations of knowledge, concepts, or ideas

Guided writing- student does the writing as the teacher guides

Holistic scoring- method by which trained readers evaluate the overall quality of a piece of writing

Homophones- words which sound exactly the same, but which have different meanings

Hook- a sentence in the introductory paragraph that is used to catch the reader’s attention

Independent writing- students write on their own using their current knowledge of writing process

Interjection- words or phrase that expresses strong emotion. Commas or exclamation points are used to separate interjections from the rest of the sentence.

Introductory paragraph- first paragraph in expository writing that contains the topic, main ideas, and a hook

Journal- a daily record of thoughts, feelings, or ideas

Literature- printed matter, written works

Loosely related- only slightly related
<table>
<thead>
<tr>
<th><strong>Main idea</strong></th>
<th>the idea in an expository or narrative paper that relates to the topic</th>
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</thead>
<tbody>
<tr>
<td><strong>Metaphor</strong></td>
<td>a figure of speech in which an expression is used to refer to something, that it does not literally denote, in order to suggest a similarity</td>
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<tr>
<td><strong>Modeled writing</strong></td>
<td>teachers act as scribes, writing in front of children, putting words together to make meaning of print. Teachers also “think out loud” and verbalize what they are doing.</td>
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<tr>
<td><strong>Narrative</strong></td>
<td>writing that tells a story</td>
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<tr>
<td><strong>Onomatopoeia</strong></td>
<td>a word or expression which resembles the sound that it represents (the MEOW of a cat, the QUACK of a duck)</td>
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<tr>
<td><strong>Organization</strong></td>
<td>structure or plan of development (beginning, middle, end) and the transitional devices used to arrange ideas</td>
</tr>
</tbody>
</table>
Paragraph - a group of sentences about the main idea
The main idea sentence is supported by details, examples, elaboration, and a summary sentence.

Paraphrasing - putting the ideas of another author into your own words

Personal narrative - writing about self and experiences encountered, read, or heard about

Personification - a figure of speech that gives human qualities to abstract ideas, animals, and inanimate object

Persuasive writing - writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action

Plot - the parts of the story that make it complete (beginning, middle events, climax, problem, and ending)

Portfolio writing assessment - collection and scoring of various writing assignments produced during a semester or school year

Problem - the conflict in the story that leads to all the action

Prompt - the topic that you are writing about, usually given by the teacher (three parts include: topic sentence(s), think about sentence(s), sentence(s) that give directions)

Response - writing that is stimulated by a prompt

Revision - reworking a piece of writing (including rereading, adding, subtracting, changing vocabulary, and/or rearranging information)

Rhyme - the association of words with similar sounds, a technique most often used in poetry

Rime - part of a syllable that contains the vowel and all that follows it (the rime of bag is ag and the rime of swim is im)

Rubric - a method for scoring student works that includes scoring criteria at each score point of the scale
Sensory words—words that relate to the senses of touch, taste, smell, sight, and hearing

Sensory imagery— a set of mental pictures or images that relate to the sense of touch, taste, smell, sight, and hearing

Shared writing— students and teacher compose test collaboratively

Sight words— words that are recognized immediately

Similes— a comparison of two unlike things using the words “like” or “as”

Sorting activities— sorting and classifying are fundamental parts of life and are used on a daily basis (activities should begin with two very different objects before moving on to similar objects and three or more objects)

S.O.S.— (Sentence Opening Strategy)— the student highlights the first three words of each sentence to make sure sentence beginnings are varied

Specificity— the quality of being specific rather than general

Story elements— setting, characters, problem, solution, ending

Sunshine State Standards (SSS)— Florida’s curriculum framework that describes what students should be able to do. Teachers are required to teach the content of the SSS and the FCAT assesses the achievement of these standards.

Support— quality of details illustrating or explaining the central theme:

  - Bare— use of single lists that focus on events and reasons
  - Extended— use of information that begins to clarify meaning
  - Layered— use of series of informational statement that collectively help to clarify meaning
  - Elaborated— use of additional details, anecdotes, illustrations, and examples that further clarify meaning
Topic - the subject of the writing

Transitional devices - words, terms, phrases, and sentence variations used to arrange and signal the movement of ideas (examples: next, then, in the end, another reason)

Unscorable - no score is assigned because the writing is off topic, illegible, blank, plagiarized, or written in a language other than Standard English

Visualize - creating clear pictures in your mind

Write alouds - modeling aloud what the writer is doing, thinking and rethinking while composing text

Writing process - recursive steps of prewriting, drafting, revision, editing, evaluating, and sharing that are used in the development of a piece of writing

Young Author's Conference - an opportunity for students to celebrate writing and share their stories with a broader audience
"Month-By-Month Reading, Writing and Phonics"
Dorothy P. Hall & Patricia M. Cunningham
Carson-Dellosa Publishing Co.
2003
*This book is available for all elementary grade levels.

"The Writing Teacher’s Toolbox"
Carol Frank
Carson-Dellosa Publishing Company, Inc.
2003

"Writing Mini-Lessons"
Dorothy P. Hall & Patricia M. Cunningham
Carson-Dellosa Publishing Co.
2003
*This book is available for all elementary grade levels.

"Descriptive Writing"
Jennifer Overend Prior, M. Ed. & Diana Stephens
Teacher Crafted Materials, Inc.
2000

"Razzle Dazzle Writing"
Melissa Forney
Maupin House Publishing, Inc.
2005

"Primary Pizzazz Writing"
Melissa Forney
Maupin House Publishing, Inc.
2005

"Dynamite Writing Ideas"
Melissa Forney
Maupin House Publishing, Inc.
1996
The Writing Ideas
Melissa Forney
Maupin House Publishing, Inc.
1996

The Writing Menu
Melissa Forney
Maupin House Publishing, Inc.
1999

Using Picture Books to Teach Writing
Ruth Culham
Scholastic, Inc.
2004

Books, Lessons, Ideas for Teaching the Six Traits
Great Source Education Group
2001

10 Easy Writing Lessons That Get Kids Ready for Writing Assessments
Mary Rose
Scholastic, 1999

15 Easy Lessons That Build Basic Writing Skills in Grades K-2
Mary Rose
Scholastic, 1999

Six Traits Websites

http://edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
http://www.kimskorner4teachertalk.com/writing/menu.html
www.nwrel.org/assessment/about.php
http://senior.billings.k12.mt.us/6traits
www.webenglishteacher.com/6traits.html
www.olympus.net/personal/skoehler/6trait
www.kent.k12.wa.us/staff/LindaJancola/