

Marcia Freeman's K–8 School-Wide Writing Program and Staff Development Resource

CraftPlus[®] Curriculum Guide

Third Grade

Third Edition

Maupin House

CraftPlus® Curriculum Guide

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Marcia S. Freeman



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Dear Colleagues:

This is an exciting time for writing education. Educators are paying increased attention to the subject, and for good reason. Nationally recognized research has identified a strong writing program as one of five characteristics common to schools that achieve superior academic performance, regardless of student demographics. In addition, state writing standards and proficiency testing are driving interest in improved writing education. Writing is now recognized as a powerful tool for learning and for authentic assessment throughout the content areas.

By embarking on the CraftPlus program, you are joining educators across the country who are responding to these developments and in the process revolutionizing writing instruction. CraftPlus represents a fundamental change in how we look at writing and how we teach it. It leaves behind the “assign and assess” paradigm and goes well beyond creative writing journals.

In CraftPlus, we teach writing craft—the wonderful set of skills and techniques that good writers know and use to make their writing effective and enjoyable. Through its enhanced writing-process mechanisms, CraftPlus instruction promotes revision, the key to good writing.

I am confident you will find the CraftPlus approach logical, effective, and satisfying. I know this from the many teachers who have told me:

“You changed my life.”

“This is stuff I never learned in school myself.”

“This is the piece that was missing in my attempts to teach writing.”

“I couldn’t get my students to write, now I can hardly get them to stop.”

“Two years ago 27% of my students scored above the state average on the writing assessment; this year 100% of them, and it’s all because of your writing-craft approach to teaching writing.”

You will be amazed when you see what your students can do when you teach writing craft. And you will be even more so when you see what your students can do when they have learned these skills progressively from kindergarten.

As I said, this is an exciting time for writing education, and it is a rewarding time to be a writing educator.

Marcia S. Freeman

July 2006

Quick CraftPlus Overview

“Our range, our capabilities go no further than craft. Even in creative writing courses, craft is all that can be taught.”

—Robert Scholes, *The Rise and Fall of English* (1998)

CraftPlus is a K–8 writing program that unifies writing instruction across an entire school or district. The integrated learning package consists of a K–8 core writing curriculum based on Target Skills-instruction, professional books, grade-level Curriculum Guides, sixteen workshop and classroom demonstration videos or DVDs, and a CD with student samples and other classroom support materials. You will learn how to teach writing by working with the materials in study groups, reading the books, and by practicing in your own classrooms the skills and techniques you learn.

What you will do first. Most teachers like to start small when they make changes in the way they teach. That’s fine. CraftPlus is not an all-or-nothing program. As you work with the CraftPlus components over the next year or two, your approach to writing instruction will change, too. Teaching to Target Skills makes it easy to begin teaching writing craft almost immediately as part of your normal writing schedule and during content-area instruction.

First off, you’ll watch a video or two, read a few pages of the professional books, and get started with your study group. You’ll learn the basic instructional techniques you need to get started. In your classroom, you’ll start by teaching basic, descriptive Target Skills from a list that CraftPlus provides. These skills build a foundation for later work with genres.

The CraftPlus Components

CraftPlus is an integrated learning package with a curriculum, professional books, grade-level Curriculum Guides, and sixteen videos.

The Videos. Videos 1-10 are about 40 minutes long, contain one to four segments and are appropriate for all K–8 teachers. Video 11, “The Emergent Writer’s Workshop,” demonstrates how kindergarten and first-grade teachers can move young students from each emergent-writer stage to the next. This video is 34 minutes long. Videos 12-16 demonstrate specific writing-craft lessons in a classroom. They cover editing by ear, elaboration, ending techniques, supporting details, and sentence variation. Each of these videos connects to a workshop video topic.

CraftPlus Curriculum Guide. This desk-level guide supports a year of instruction. Section 1 gives you an overview and includes templates for instruction and assessment, planning forms, lesson plan template, and three rubrics. Section 2 contains study group discussion points and program visuals. Section 3 contains the grade-level curriculum, quarterly Target Skills-instruction records, records of student application of Target Skills, end-of-year expectations, Target Skills by genre, and lesson plan scaffolds. A separate CD contains student writing samples in all genres, the program visuals prepared for use as overheads and handouts, and various classroom supports.

Professional Resource. Each teacher receives one of the professional resources cited in the study guide discussion. The resources are full of useful tips and lessons. The resources extend the information you will find in the videos. They are designed to be used with the videos.

Your CraftPlus facilitator, who supports CraftPlus implementation for your school or district, has received copies of the professional resources and the Curriculum Guides for the grades purchased.

Some Key Terms

The K–8 Curriculum. The progressive and spiraling K–8 curriculum is organized by genre around composing, organization, and convention skills. CraftPlus introduces the craft-directed curriculum from the first day of school in kindergarten, even for students who cannot read. Instruction incorporates writing process and emphasizes practice writing in writing workshop or content-area writing.

The CraftPlus curriculum covers the major craft elements pertinent to descriptive writing and narrative and expository genres. The K–8 Genre Map in Section 3 shows you the genres that CraftPlus supports and the genres that you will be teaching in your grade.

Target Skills. Target Skills are single writing-craft skills that you teach and which your students then practice and apply either in writing workshop or in response to content-area instruction. Target Skills transform writing instruction into an objective-based activity in which specific writing-craft skills are modeled, explained, and practiced. Target Skills help students learn the skills and techniques that all writers use. Writing to Target Skills is the primary focus of practice-writing for students as they journal or write self-selected, assigned, or prompted pieces. Target Skills facilitate revision, and they establish an objective assessment criterion for student writing.

A Target Skill may be general (how to embed definitions in text or use alliteration), or specific to a genre (the chronological ordering of events in a personal narrative). You will learn which Target Skills you are responsible for teaching and how to model these explicit techniques using literature models and examples that you and your students develop.

Descriptive Writing Target Skills. All CraftPlus teachers in your school begin each instructional year by teaching and reviewing descriptive writing Target Skills. These skills are used across all genres and in all grades. You will review and teach these organizational and composing Target Skills again as part of your genre-block instruction. You can find Target Skills for your grade in Section 3.

Genre Blocks. A genre block is a period of instructional time set aside to teach Target Skills that apply to a specific writing genre. Genre blocks can be as short as one to two weeks for elementary grades and as long as a month or nine-weeks for intermediate and middle grades. K–1 students begin learning about different genres. However, most K–1 students do not sustain genre pieces over time in genre blocks. A genre block for grades 2–8 ends with an assessed piece of student writing.

During your first year working with CraftPlus, K–5 teachers spend more time with core descriptive Target Skills and may only teach a few genre blocks. Middle-school teachers will begin teaching a specific genre after they teach descriptive Target Skills for six to nine weeks.

CraftPlus Writing Levels. This guide organizes Target Skills by genre and within each genre by the developmental stages of writers (Initial, Developing, Fluent, and Fluent Plus, abbreviated as IDFFP). The levels define writers by how well they know and apply appropriate Target Skills, not by age or grade. This continuum helps you differentiate writing instruction based on the ability of your students. They appear on the genre tier charts in Section 3. They are explained more fully later in this section.

Instructional Levels. Each grade level teacher has an instructional role to play in the CraftPlus curriculum. Sometimes you will make students aware of a Target Skill, sometimes students will attempt a skill, and sometimes they will be able to carry that skill to mastery. Since students require several years to master most writing skills, CraftPlus revisits, repeats, and develops many concepts from year to year. The Awareness Level, Instructional Level, or Mastery Level (AIM) lays out the progression for you in the Target Skills Instruction Record Skills-Instruction form in Section 3. They are explained more fully later in this section.

Study Group Learning. Research by the Association for Supervision and Curriculum Development (ASCD) and others have shown that study groups are an excellent way to help teachers grow professionally. CraftPlus integrates professional development. You will meet regularly with a small group of colleagues to view a segment of a video and to discuss writing instruction. You will develop and share lesson plans based on the videos and the professional resources and try them out in your classroom.

“Writing craft skills and principles do not change with a writer’s age—for example, a six-year-old writer and a sixty-year-old writer must both write with strong verbs. What does change, as the writer’s vocabulary and general knowledge increase with reading growth and life experience, is the sophistication with which the writer is able to apply those skills or principles. The strong verb choice of the sixty-year-old will certainly be more advanced than that of the six-year-old. In each grade, the sophistication of our lessons and models must match the experience level of our students.”

—Marcia S. Freeman

Writing Notebooks for Teachers and Students

Teacher Writing Notebooks. Many teachers find it beneficial to develop a professional writing instruction notebook. Your teacher writing notebook is the place to store mini-lessons with student samples, literature model sources, and completed genre block plans, forms and templates. Customize it to reflect your classroom style and lesson repertoires. You may begin assembling these a few weeks after you begin teaching with CraftPlus. Suggested contents:

- ✦ Mini-lessons associated with writing for craft, conventions, and writing-process skills.
- ✦ Bibliographies of literature models for each writing-craft lesson.
- ✦ Assessments: Genre-block rubrics, state-test rubrics, school/grade rubrics, prompts, and portfolio procedures. See the Target Skills-based rubrics in this section in “Supporting Templates and Forms.”
- ✦ Grade-specific Target Skills information.
- ✦ Student samples.
- ✦ State, district, or school language arts standards and benchmarks.

Student Writing Notebooks. Student writing notebooks hold writing pieces, writing ideas, and reference sheets. They manage student work effectively. Customize them to reflect your classroom instruction style and students’ needs. New resources for student reference should be added throughout the year as they are needed. When you add something new, demonstrate its use with a mini-lesson.

K–1 writers often do most of their writing in journal-like composition notebooks. In addition to a journal, a three-prong, two-pocket folder works well for holding practice- and content-area pieces done on single sheets as well as the student reference resources you provide. Suggested contents:

- ✦ Class name list with color photographs
- ✦ High frequency word list
- ✦ ABC Sound Chart
- ✦ Color words, number words
- ✦ I can write about... for writing ideas
- ✦ Individualized editing check-list (mid-year for kindergarten)

Optional:

- ✦ Personal word bank
- ✦ Target Skills list (first grade)
- ✦ Class-created strong verb lists, descriptive attribute lists

Grade 2–8 writers use a three-ring binder divided into tabbed sections. Suggested contents:

- ✦ Writing Record of genre pieces
- ✦ Practice sections that reflect Target Skill lessons
- ✦ Finished pieces
- ✦ Printed reference pages – HELPS
- ✦ Self-evaluation methods
- ✦ Resources section
- ✦ Target Skills and examples
- ✦ High frequency words
- ✦ Editing Checklists
- ✦ Peer Conferencing

Additional Possible Tabbed Sections:

- ✦ Lists of writing ideas
- ✦ Lists of craft found in reading
- ✦ Description
- ✦ Narrative
- ✦ Expository
- ✦ Literature response

Understanding CraftPlus Writing Levels and Instructional Levels

Writing Levels. At the beginning of each year you'll determine the level of your students' writing with a CraftPlus assessment tool. This information will help you differentiate instruction to meet the needs of individual students. The CraftPlus genre tiers in Section 3 provide Target Skills-application across the Initial, Developing, Fluent, and Fluent Plus writing levels. **See CD for leveled student samples.**

- ✦ **Initial** writers are making, or have made, the oral-to-written connection. They understand that what they say can be written for an audience or themselves to read. They eventually write a few related sentences, but they often start a sentence in the same way over and over. These writers learn to write a beginning and ending and use basic composing skills in their pieces. Initial writers are approximately grade K–1 students.
- ✦ **Developing** writers are more comfortable writing several ideas based on a topic. They can include beginnings and endings in their pieces and make an attempt to vary sentence structure. These writers begin to use composing and literary skills to engage the reader. Developing writers are approximately grade 2-3 students.
- ✦ **Fluent** writers are capable of writing developed multi-paragraphed pieces with beginnings and endings. They use many composing skills and strive for varied sentence structure. They are capable of writing more genres, including persuasion and comparison. Fluent writers are approximately grade 4-5 students.

- ♦ **Fluent Plus** writers write developed multi-paragraphed genre pieces that have logic and flow. They use composing skills and literary devices to convey meaning and style as well as to set the tone of the piece. This most sophisticated writer engages the reader fully. Fluent Plus writers are approximately middle-school students.

The level at which a child can write is affected by cognitive development, prior exposure to writing-craft instruction, and natural aptitude. After the initial implementation year of CraftPlus, you will very likely find that the next class you teach will come to your grade writing at a higher level because students will have had more exposure to explicit writing craft instruction.

Instructional Levels. The CraftPlus instructional levels are specific to each grade. The levels of Awareness, Instructional and Mastery (AIM) represent the year-end expectations for teaching those Target Skills in your grade. You can find them on the Quarterly Target Skills-Instruction Record in Section 3 for grades K–5. Middle-school teachers determine the instructional level for Target Skills based on the year or years in which a genre is taught by circling the appropriate letter (AIM) on the Target Skills-Instruction Record by Genre in Section 3.

CraftPlus Target Skills spiral in difficulty over the K–8 years. Many skills repeat from year to year. The curriculum sets out your instructional level responsibilities so that the teacher at the following level can develop it further. For example, the techniques of beginning a piece with a question, exclamation, and onomatopoeia are Initial writing level Target Skills for both kindergarten and first grade. Kindergarten teachers make the kindergarteners aware of these techniques. First-grade teachers instruct the Target Skill because the students are expected to use the beginning techniques in their writing. The Target Skill is the same: the level of instruction and student expectations differ.

Instructional Level

A—Awareness	Students know what the Target Skill is and can identify examples in literature models. They may use it orally, with support during shared or interactive writing experiences, or through revision via teacher conference.
I—Instructional	Students practice using the Target Skill orally and in writing. They tend to over-generalize, using the Target Skill all the time instead of just when it is most effective.
M—Mastery	Students consistently use the Target Skill in their writing independently. They move away from over-generalizing the Target Skill to applying it effectively in the piece they are writing.

How to Teach a Target Skill

Teaching writing explicitly with Target Skills is the core of CraftPlus writing instruction. In busy classrooms, however, it can be difficult to find the time for extended explicit writing instruction every day. The 10- to 15-minute mini-lesson sequence breaks up explicit Target Skill instruction into a manageable instructional chunk that can be taught at the beginning of the 45-minute writing workshop block or during any small amount of time you have.

Note that the suggestions for After Mini-Lesson may be done immediately following the mini-lesson during the independent writing portion of writing workshop. Or, if you do not have a writing workshop time, After Mini-Lesson can happen any time during the day when students are writing in the content areas or working independently. As long as students are applying Target Skills in writing three to five days a week, you will see growth.

You always begin with an Initial Mini-Lesson and end with an Assessment Mini-Lesson. The number and type of Follow-up Mini-Lessons you do in between will depend on your students' needs. Expect a sequence of mini-lessons on one Target Skill to take from three days to three weeks. The number of mini-lessons needed to teach a single Target Skill is affected by:

- ✦ Familiarity with Target Skill instruction: the more familiar students are with the process, especially using pictures, the quicker the lessons will go.
- ✦ Writing Level of Students: Initial and Developing writers generally spend more time on individual Target Skills.
- ✦ Degree of difficulty of Target Skill: For example, strong verbs are less complex than embedded definitions.

The CraftPlus Mini-Lesson

Initial Mini-Lesson

Introduce the Concept (Awareness)

- ✦ Introduce the Target Skill and share the writing strategy that the Target Skill supports. For example: the Target Skill *Use Strong Verbs* supports the writing strategy to *Create Imagery*. (See The Reading/Writing Connection later in this section).
- ✦ Use examples from familiar fiction and non-fiction literature models.
- ✦ Begin a chart of examples of the Target Skill.

Try It Out Orally

- ✦ Model the skill out loud for students with a photo as your topic source.
- ✦ Have the students try out the skill orally using a single, self-selected photo as their topic choice.

AFTER Mini-Lesson—Practice and Application

- ✦ Challenge students to try out the Target Skill in current independent writing pieces, content area writing journals or assignments, learning logs, literacy centers, or homework writing journals. Hold mini-conferences based on Target Skills with students during independent writing.

Follow-Up Mini-Lesson—Written Demonstration

Begin with quick review of previous mini-lesson. Add literature model or student writing examples to chart.

Try It Out In Writing

Demonstrate the Target Skill with picture-prompted writing using one of the techniques listed below:

- ✦ Modeled writing—Teacher writes, students observe (K–8)
- ✦ Shared writing—Teacher and students compose together; teacher scribes (K–5)
- ✦ Interactive writing—Teacher and students compose together; teacher and students scribe (K–5)
- ✦ Parallel writing—Teacher composes a piece on overhead while students compose their versions at their desks (3–8)
- ✦ Guided writing—Teacher writes with a small group or one-on-one (K–2 and ELL K–8)

AFTER Mini-Lesson–Practice and Application

- ✦ Provide opportunities for students to practice the Target Skill with picture-prompted writing while you circulate and help individual students.

Follow-Up Mini-Lesson—Literature Models and Student Examples

Begin with quick review of previous mini-lessons. Review purpose for the reader to build reading/writing connection.

More Models—Share more examples illustrating the Target Skill, adding each new example to the chart.

- ✦ Non-fiction and fiction Big Books, picture books, guided reading books, content area books...
- ✦ Students’ writing samples that show use of current Target Skill.

AFTER Mini-Lesson – Practice and Application

- ✦ Again, challenge students to use the Target Skill in current independent writing pieces, content-area writing journals or assignments, learning logs, literacy centers, or homework writing journals. Hold mini-conferences based on Target Skills during writing.

Assessment Mini-Lesson

Apply Target Skill in Writing

- ✦ Teacher model-writes using the Target Skill in the same type of piece (picture-prompted writing, self-selected topic, thematic, or prompted) that students will be writing for assessment. The teacher’s writing should mirror the writing level (Initial, Developing, Fluent, and Fluent Plus) of students.

AFTER Mini-Lesson—Assessment

- ✦ Students demonstrate Target Skill use in assigned piece (picture-prompted writing, self-selected topic, thematic, prompted, or genre block). Use CraftPlus rubric for single or multiple Target Skills to assess writing. Rubrics are in “Supporting Templates and Materials” later in this section.
- ✦ Record individual student’s Target Skill use with the appropriate forms found in Section 3.
 - ✦ Grades K–5: Quarterly Target Skills-Instruction Record
 - ✦ Grades 4–5: choose: Quarterly Target Skills-Instruction Record or Application of Target Skills by Genre Block: Class Roster
 - ✦ Middle-School: Application of Target Skills by Genre Block: Class Roster

Self-Reflection on Instruction Questions

Reflect on the following questions as a guide for planning future writing mini-lessons:

- ✦ What worked well for my students as they learned this Target Skill? (literature models, demonstration lessons (which type), oral practice, student samples, conferencing...)
- ✦ What was difficult for my students, how can I change my instruction? (more examples, more oral practice, different demonstration lessons, more written practice...)
- ✦ Did most of the students “get it” at the expected level of instruction (AIM)? Do I need to spend more time on the Target Skill now or revisit it later?

Subsequent Days – Reinforce Target Skill Use

- ✦ When conferencing with students compliment them for use of Target Skills in their pieces and suggest specific Target Skills for them to use when revising a piece.
- ✦ Add the current Target Skill to the student’s writing folder skills list and on lists for conferencing and Author’s Chair.
- ✦ Continue to add examples of Target Skill use to class chart from a variety of resources. Make students responsible for finding examples from independent reading, peer conferencing, content area reading, or literacy center activities.
- ✦ Do periodic Target Skill review lessons.
- ✦ When you assess writing in genres, include general, non-genre specific Target Skills such as descriptive writing composing skills as review skills.
- ✦ Assign different, general Target Skills as review skills in content area-writing assignments. For example, you can ask students to use a Target Skill in daily reading or science journal entries.

The Reading/Writing Connection

Students need to understand that the way they write has an effect on their readers. As you teach Target Skills, point out the reading/writing connection so that students understand the purpose of writing well. Below are four major writing objectives with writing strategies and examples of Target Skills that support those objectives.

As students begin to understand writing craft, you will note the reciprocal benefit writing has on their ability to read. They will begin to view reading from the “inside out.” They see that the craft that a writer uses in a book they read helps them visualize, organize the material, connect to the material, make inferences, and summarize.

1. Writing Objective: Reader needs to visualize.

“*I want to see it!*” says your reader.

Writing Strategy to Apply:

Create Imagery

Writing Target Skills that Accomplish Objective: Strong verbs: readers love action

Sensory attributes: a few choice adjectives

Specificity: *Fawn* instead of *baby deer*

Comparisons: Like; simile (*as... as...*), *It reminds me of...*, *It is so... that ...*; and metaphor *It is a...*

2. Writing Objective: Reader needs to understand material.

“*I need structure,*” says your reader.

Writing Strategy to Apply:

Organize the Material

Writing Target Skills that Accomplish Objective: Organize informational text by clumping related information or sequencing in step order

Use hooks, introductory paragraphs, and ending techniques

Use varied supporting details

Give the reader transitions

Link sentences using content words

3. Writing Objective: Reader needs to connect text to self.

“Does this interest me and does it relate to me?” asks your reader.

Writing Strategy to Apply:

Engage the Reader

Writing Target Skills that Accomplish Objective:

Use literary devices

Use specificity: Make your reader smile

Make comparisons

Use varied sentence length and form

Use the pronouns *you, we, I*

Use varied hooks and ending techniques.

4. Writing Objective: Reader needs to make inferences and summarize.

“I want something to do,” says your reader.

Writing Strategy to Apply:

Give the Reader a Job to Do

Writing Target Skills that Accomplish Objective:

Give your readers clues so they can make inferences.

Give a variety of supporting details so readers will agree with thesis statement or the main idea.

Teaching with Picture-Prompted Writing: Sample Mini-Lesson

Picture-Prompted writing is a core CraftPlus strategy. Any K–8 teacher can use pictures to prompt any type of writing demonstration (modeled, shared, interactive, parallel, or guided writing). Students use picture prompts for practice-writing and assessed pieces.

For both practice pieces and assessed pieces primary grade-children prefer photos cut from magazines and glued to their papers. Students in grades 3-8 can use pictures cut from magazines or numbered, reusable photocard collections for practice and assessment.

This sample picture-prompted writing mini-lesson sequence for Strong Verbs walks you through a lesson. It follows the CraftPlus Mini-Lesson sequence explained earlier in this section. It is a guide, not a script.

Materials

- ✦ Examples of the Target Skill taken from literature read earlier during class.
- ✦ CraftPlus Photocard Library or teacher-made photocards.
- ✦ Chart paper or overhead transparency and markers
- ✦ Pencils and student writing paper. (See the CD for computer-generated greenbar paper master.)

Strong Verbs

Initial Mini-Lesson

(Some suggested questions and asides to students are in italics.)

Introduce the Concept (Awareness)

Introduce students to the selected Target Skill by pointing out how various authors have used it.

- ✦ Take a few minutes to review examples of Target Skills-writing craft in books read earlier to the students. *Listen for strong verbs as I reread passages from some familiar books. Show me a ‘thumbs up’ when you hear a strong verb.*
- ✦ Discuss with students how the Target Skill enhances writing. Encourage students to share how an author helped them visualize. *Good writers help their readers to visualize. Strong verbs are one of a writer’s most powerful imagery tools. They help your reader see what you are writing about.*

Try It Out Orally

- ✦ Use the pre-selected pictures to practice the Target Skill out loud. Invite the students to signal a ‘thumbs up’ when they hear the Target Skill and a ‘thumbs down’ when it is not demonstrated.
- ✦ After a few examples, distribute the pictures and have the students practice using the focus Target Skill out loud with a partner or in small groups. (In K–1, it’s usually most effective to keep the students in a single group that tries out the Target Skill on a few teacher-selected pictures. Make sure students voice complete thoughts when they respond to a picture prompt.)
- ✦ Encourage the students to use the Target Skill with several different pictures. Ask students to select a favorite example and bring the picture back to the whole group. As students share examples, you can make a class chart listing what the students share.

AFTER Mini-Lesson—Practice and Application

While students at their seats during independent writing, suggest that they try out using strong verbs in pieces they are working on. *Why not try using some strong verbs in the piece you are working on today?*

Follow-Up Mini-Lesson—Written Demonstration—Picture-Prompted Writing

Review the Target Skill from the previous day’s lesson. *Why is it important for you as a writer to write with strong verbs? How does it help your reader?*

Try It Out In Writing

Use modeled writing the first time you introduce picture-prompted writing. After students are familiar with picture-prompted writing for Target Skills-practice you can use other forms of writing demonstrations such as shared writing or parallel writing.

- ✦ Begin modeled writing. Think aloud as you select a picture to write about in your modeled writing. *Let’s see. I’m going to use strong verbs in my writing today. I need to select a picture that I know something about and that shows action.* Then show a couple of pictures and think aloud to model how they reason out whether they will work or not.
- ✦ At the top of your paper, draw a target and identify the Target Skill on which you are focusing. Write down the picture’s number if you are using purchased photocards. Write your Target Skill sentences while your students watch. Think aloud as you write. Model-write to match the ability of your students. When you have finished, reread your piece to the class, asking them to signal ‘thumbs-up’ each time they hear the Target Skill used.

- ✦ Review how you selected the picture you used for your model. Model that you asked two questions as you searched for a picture: :
 1. Do I know enough about what’s happening in the picture to write about it?
 2. Is it a good picture for the Target Skill?

After students have selected a photo provide time for oral practice with self-selected pictures. Students who are having difficulty applying the Target Skill may work with you in a small group for further instruction and practice during independent writing time.

AFTER Mini-Lesson—Practice and Application

- ✦ Students take the pictures to their seats and begin writing. Circulate around the room, conferring as needed. Observe how many students seem to be using the Target Skill successfully.
- ✦ Meet with a small group of students for additional instruction and practice.
- ✦ Wrap up today’s writing workshop by pointing out a few of the good things you noticed students doing. Remind students that they will all have a chance to share their pieces during the next writing workshop.

Follow-Up Mini-Lesson—Student Examples from Picture-Prompted Writing

Review the Target Skill if you noticed several students were having difficulty applying it in their independent writing. Provide an opportunity for students to check their pieces for the writing craft and revise for the Target Skill before continuing. Peer conferences can be very effective for older students.

More Models—Share more examples illustrating the Target Skill, adding each new example to the chart.

- ✦ Giving a writer time to share his piece and get a response from the audience is a very important part of practice with Target Skills. You can structure sharing and response in whole groups, in teacher-directed small groups, in student-led small groups, or in pairs. For the youngest writers in kindergarten and first grade, sharing and response is generally most effective when it is teacher-led.
- ✦ Add student’s examples of Target Skills use to class chart.

Assessment Mini-Lesson

Apply Target Skill in Writing

- ✦ Teacher selects a picture and model-writes for Target Skill at her students’ writing level (Initial, Developing, Fluent, and Fluent Plus). Think aloud as you write and revise for Target Skill use.

AFTER Mini-Lesson—Assessment

- ✦ Students demonstrate use of the Target Skill in assigned picture-prompted writing. (See the CraftPlus rubric for single or multiple Target Skills to assess writing at the end of this section)
- ✦ Record Target Skill use for individual students in Section 3.

Grades K–5: Record of Student Application of Target Skills

Grades 4–5: Record of Student Application of Target Skills, or Application of Target Skills by Genre Block: Class Roster

Middle-School Grades: Application of Target Skills by Genre Block: Class Roster

How to Plan for and Teach with Genre Blocks in Grades 2–8

CraftPlus supports instruction in genres by organizing and helping you teach explicit, genre-specific Target Skills. You teach these skills in a genre block, which can be as short as one to two weeks for elementary grades and as long as a month or quarter for intermediate and middle grades. During your first year with CraftPlus, K–5 teachers spend the most time teaching general descriptive writing skills that help teach genres later. Middle-school teachers begin to teach genre after an initial period of teaching descriptive writing Target Skills. Note that the same descriptive Target Skills will also be applied during genre-block instruction.

Your grade-level Marking Period Pacing Chart in Section 3 works in combination with your district and states writing requirements to help plan a well-balanced writing curriculum. The specific Expository, Narrative, and Descriptive Writing Genre Tiers in Section 3 give you the Target Skills appropriate to the genres taught at your grade level. They will help you select Target Skills for each genre and plan specific lessons to teach them.

Teaching with Genre Blocks. During the genre block, teach the selected Target Skills in whole-class and small-group lessons. Have students write a practice piece to apply the skill in response to each lesson. A practice piece is great for peer conferencing and revision. It is not formally assessed. Students can also try out the Target Skill again in homework journals or in other daily writing opportunities.

When possible, match the blocks with content, literature, or the themes you are studying. For example, an expository/informational genre block during a science or social studies theme. Or, a personal-narrative genre block when the class reads and studies a biography together.

Once students have experienced the genre through literature models, teacher models, other student samples, etc., and have practiced the Target Skills in writing workshop or content-area pieces, they are ready to have a genre piece assessed. This piece must include the Target Skills taught during the block. Grade the pieces for the quality of Target Skills-use and for understanding of the genre itself. See the Student Self-Assessment Rubric, and the rubrics for single and multiple Target Skills in “Supporting Templates and Forms,” at the end of this section.

Using the Genre Block Planning Tool. The Genre Block Planning Tool in “Supporting Templates and Forms” at the end of this section includes organizational, composing, convention Target Skills; literature models, graphic organizers, and genre piece assessment plans for easy planning.

Keys to planning and implementing a genre block:

1. Select the genre and genre piece to be taught, practiced and assessed.
2. Record the quarter, date, and grade level.
3. Estimate the time you need to teach and complete the genre piece.
4. Choose grade-level Target Skills for instruction and assessment. At least one skill should review a Target Skill from previous lessons. See the grade-level Target Skills in the Genre Tiers, and in the Quarterly Target Skills-Instruction Record in Section 3.

Include:

- ✦ One or two organization Target Skills
 - ✦ Two or three composing Target Skills
 - ✦ One convention Target Skill
5. Plan explicit Target Skill mini-lessons.
 - ✦ Use genre-specific literature models that illustrate the Target Skill.
 - ✦ Use graphic organizers if appropriate.
 - ✦ Model the genre characteristics and use of Target Skill out loud and in writing.

- ✦ Allow students time to practice individual Target Skills that you have taught in practice pieces, in picture-prompted writing, shared and interactive writing sessions, in homework journals, and during content-area instruction.
 - ✦ Peer and teacher/student conferences take place over practice pieces.
6. Plan a genre piece for assessment.
- ✦ The genre piece could be a picture prompt, a teacher-written prompt, a self-selected topic or a content-area supported piece.
 - ✦ The genre piece should only assess the Target Skills that were chosen and taught for this genre block.
 - ✦ Students take the genre piece through the entire writing process.
 - ✦ Peer and teacher/student conferences take place over genre pieces.
 - ✦ A piece is graded with the Target Skills-Assessment Rubric: Multiple Target Skills in “Supporting Templates and Forms” at the end of this section.
7. After the genre block is completed save two or three student examples. Store them and the genre-block planning tool in your Teacher Writing Notebook for future use.
- ✦ Record the literature models you used on the Literature Models for Mini-Lessons Template in the “Supporting Templates and Forms,” at the end of this section. Store in your Teacher Writing Notebook.

Suggested Classroom Instruction Timeline

Here’s a basic timeline plan for to help you begin CraftPlus. Entries for each week assume that you are watching videos and referencing the professional books.

Get Ready to Start CraftPlus:

Meet with your study group and watch Video 1.

Schedule writing instruction: Plan time for 10- to 15-minute Target Skill mini-lessons three to five days a week, with additional time allotted sometime during the day for students to practice writing. Scheduling options:

- ✦ Traditional 45- to 50-minute writing workshop (10- to 15-minute Target Skill mini-lesson, 25 to 30 minutes for independent writing and conferencing, 10 minutes for response)
- ✦ Writing across the curriculum: 10- to 15-minute mini-lesson anytime during day or during the language arts block followed by students writing in literacy centers or content areas. (Note: with this model you will need to plan an occasional longer writing workshop-type writing lesson into your schedule.)

Gather materials:

- ✦ Decide what type of notebooks you will use and what contents to start with. (See Student Writing Notebooks in this section)
- ✦ Picture collections for picture-prompted writing. Choose some to set aside to use yourself during lessons, and prepare others for students to glue on paper. Photographs on calendar, and in parenting and nature magazines make good choices. Students love to write about action, people, and animals.
- ✦ Greenbar paper for Target Skills-writing.
- ✦ Stickers for “Did-it-dots.”

Become familiar with Target Skills: During your first school year with CraftPlus most of your mini-lessons will be building students knowledge of:

- ✦ Writing-process Target Skills (See Grade Level Marking Period Pacing Charts in Section 3)
- ✦ Descriptive Writing Genre Tiers are the core writing Target Skills. The number of Descriptive Writing genre tiers that you will cover during your first year with CraftPlus depends on when you begin to implement it. If you begin in the:
 - ✦ First or second quarter—Descriptive Writing Tiers 1, 2 and 3
 - ✦ Third quarter—Descriptive Writing Tiers 1 and 2
 - ✦ Fourth quarter—Descriptive Writing Tier 1

Think about integrating writing resources and lessons you have used in the past with CraftPlus techniques and Target Skill language.

CraftPlus Week 1:

Assess students: Use the appropriate CraftPlus assessment form found in “Supporting Templates and Forms” in this section.

Review assessment: Determine writing development level.

K Teachers—emergent writing stages; or generally Initial.

1–8 Teachers—writing level of Initial, Developing, Fluent, or FluentPlus (IDFFP)

Plan and teach first Target Skill mini-lesson sequence:

- ✦ Select a Target Skill from Descriptive Writing Genre Tier 1 in Section 3.
- ✦ Look for a sample lesson scaffold in Section 3.
- ✦ Write mini-lessons using the CraftPlus Lesson Plan Template in “Supporting Templates and Forms” in this section.
- ✦ Choose a literature model and decide how to present it based on what you learned from the pre-assessment of student writing level (IDFFP).
- ✦ Plan your lesson using ideas and techniques from the videos, professional resources and this guide. Or, apply CraftPlus techniques and Target Skills-language to a writing lesson you have taught in the past.

Start Class Target Skills Chart

- ✦ On a wall chart, list Target Skills as you introduce them so all students can see what they are responsible for in their writing.

CraftPlus Weeks 2 through 4

Continue Target Skills-Instruction from Descriptive Writing Genre Tier 1 and integrate writing-process Target Skills into lessons.

Introduce CraftPlus instructional techniques and tools

- ✦ Picture-prompted writing
- ✦ “Did-it-dots”
- ✦ Knee-to-knee sharing

Begin modeling how to respond to another writer’s piece through Author’s Chair (K–5) or peer conferencing (grades 2–8) (Video 2, Segment 3).

Introduce Student Writing Notebooks and start building contents *with* students. (See Section 1 and professional books)

Circulate in classroom, holding mini-conferences with students as needed to support students and build confidence and independence. (See professional books for specific techniques.)

Weeks 5 through 9

Continue Target Skills-Instruction from Descriptive Writing Genre Tiers and integrate writing-process Target Skills into lessons.

Introduce CraftPlus instructional techniques and tools

- ✦ Editing-by-ear (K–2)

Collect writing samples to include with mini-lessons in your Teacher’s Writing Notebook.

Establish a conferencing system or cycle to confer regularly with students about Target Skills-use on practice pieces, content-area writing pieces, or genre pieces. Suggested schedule for conferencing with every student:

- ✦ K–2 teachers: once a week
- ✦ 3–5 teachers: five to ten days.
- ✦ 6–8 teachers: five to ten days—conference and/or give written response.

Establish weekly writing homework journals by assigning a Target Skill for each notebook entry. Send information home about that skill. Occasionally, you can ask parents to try to apply the assigned Target Skill with, or in response to, their child’s work. Students often select a picture from home to use as a prompt.

Integrate writing into content areas

- ✦ *Journals and logs.* In the content-areas of reading, science, math, or social studies, journals and logs give students a way to practice writing with Target Skills. Prompting for specific Target Skill-use is effective.
- ✦ *Poetry Notebooks.* These contain a copy of poems read in class through read-aloud or shared reading on charts or overheads. Students sketch (K–1) or write a response to the poem, applying Target Skills and identifying examples of their use by the author.
- ✦ *Literature Response Notebooks.* Readers respond in writing to a section of text they read. You can prompt the students for comprehension or writing craft found in the reading. Students write in response and apply Target Skills to the piece.
- ✦ *Picture-prompted quick quizzes for students in grades 3–8.* Students write a response to a picture related to any idea or theme in a content-area as they apply a practice or review Target Skill. You assess student’s use of the Target Skill and comprehension of content.
- ✦ *Mini-Reports.* Travel brochures from AAA and other organizations, or two-page spreads from Ranger Rick and other nature magazines provide a good format for students to emulate for content-area mini-reports that integrate short pieces of text with text features like photographs and maps.
- ✦ *ABC books.* Used during or following a unit of study, these created books integrate Target Skills with writing about a topic. Each student can make his or her own ABC book, or the class can make one as a whole. Often, it is effective to have older students (4–8th grade) write books to share with younger students.

Week 10 and Beyond

Continue **Target Skills-Instruction** from the Descriptive Writing Genre Tiers and other genre tiers as appropriate. Continue to integrate writing-process Target Skills into lessons.

Save a **writing sample** from each student each quarter in a permanent portfolio to document growth over time. (You can give use the CraftPlus Assessment Forms or simply save a representative sample of the student's writing.)

Give Post-Assessment

Using Assessment Form A or Form B during the final weeks of school during your implementation year. (See "Supporting Templates and Forms" at the end of Section 1)

Suggested Study Group Schedule

Here's a basic plan to help your study groups during the first few months they use CraftPlus. Remember that everyone will watch Videos 1 and 2 first and read parts of the Curriculum Guide and the professional books. After that your study group can follow the suggested sequence or make adjustments as needed.

This format assumes a twice-a-month study group meeting that lasts 45 to 60 minutes. This schedule gives you time to read and try out mini-lessons before the next meeting. It is usually best to watch only one or two video segments at a time. Allow time to discuss the contents, share successes and challenges, and plan your next lessons. If your study group meets for less than 45 minutes, alternate so that you watch and discuss a video segment at one meeting and share successes and challenges and plan lessons in another. Your facilitator will help you schedule and maintain your study groups.

Section 2 of the Curriculum Guide contains study group discussion points cross-referenced with your professional books. Content for the program visuals is included, too. Visuals you see on the videos are on the CD as presented, ready for use as overheads, student handouts, or references for your Teacher Writing Notebook. Most teachers find it beneficial to read the professional book references before viewing the video.

Kick-off Meeting

Attend the Kick-off to receive materials, discuss the curriculum and program implementation, and form study groups. Note: Some schools use fall pre-planning to watch the first two videos.

On your own...

Become familiar with your professional book and the Curriculum Guide, focusing on Section 1.

First Study Group Meeting

On your own, read...

+ K-8 Teachers: Referenced pages from your professional book(s) for Video 1

+ K-8 Teachers: "*How to Teach a Target Skill*" and "*Teaching with Picture-Prompted Writing*" in Section 1.

In the study group...

+ View Video 1, "*A Writing Curriculum and How to Deliver the Skills*."

+ Use Discussion Points from Section 2 to guide discussion.

+ Plan and/or share pre-assessments of student writing. See Student Assessment Forms in "Supporting Templates and Forms," in this section.

**Second
Study Group
Meeting****On your own, read...**

- ✦ K–8 Teachers: Referenced pages from your professional book(s) for Video 2.
- ✦ 2–8 Teachers: “How to Plan for and How to Teach with Genre Blocks” in this section.

In the study group...

- ✦ Watch Video 2, “How to Teach a Writing-Craft Target Skill.”
- ✦ Use Discussion Points from Section 2 to guide discussion.
- ✦ Plan and/or share student writing pre-assessments.
- ✦ Plan and/or share lessons you taught or will teach.
- ✦ Select which video you will view next (See Third Study Group entry)
- ✦ If not already done, set regular meeting time for your study group.

**Third
Study Group
Meeting****On your own, read...**

- ✦ K–8 Teachers: Referenced pages from your professional book(s) for the video segments you will view in your next study group meeting.

In the study group...

- ✦ K–2 Teachers: Watch Video 11, “Emergent Writers: Stages and Modeling”
- ✦ 2, 3 Teachers:* Select and watch a classroom demonstration video:
 - Video 12: Editing by Ear
 - Video 13: Sentence Variation
 - Video 14: Ending Techniques
- ✦ 4–8 Teachers—Select and watch a classroom demonstration video:
 - Video 14: Ending Techniques
 - Video 15: Elaboration: Clues and Inference
 - Video 16: Supporting Details

- ✦ Use Discussion Points from Section 2 to guide discussion.
- ✦ Share student writing samples.
- ✦ Share successes and challenges with writing instruction.
- ✦ Plan next Target Skills and/or mini-lessons.

* Second-grade teachers are listed twice deliberately. During the first year with CraftPlus most teachers find they need to instruct one or two grade levels down. Second grade is also a critical transitional year for writing. Work with your facilitator to determine which study group sequence to follow.

**Fourth
Study Group
Meeting****On your own, read...**

- ✦ K–8 Teachers: Referenced pages from your professional book(s) for the video segments you will view in your next study group meeting.

In the study group...

- ✦ K–2 Teachers: Watch Video 12, “Editing by Ear,” classroom demonstration video
- ✦ 2–5 Teachers: Watch Video 7, Segment 2, “Beginning Techniques” and Segment 4, “Ending Techniques”
- ✦ 6–8 Teachers: Watch Video 7, Segment 2, “Beginning Techniques”; Segment 3, “Function of First Paragraph;” and Segment 4, “Ending Techniques”
- ✦ Use Discussion Points from Section 2 to guide discussion.
- ✦ Share student writing samples.
- ✦ Share successes and challenges with writing instruction.
- ✦ Plan next Target Skills and/or mini-lessons.

On your own, read...

- ✦ K–8 Teachers: Read all of Sections 1 and 3, and your district and/or state writing standards; required genres, etc. (Bring them with you to your next study group meeting)

In the study group...

At this time you should be comfortable enough with CraftPlus to plan out your curriculum.

- ✦ K–8 Teachers: Use Grade-Level Marking Periods Pacing Charts, Genre Tiers, and district or state writing standards to plan writing instruction. The amount of time to plan for varies by student writing level (IDFFP).

Fifth Study Group Meeting

- Initial—plan 2 to 6 weeks in advance
- Developing—plan 4 to 9 weeks in advance
- Fluent—plan 6 to 9 weeks in advance
- Fluent Plus—plan 9 to 18 weeks in advance

- ✦ Correlate sequence to watch videos with your writing plan. Remember to watch only one or two segments at a time so you have time to discuss the video, share, and plan lessons.
- ✦ Discuss CraftPlus implementation so far. What's working well? What do you need additional support with?
- ✦ Begin Teacher Writing Notebooks. Begin bringing in copies of lessons and student samples to share with colleagues to develop mini-lesson collections. Records models for future use with the Literature Models for Mini-Lessons Template found in this section.

Sixth Study Group Meeting

Continue following model established in Study Groups 1–5.

- On your own, read...
- In the study group...

Supporting Templates and Forms

The templates and forms that follow are used over multiple grades. Additional templates and forms in Section 3 are grade-level specific. Duplicate and use as needed. **See CD for leveled student samples.**

Primary Writing Stage Assessment. Used to assess emergent writers with the emergent writing stages found in Section 3 of the Kindergarten Curriculum Guide and in *Teaching the Youngest Writers*. Move to Form A when students are writing at Stages 6 or 7.

Assessment—Form A. For grades K–3, used to assess student writing levels of Initial, Developing, and Fluent. Students draw their own pictures and then write.

Assessment—Form B. For grades 3–8, used to assess student writing levels of Initial, Developing, Fluent, and Fluent Plus. Students write to a picture-prompt provided by the teacher.

Genre Block Planning Tool. For grades 2–8. Fill in the blanks.

Lesson Plan Template. Supports teachers as they plan for mini-lessons, conferencing, independent writing, and student assessment. After each lesson, copy and save representative student-writing samples with the lesson in your teacher's writing notebook. See Section 3 for completed lesson plan scaffolds.

Literature Models for Mini-Lessons Template. Records lesson literature models for future reference.

Rubrics.

- ✦ **Single Skill.** Grades K–8. Assess use of a single Target Skill
- ✦ **Multiple Skills.** Grades 2–8. Assess use of multiple Target Skills
- ✦ **Self-Assessment Rubric.** Grades 2–8. Students self-assess a genre-block piece

Primary Writing Stage Assessment

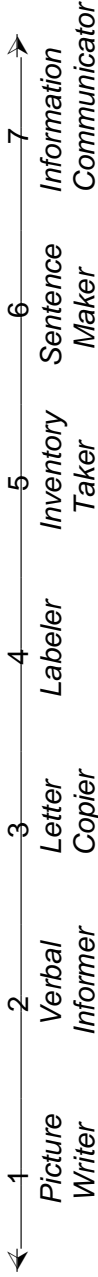
Name: _____

Date: _____

Quarter _____

Tell, draw, or write something about yourself.

Primary Writing Stage Continuum: Assess student writing and indicate the student's current stage of writing by marking the continuum.



Notes/Comments:

Assessment – FORM A

pre-assessment ongoing assessment post assessment

Name: _____ Date: _____ Quarter: 1 2 3 4

Describe what is happening in your drawing:

Drawing:

Initial	Developing	Fluent
<input type="checkbox"/> Few related sentences <input type="checkbox"/> No beginning or ending <input type="checkbox"/> Repetitive sentence starts	<input type="checkbox"/> Some related sentences <input type="checkbox"/> A beginning or ending <input type="checkbox"/> Some repetitive sentence starts <input type="checkbox"/> Attempts to use some composing or literary skills	<input type="checkbox"/> All sentences on topic <input type="checkbox"/> A beginning and ending <input type="checkbox"/> Varied sentence structures <input type="checkbox"/> Uses some composing and literary skills

CraftPlus Genre Block Planning Tool

GRADES 2-8

Genre Block Pieces:

- Description:** Picture Prompt Poetry Other
- Narrative:** Personal Fictional
- Expository:** General Expository Procedural, How-to Comparison
- Opinion Persuasive Literature Response

Quarter: 1st 2nd 3rd 4th **Date:** _____ **Grade Level:** _____

Target Skill Choices

Organizational Skill(s)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Convention Skill(s)
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Composing Skills
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Literature Models
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Graphic Organizer(s)
<input type="checkbox"/> List and Clump
<input type="checkbox"/> Snake that ate the rat
<input type="checkbox"/> Web
<input type="checkbox"/>
<input type="checkbox"/>
Notes:

Genre Piece (Assessment)
<input type="checkbox"/> Picture Prompt
<input type="checkbox"/> Content Area Piece
<input type="checkbox"/> Self-selected Topic
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> Prompt:

Lesson Plan Template

Teacher : _____ Grade Level: _____ Marking Period: ^{1st} ^{2nd} ^{3rd} ^{4th}

Target Skill:

Level of Instruct: Awareness Instructional Mastery

Type of Lesson: Initial Follow-up Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: _____

Before	<input type="checkbox"/> Assess students' writing to determine instruction needs <input type="checkbox"/> Select appropriate teaching technique <input type="checkbox"/> Prepare teaching technique model <input type="checkbox"/> Plan <i>Think Aloud Teacher Talk</i> during lesson	Materials: Literature Models:
	Teacher	Student
During	<input type="checkbox"/> Labels or reviews Target Skill <input type="checkbox"/> Establishes or reviews— <i>How the Target Skill helps the reader:</i> <input type="checkbox"/> Provides or reviews literary and student examples <input type="checkbox"/> <i>Tries It Out</i> using Teaching Technique	
	Teacher	Students
After	<input type="checkbox"/> Conferences with individual students <input type="checkbox"/> Meets with a small group <input type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<input type="checkbox"/> Practice and Apply Target Skill <input type="checkbox"/> Conference with teacher or peers <input type="checkbox"/> Response

Target Skills-Assessment Rubric—Single Skill

Name: _____ Date: _____

Target Skill: _____

Descriptor	Score
Applies Target Skill creatively and competently	3
Applies Target Skill competently.	2
Attempts to apply Target Skill	1
Makes no attempt to apply Target Skill	Not scoreable

Comments: _____

Target Skills-Assessment Rubric—Single Skill

Name: _____ Date: _____

Target Skill: _____

Descriptor	Score
Applies Target Skill creatively and competently	3
Applies Target Skill competently.	2
Attempts to apply Target Skill	1
Makes no attempt to apply Target Skill	Not scoreable

Comments: _____

Target Skills-Assessment Rubric—Multiple Skills

Name: _____ Date: _____

Target Skill: _____

Skills	Score	Organizational Skills	Composing Skills	Convention
Applies Target Skill creatively and competently	3			
Applies Target Skill competently.	2			
Attempts to apply Target Skill	1			
Makes no attempt to apply Target Skill	0			

Comments: _____

Target Skills-Assessment Rubric—Multiple Skills

Name: _____ Date: _____

Target Skill: _____

Skills	Score	Organizational Skills	Composing Skills	Convention
Applies Target Skill creatively and competently	3			
Applies Target Skill competently.	2			
Attempts to apply Target Skill	1			
Makes no attempt to apply Target Skill	0			

Comments: _____

Self-Assessment Rubric

Author's Name: _____ Date: _____

Title of Piece: _____ Genre: _____

Directions

1. Write your name, the date, title, and genre of your piece at the top of the page.
2. Write each Target Skill under the correct category in Column 1.
3. Find an example of how you applied the Target Skill in your piece. Write it in Column 2.
4. Rate how well you used the Target Skill in Column 3. If you did not use the Target Skill, put an X in Column 4.
5. Write any comments or notes at the bottom of the page.
6. Turn this in when you finish your piece.

Column 1	Column 2	Column 3	Column 4
Target Skills	Example of how I applied the Target Skill in my piece.	My Target Skill use was...	I did not use the Target Skill...
Organizational Skills			
		*Effective *All right *So-so	
		*Effective *All right *So-so	
		*Effective *All right *So-so	
Composing Skills			
		*Effective *All right *So-so	
		*Effective *All right *So-so	
		*Effective *All right *So-so	
Conventions			
		*Effective *All right *So-so	
		*Effective *All right *So-so	
		*Effective *All right *So-so	

Author's Comments and Notes: _____

Section 2

Specific lessons described or simulated on the videos are starred (**) in the following charts. Discussion guide and visuals for each segment follow. *Note: Visuals are prepared as reproducibles on the CD.*

WORKSHOP VIDEOS TOPICS and LESSONS

Video 1: A Writing Curriculum and How to Deliver the Skills

- Segment 1: Introduction
Writing Craft, Methodology and Management Techniques
- Segment 2: Writing Curriculum and Genre Blocks
Writing craft and genre information

Video 2: How to Teach a Writing Craft Skill

- Segment 1: Target Skills and Literature Models
Generic Craft Lesson Model:
** Strong Verbs lesson
- Segment 2: Picture Use: Strong Verb Writing
Other Descriptive Attributes as Target Skills
- Segment 3: Effective Peer Conferencing
Writing Process: Conferencing
**Knee-to-Knee peer conference
- Teacher/student conference
- Segment 4: Student Samples
Literary Comparisons
A Voice Technique

Video 3: Organizing Writing and Two Kinds of Narrative

- Segment 1: Organizing Writing
Test Prompt Analysis
- Cue words
- Verb tense
- Segment 2: Personal Narrative
Personal narrative organization
**Ending drives the story
- Graphic planners
- Segment 3: Imaginative Narrative
Setbacks to Create Tension in Fiction
- Graphic planners
- Finding focus in personal narrative
- Segment 4: Paragraphing in Narrative
- When to paragraph in a story
**Editing for paragraph starts

Video 4: Organizing Expository Writing

- Segment 1: Kinds of Expository Writing
Writing Craft, Methodology, and Management Techniques
- Segment 2: Organization from K–5: Listing
Making Lists
- Segment 3: Physical Sorting
Organizing Information into Paragraphs
**Physically sorting information
**Source of topic sentence

- Segment 4: List-Linking to Webbing
List-Linking to Topic Sentence
Expository Prompt Prewriting Practice
- Segment 5: Cohesive Paragraphs
**Focus

Video 5: Supporting Details

- Segment 1: Scanning Text: Inference and Proof
**Thesis statements: visual
**Proof for thesis statements: visual
- Segment 2: Scanning Fiction: Alternative Book Report
Scanning Fiction for Supporting Details
**Citation book report
- Segment 3: Modeled Opinion Paper with Supporting Details
**Tandem model: supporting details
(See Video 16 for demo)
Scanning Non-fiction Text for Supporting Details

Video 6: Persuasive Writing

- Segment 1: Word Choice and Audience
**Word choice using ads
- Synonyms with varying impact
- Segment 2: Form and Arguments
Persuasive Format
Arguments: Facts, Benefits, Common Values
Persuading: Asking for Something

Video 7: Beginning and Ending Techniques

- Segment 1: Student Writing Notebooks
Setting Up Notebooks
- Segment 2: Beginning Techniques
Hooks
- Segment 3: Function of First Paragraph
Introductory Paragraphs
- Segment 4: Ending Techniques
Ending Techniques (See Video 14)

Video 8: A Sampling of Composing Skills

- Segment 1: Don't Hit Your Reader Over the Head
**Elaboration: Clues for reader inference (See Video 15)
Revising Dinky Sentences
- Segment 2: Specificity
Specificity: Proper Nouns/Common Nouns
Engaging Readers
Sentences Starting with *And*
- Segment 3: Literary Devices
Literary Devices in Expository Writing
- Contrast: opposites
- Alliteration: headlines

Segment 4: Engaging Your Reader: Pompous vs. Professional Writing

- **Using pronouns to engage reader
- Voice

Video 9: Revision

Segment 1: Four Kinds of Revision

- Writing Craft, Methodology, Classroom Management Techniques
- Additive (See Video 13)
- Substitutive

Segment 2: Getting Rid of *And then*

- Substitutive:
 - **Time transitions in narrative
 - Finding time cue words in reading
 - Skill overuse
 - Wait time for revision
 - Replacing *Said*
 - Repetitive words

Segment 3: Left-field Sentences (*non sequiturs*)

- Deletions:
 - **Left-field sentences
 - Reorganization: moving sentences

Video 10: Editing

Segment 1: Editing Principles

- Teaching Editing
 - **Class editing technique: capitalization

Segment 2: Editing-by-Ear

- Editing for end punctuation (See Video 12)
- **Model
 - Morning message
- **Murmur-reading with expression
 - Knee-to-knee practice
- Capitalization to Start Sentence
 - **Paragraphing by ear (See Videos 4 and 9)
- Dialogue Punctuation

Segment 3: Parents and Final Thoughts

- Disclaimers: Editing Displayed Work
- Modern Writing Education: Principles and Practices

Video 11: Emergent Writers: Stages and Modeling

- Writing Craft, Methodology, Classroom Management Techniques
- Models to Move Students from One Stage to Another

Video Module 1 A Writing Curriculum and How to Deliver the Skills	
Segments:	
1. Introduction	
2. Writing Curriculum and Genre Blocks	
Referenced Pages:	
<i>Building a Writing Community</i> 5, 13-15, 18-24, 123-125, 164, 187, Chapters 3-7	
<i>Teaching the Youngest Writers:</i> x, xi, 7, 75-80	
Visuals	
1. The Writing Process	
2. Science and Writing Commonalities	
3. Writing Craft (Expanded)	
4. A K-5 School-wide Writing Instruction Plan	
5. Some Typical Genres or Styles Required by School Districts	
6. A Genre Block	
7. Sample Narrative Genre Blocks	
8. A Sample of a Student's Genre Block, Grade 2	
9. A Sample of a Student's Genre Block, Grade 3	
10. Genre Due Date	
Discussion Points	Additional Issues
<i>If you can talk you can write vs. If you can read you can write.</i> Oral language development and writing.	Look back at our own writing instruction in school. Was it the Assign/Assess, Creative Journaling, or Writing Process paradigm?
Limitations of journals in terms of writing process. Benefits of journals for practicing Target Skills or genres.	Benefits of homework journal assignments based on Target Skills to enhance parent education regarding teaching writing as a craft.
Are Target Skills grade specific?	Which genres are required or appropriate to our grade? Which Target Skills are associated with each genre?
Are Target Skills cumulative?	When are Target Skills introduced and when can we expect mastery?
How many Target Skills do we teach in each genre block?	What would a genre block look like in terms of a schedule? Block out one graphically.
Does every piece of writing go to completion?	Student writing notebooks with practice section. Uses for that writing.
What about the state writing assessment?	Prompt interpretation, practice and preparation. See Video 3.
Critical thinking skills pertinent to writing.	Writing as thinking.

The Writing Process

Pre-writing:

- thinking
- rehearsal
- plan

Drafting

Response

Revising:

- clarity and interest

Editing:

- conventions

Publishing

Science and Writing Commonalities

Observation and description

Making comparisons and creating analogies

Sorting and classifying

Definition—general class to specific

Logic of implication—*If X, then Y.*

Process–step sequence

Seeing patterns

Posing questions

Writing Craft (Expanded)

Genre Characteristics:

- organization
- beginning and ending techniques
- beginning and ending paragraph functions
- transitions

Composing Skills (examples):

- describing with strong verbs
- using a variety of attributes
- using comparisons, allusions, and analogies
- using literary devices such as:
 - alliteration
 - onomatopoeia
 - personification
 - simile
 - metaphor
 - hyperbole and understatement
 - anadiplosis
 - antithesis
- varying sentence form and length
- using a variety of supporting details
- choosing words for sound, impact, connotative value, and audience
- using dialogue tags
- using specificity
- providing clues for reader to make inferences
- . . . and more.

A K–5 School-Wide Writing Instruction Plan

A. Organization:

Expository:

- Natural or logical divisions
- Sequential order
- Comparison

Narrative:

- Chronological sequence

B. Description:

- Strong verb writing
- Comparisons
- Variety of attributes

C. Beginning Techniques

D. Endings Techniques

E. Supporting Details

F. Sentence Variation: form and length

G. Composing Skills, such as:

- Specificity
- Engaging the reader
- Dialogue tags
- Literary devices

H. Revision:

- Addition
- Substitution
- Deletion
- Reorganization

I. Editing

Some Typical Genres or Styles Required by School Districts

- **Description**
- **Personal informational expository (“I know this.”)**
- **Thematic informational expository (a report)**
- **Personal narrative (written in first person)**
- **Opinion paper–essay**
- **Comparison paper**
- **Process description**
- **Observational narrative (written in third person)**
- **Business and friendly letters (thank-you notes, invitations, e-mail protocol)**
- **Fiction**
- **Imaginative story in first person**
- **Evaluation, review, or analysis of books, art, theater**
- **Persuasion: ask for something or take a stand on an issue**
- **Problem analysis with proposed solution**
- **Problem analysis, identifying its causes**
- **Autobiographical essay**

A Genre Block

Teacher:

- Select 2, 3, or 5 Target Skills appropriate for the genre and students' grade.
 - one organization skill associated with the genre
 - two composing (just one in second grade)
 - one convention
- Teach the Target Skills-lessons to the whole class and in groups for reinforcement.

Students try out the crafts in a paragraph or so:

- during Target Skills-lessons
- in their homework journals

Students write a genre piece:

- Students work on piece during days not taken by lessons.
- Students take the piece through the entire process, and apply the Target Skills.
- Conduct peer and teacher/student conferences over both genre piece and practice pieces.

Teacher:

- Assess genre piece for the use of the writing craft Target Skills.
- Additionally, assess any practice writing that students edit and submit for evaluation.

Sample Genre Blocks

Second Grade: Personal Narrative

Target Skills:

- Genre: End a narrative with a sentence telling how you felt about the focal event, using a universal word technique.
- Composing/Literary Skill: Use a simile or a comparison using the word *like*.
- Convention Skill: Use end punctuation of periods, question and exclamation marks.

Fourth Grade: Personal Narrative

Target Skills:

- Genre: End a personal narrative with a **paragraph** telling what you learned from the focal event or what was accomplished.
- Composing/Literary Skill: Use transitions for changes of time and place. Use at least two kinds of comparisons (*like, simile, it reminds me, metaphor*)
- Convention Skill: In editing, mark all paragraph starts: time, place, action, and change of speaker.

Genre Block Paper, Grade 2

Target Skills:

Three ideas

Universal word ending

Comparison: simile or like
question marks

Sand Castles

by Jody

It is fun to build sand castles. Some are BIG and some are small. If you build a sand castle you have to have a lot of wet sand. You don't want to build a sand castle too close to the water or else the water will knock it down. I love to go to the beach and build sand castles. A sand castle reminds me of when my family and I go to the beach. Some people are great at building sand castles. Some are not so great! I am pretty good at building sand castles only with some one else. Do you like building sand castles? I think sand castles are great. I think everyone can build a sand castle.

(Grade 3: personal narrative genre block. Replicated exactly as presented.)

TOWER of TERROR

by Nicole, Illustrated by Nicole

Dedicated to: Mom and Dad

When I was in Disney World, I went on a ride called Tower of Terror with my father, cousin, and my two uncles. It's an elevator that falls 13 stories free fall. I was so scared, that whenever we went up, my face turned white. And whenever we went down, my face turned green. I was clinging to my dad's arm like a water slug clinging to a fish tank. But what I didn't know, is that the people who run the ride take pictures of the inside of the elevator. Then my dad, cousin, and my 2 uncles saw my picture, they started laughing like a hyena. I was so embarrassed.

Target Skills for a required genre piece: one- to four-week block.
Usually 3-5 Target Skills per genre block.

DATE DUE

WRITING: Target Skills for this piece.

genre: _____

organization: _____

indent reasons: _____

supporting details or
elaboration techniques: _____

beginning technique: _____

ending technique: _____

literary devices: _____

revision techniques: _____

conventions: _____

Video Module 2 How to Teach a Writing Craft Skill	
Segments:	
1. Target Skills™ and Literature Models	3. Effective Peer Conferencing
2. Picture Use: Strong Verb Writing	4. Student Samples
Referenced Pages:	
<i>Building a Writing Community</i> 11, 24-30, 66-72, 74-78, 126-132	
<i>Teaching the Youngest Writers:</i> 78-85, 87-93, 42-52	
<i>Listen to This:</i> 39	
Visuals	
4. K–5 School-wide Writing Instruction Plan (See Video 1 visuals)	
11. How to Teach a Writing-Craft Skill	
2. Science and Writing (See Video 1 visuals)	
12. Descriptive Attributes	
13. Scientific Attributes of Matter (Properties)	
14. Peer Conference	
15. Conferencing with Young Writers	
Discussion Points	Additional Issues
Do we use both narrative and expository literature models?	Whole class lessons vs. group lessons. If group, what are the other students doing?
What benefits are there to using pictures when we teach a Target Skill?	ESOL, background experience, visual literacy, and shared vocabulary.
How does the concept of attributes connect to other content areas?	Attributes and their use in writing a comparison paper.
Oral models and practice.	Say, then write—what if children do not use correct English?
How long should writing be in response to a Target Skill lesson?	What about overuse of a Target Skill? Is graceful writing a goal during the instruction period?
What we do when we conference: compliments and tutorials.	Benefits of using the term “your reader.” <i>Who is my reader?</i> asks a literal student. Could each student select x number of classmates as “readers” per genre paper?
Daily Writing Workshop: Time, schedule, and the fit with literacy blocks.	What other mechanisms of our daily writing workshops do students have to learn?
How do we maintain records and notes of our conferences with students?	Authentic assessment of science, math, and social studies concepts through writing.

How to Teach a Writing-Craft Skill

An important principle in teaching students the writing craft is to show them how accomplished writers use a particular skill and then encourage them to emulate those writers.

Introduce the Concept (Awareness)

1. Introduce a skill by pointing out an example in a Big Book, trade book, or magazine article.
2. Talk about the skill.
 - Does it make the writing clear, interesting, or pleasant sounding?
 - Why do you think author does this?
 - How do you like it as a reader?
 - Can you construct something like this?

Try It Out Orally

3. Model the skill orally for students. (Use photographs or art prints as prompts.)
4. Have the students try the skill orally.

Try It Out In Writing

5. Help students try the skill out in a small **practice piece (guided writing)**.
6. Demonstrate the technique through **shared writing**. Or,
7. Demonstrate the technique through **modeled writing**, thinking aloud as you compose in front of your students. (Prepare your models beforehand.)

Practice and Application

8. Have students practice the skill in their **independent writing**.

More Models

9. Share other texts (Big Books, non-fiction, and fiction) that illustrate the skill.

Assessment

10. Call for and assess the student's use of the skill in a piece of writing (self-selected topic, thematic, or prompted).

Descriptive Attributes

- **movement or action:** gliding, slithering, flapping; comparative—faster, more frenzied
- **number:** four, one half; non-specific—many, some, several; comparative—more than, fewer
- **color:** purple, green, pale yellow; comparative—sea green
- **shape:** round, oval, cubic, square, columnar,
- **size:** nine feet tall, ten yards; comparative—larger, as big as
- **location:** place or in time
- **direction:** left, right, up, down, backward, forward
- **texture:** smooth, bumpy, slippery; comparative—stickier
- **composition:** wooden, metal, plastic, glass, cardboard, paper
- **smell:** smoky, putrid, sweet; comparative—like smoke
- **taste:** sweet, salty, acidic; comparative—like licorice, fruitier
- **function:** use
- **state:** liquid, solid, gaseous
- **temperature:** forty-six degrees; non-specific—broiling, freezing; comparative—hotter than, coldest
- **weight:** ten pounds, seven grams; non-specific—heavy, light; comparative—as heavy as, the lightest
- **age:** five years old, eighteen months old; non-specific—old, new, ancient, antique, comparative—older than Methuselah
- **symmetry:** horizontal, vertical, radial
- **special features:** striped, buttons, ribbed

Scientific Attributes of Matter (Properties)

- **State:** liquid, solid, gaseous
- **Appearance:** descriptive attributes
- **Plasticity:** brittle, stretchy, bends, rigid, pliable, flexible, . . .
- **Hardness:** scratched by diamond, slate, metal, wood, . . .
- **Density** (weight per volume): comparative—denser than balsa wood, aluminum, . . ., denser than oil, glycerin, water
- **Buoyancy:** floats in . . ., or sinks in . . .
- **Magnetic:** attracted to magnet, or not; degree of attraction
- **Conductivity:** conducts electricity, or not; relative resistance
- **Viscosity** (liquids): compared to a standard—flows faster than molasses, oil, water, glycerin, honey
- **Miscibility:** dissolves in oil, water, glycerin, alcohol, or does not and forms layers.
- **Reactivity:** oxidizes, forms soluble salts, reacts to acid, . . .

Peer Conference

1. Connect to the Content

Writer reads whole piece. Peer makes a text-to-self-connection.

2. Compliment the Craft

Writer reads piece, sentence by sentence.

Peer compliments the use of the *Target Skill* with a sticker on the manuscript.

3. Comment and Questions

Free discussion about the writing.

Writer/Teacher Conference (3-6 minutes)

1. Connect to content.

2. Compliment craft.

3. Direct your comments and questions to the one aspect of the writing that most needs work.

4. Conduct a short tutorial about that aspect.

Conferencing with Young Writers

Use the phrase, "Your Reader," when you conference with young writers, instead of the pronoun "I." Young writers must learn that they are responsible, first and foremost, to their readers. The teacher is the instructor, coach, mentor, and editor.

- Do you think your readers will understand this part?
- Do you think your readers might notice that you start every sentence with "HE"?
- Your readers might not be able to picture this. Could you use a simile or an analogy here?
- When you leave out end punctuation, your readers don't know where to stop.
- Do you think your readers might be counting all these "And thens" instead of enjoying your story?
- Your readers want action. Is there a way you can describe the reptile doing something, using a strong verb, instead of *There is a snake on the rock*?
- Do you think your readers will be convinced of this idea without any concrete proof, statistics, or quotes from an authority on the topic?
- Your readers will appreciate your ending technique of telling where to get further information about the topic.
- Your readers will love your beginning technique of using a startling fact.
- Do you think your reader will wonder what this sentence has to do with the rest of the paragraph? What is the paragraph really about?

Video Module 3 Organizing Writing and Two Kinds of Narrative	
Segments:	
1. Organizing Writing	3. Imaginative Narrative
2. Personal Narrative	4. Paragraphing in Narrative
Referenced Pages:	
<i>Building a Writing Community:</i> 45, 50-53, 100-104, 133-150, 159, 164, 174-176	
<i>Teaching the Youngest Writers:</i> 97-106, 112-120	
Visuals	
16 Different Ways to Organize Writing	
17 Personal Narrative (Story)	
18 Imaginative Story (Fiction)	
19 Expository	
20 The Two Narratives	
21 Setbacks in Fictional Narrative	
22 Assisted Listing Technique	
23 Narrative Planner	
24 Personal or Observational Narrative	
25 When to Paragraph in Narratives	
Discussion Points	Additional Issues
The distinct differences between personal narrative and imaginative narrative.	Verbs in narrative writing are usually written in the past tense. Exceptions?
Chronological-ordering graphic planners that work for personal narrative. In which grades?	Using our own stories for models. Constructing a school bibliography of personal narrative literature models (a student project?)
Setbacks used in imaginative narrative writing; literature models. Provide a list for student writing notebooks.	The use of the first person, I, to help young students create their first imaginative stories.
Reading fiction for craft.	Literature response to reading fiction. (See also Video 5, "Supporting Details," Segment 2.)
Composing skills appropriate to narrative.	The part that Target Skills descriptive work plays in narratives.
When to paragraph narrative text: before, during or after composing?	See Video 9, "Revision," Segment 2, for getting rid of <i>And then</i> in stories.
Beginnings and endings of fiction vs. personal narrative.	See also Video 7

Different Ways to Organize Writing

- **Narrative: Chronological order**

Personal Narrative
Imaginative Story (fiction)
Friendly Letter

Graphic planners are linear.

- **Expository: Clumping of related facts or ideas together**

Information
Explanation
Comparison
Persuasion
Analysis
Description of a process: Linear step order, but not chronological

Graphic planners are genre specific.

Personal Narrative (story)

- **Sample prompt:**

People feel good when they've helped someone. Think about a time when you helped someone. Now write and tell who you helped, what you did, and how you felt.

The weather can affect our activities. Think about a time when the weather affected an activity you planned or were doing. Now write the story of the day that the weather affected you.

- **Prompt verbs are usually in the past tense.**

Tell about the time you lost your tooth.

Tell the story of a trip you took to someplace new.

- **Cue words prompting you to write about your own experience: tell about the time, tell about when, story, when, once, remember, occasion, what happened, the time, event, . .**

Imaginative Story (Fiction)

Sample prompt:

It is fun to pretend that animals act like people. Imagine that a cat or dog had to go to school. Tell a story about what happened to a cat or dog that spent a day in a school like yours.

Imagine your grandmother or a neighbor asked you to mind her pet bird (cat, lizard, dog, mouse, giraffe, ...) while she went on vacation. Imagine some of the things that happened. Now tell the story of when your neighbor was away and you minded her pet.

- **Prompt verbs are in the past tense.**

Tell what happened to the dog that spent the day in school.

Tell about the time you *minded* someone's pet.

- **Cue words prompting you to write a fictitious story:** *imagine, suppose, pretend, what if, what happened, tell the story,...*

Expository

Sample Prompts

Weather affects our lives. Think about the good and bad effects of weather. Now write to explain how weather can affect your life.

Sometimes we have a favorite class in school. Think about your favorite class. Think about the things that make it your favorite. Now write to tell about your favorite class and why it is your favorite.

- **Prompt verbs usually in the present tense.***

*Explain how weather **affects** your life.*

Choose a pet for your class and tell why it is the best choice.

- **Cue words prompting you to write an expository piece:** *select, choose, tell why, directions, plan, explain, describe how, tell how, why, ...*

***Exception:** In a history writing assessment a prompt may call for the analysis of reasons for a past event. The prompt will then be in the past tense.

*Tell why the Pilgrims **came** to America.*

The Two Narratives

Personal Narrative (Non-fiction)

- Main character is the writer
- The story is written in the **first person**, using *I*
- Setting is *where* and *when* the events take place.
- No **plot**.
- Some setbacks or small problems may be involved in the events.
- The **ending drives the story**; it is the **point** of the story—why you remember it and tell it.
- The ending reveals the writer’s **strong feelings** about the event, what he **learned** or **accomplished**.

Personal narratives may also be **Observational Narratives**: the writer observes an event, but does not take part in the event. He writes the story in the **third person** using *he, she, they*.

Imaginative Story (fiction)

- Main characters may be the writer, people, animals, and other creatures (real or imagined).
- Story may be written in the **first person**, *I* or in the **third person**: *he, she, it, they*.
- Setting is **when** and **where** the events take place.
- There is a plot or at least a **problem**, also known as a **setback**.
- The plot or problem drives the story.
- The character solves the problem by the end of the story.

Setbacks in Fictional Narrative

Setbacks are events and circumstances that prevent a character from reaching his goal, getting what he wants, or solving the plot problem.

Kinds of setbacks:

- injury
- getting lost
- loss through death
- loss of an important object
- deadline not met
- natural calamities: rain, flood, blizzard, locust, earthquake
- natural events: tide coming in, sundown (loss of light)
- man-made calamities: war, theft, fire, boat sinking
- added responsibility
- villain activity
- _____
- _____
- _____

In fiction of chapter book or novel length, the character faces several setbacks and solves the last, biggest one in a grand way for a satisfying conclusion.

In a short narrative, such as a 45-minute prompted one, there is time only to focus a story around the main character overcoming one interesting setback.

Assisted Listing Technique

For Chronological Order

Technique is for any children planning a story or young writers who have the story in mind but write so slowly that they lose it as they write.

Procedure

1. Ask the child to tell you the story. Tell him you will write some of the key events as he tells you the story. (Model for the class so that peers can do the same for each other.)
2. Write events in list form as he tells you his story. Write them in an abbreviated style. Write in large, bold, block printing.
3. Ask: Where are you or the character? What are you or he doing? Who is with you or him? What happened next? What do you think your readers will want to know? What is the most important thing you want to tell your reader? What is not important? Cross those items off your list.
4. Leave the list on his desk or in his folder, as a guide.

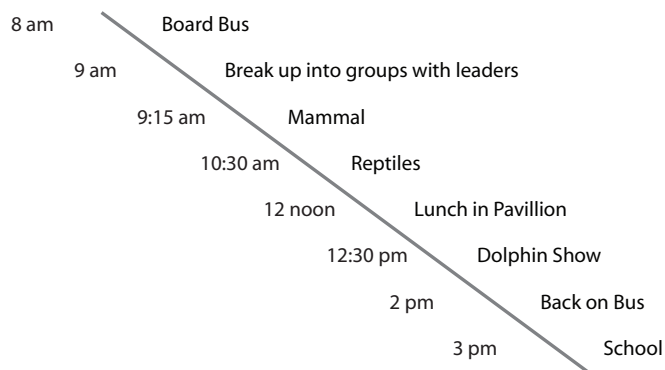
Example:

1. Aunt Trina's on Saturday
2. To llama farm
3. Llama ate a dog biscuit
4. Llamas are brown and white
5. One baby llama all white
6. Took pictures of baby llamas
7. Llamas wouldn't come to fence
8. Picnic at Aunt Trina's
9. Swimming
10. Home and forgot my llama picture

Narrative Planner

Example of time line

Zoo Field Trip



Focus of narrative: What is highlight of the trip for each student?

Personal or Observational Narrative

Organization: chronological

Focus: The Snake That Ate a Mouse shape. Write the most about the main event.

Elaboration techniques: specificity, comparisons, dialogue, description, strong verbs, numbers, feelings, . . .

Beginning: Who, What, When, Where

Ending: Tell how you felt, what you learned, or what was accomplished. (In middle and high school—what significance the event had to your life.)

What is your point?

Beginning

Middle

Ending

(what happened)

who _____ felt, learned, or

what _____ accomplished

when _____

where _____

When to Paragraph in Narratives*

- Start of the piece
- Change in time
- Change in place
- A major change in the action
- Change of speaker
- Every 6-7 lines if none of the above.

Give your reader a break.

Remember:

P. A. T. S. For Paragraphs (Place Action Time Speaker)

*Mark the start of paragraphs as an editing function.

Video Module 4 Organizing Expository Writing	
Segments:	
1. Kinds of Expository Writing	4. List-Linking to Webbing
2. Organization from K–5: Listing	5. Cohesive Paragraphs
3. Physical Sorting	
Referenced Pages:	
<i>Building a Writing Community:</i> 44-46, 51-53, 57-58, 154-165	
<i>Teaching the Youngest Writers:</i> 94-106	
<i>Listen to This:</i> 12-13, 114-115	
Visuals	
26 Narrative and Expository Defined	
27 The Expository Genre	
28 An Informational Expository Paper (Planner Topic: Fishing)	
29 Text Frame After Organization into Paragraphs	
30 An Informational Expository Paper (Blank Planner)	
31 Cohesive Paragraphs After List-Linking or Physical Sorting	
32 Third- and Fourth-Grade Cohesive Paragraph Sample	
33 Fifth-Grade Cohesive Paragraph Sample	
Discussion Points	Additional Issues
Grade-appropriate graphic planners.	Concrete vs. Abstract planners
Non-fiction literature response lists. How might this work at our grade?	What about a list as a response to a story?
What genres or types of expository writing are appropriate at each grade level?	Which kinds of expository writing are required at our grade level? Introduction or mastery levels?
What other Target Skills might apply to informational expository besides organization?	Beginnings, endings, transitions, and composing skills in expository writing.
Our own lessons and models for moving from listing to text.	Topic sentences in text and what they tell the reader (reading-writing connection).
Does listing and list-linking work for all expository genres?	Use of attribute clumping as the basis for writing a multi-paragraph comparison
The academic five-paragraph format.	Advantages of a four-paragraph piece.
Focus and how else to teach it.	The use of non-examples in writing instruction.

Narrative and Expository Defined

Narrative is story (fiction or non-fiction).

- It's about people or animals in events.
- It is organized **chronologically: time passes.**
- Graphic planners are linear.
 - list with ordering by time
 - storyboards
 - time lines
 - Snake That Ate the Mouse planner

Expository is everything else.

- It's about information, opinions, and ideas.
- Expository writing is organized in **clumps of related information and ideas.**
- Graphic planners include:
 - list
 - list (sorting or clustering items)
 - flip book
 - Venn diagram
 - Comparison Analysis Organizer
 - web
 - fish bone
 - umbrella
 - outline

The Expository Genre

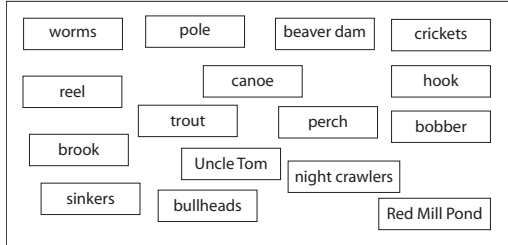
The genre as it develops from kindergarten through high school. Moving from concrete to abstract:

- **Observation and description**
- **Informational text**
- **Process description and directions**
- **Comparison paper**
- **Opinion paper: personal essay**
- **Analysis and evaluation: book, art, movie, music, drama, dance. . . review**
- **Essay: writing about ideas and concepts**
- **Persuasive argument**

An Informational Expository Paper

Organizing your information

Topic: Fishing



List words that belong in each group below:

Ex:
worms
crickets
night crawlers

Write the reason you clumped the words in each group in each box below:

Main Idea Bait	Main Idea	Main Idea	Main Idea
--------------------------	-----------	-----------	-----------

Text Frame

Title (Topic)

Beginning

Ending

An Informational Expository Paper

Organizing your information

Topic:

Write the reason you clumped the words in each group in each box below:

Main Idea	Main Idea	Main Idea	Main Idea
-----------	-----------	-----------	-----------

Cohesive Paragraphs after List/Linking or Physical Sorting

1. Select one group of words.

Wendy's
 McDonald's
 Taco Bell
 Oriental Garden
 Burger King

2. Think about how the words relate to each other besides the grouping rationale: all restaurants. Compare the items. Think about how they relate to you.

Samples from 3rd through 5th graders:

- *Wendy's, McDonald, and Burger King all have fries and hamburgers, while the other two have different food. (3rd)*
- *Only Burger King and McDonald's give away toys. (3rd)*
- *My family likes the Oriental Garden best, but I like McDonald's. (4th)*
- *They all have about the same prices but it seems like you get more to eat at Oriental Garden. (5th)*
- *They are all line up or drive up and get served except Oriental Garden, which is a buffet. (5th)*

3. Think about what you want to tell your readers about the five places and make that the focus of your paragraph.

Third-Grade sample: typical list-like approach

My family and I eat out. At Taco Bell we have nachos and tortillas. At McDonald's we eat hamburger and fries and I play in their maze. At Burger King I eat hamburger and fries and trade my trading cards. At Wendy's they have hamburgers and fries too.

Fourth-Grade sample: loose focus (two ideas—food, preference)

My family and I eat out. We usually go to Taco Bell, McDonald's, Wendy's, and Burger King. All of them have hamburgers and fries except Taco Bell. I like Burger King best because they give. . . cards. Everyone else in my family likes Wendy's better.

Fifth-Grade sample: tighter focus: amount of food and its relation to preference

We have a choice of five pretty good eating places (*writer can't spell 'restaurant'*) in our town. There's Wendy's, Burger King, McDonald's, Taco Bell, and The Oriental Garden. My family eats out about once a week and we go to the Oriental Garden the most. I think they are all about the same price but you get more food at The Oriental Garden. It has a buffet and it's all you can eat. That's why it's probably my family's favorite.

Video Module 5 | Supporting Details Also watch Video 16, “Supporting Details” Classroom Demonstration Video**Segments:**

1. Scanning Text: Inference and Proof
2. Scanning Fiction: Alternative Book Report
3. Modeled Opinion Paper with Supporting Details

Referenced Pages:

Building a Writing Community: 62-63, 124, 139, 165-168

Teaching the Youngest Writers: 26-32, 108-111

Listen to This: 13-15, 117-118

Visuals

34 Writing Across the Curriculum or, Writing in the Content Areas

35 Book Reports

36 Opinion

Discussion Points**Additional Issues**

Non-traditional book reports as an aid for students learning to scan for details.

List of fiction class sets that can be used as sources for book reports based on stating a thesis and citing supporting text.

Reciprocity of writing with reading: inference and supporting details.

See also: Video 8, Segment 1, “Don’t Hit Your Reader Over the Head.”

Reading over what you have read. What about on a test? How quietly can it be done?

Other drafting techniques to use during shared, interactive, modeled, or tandem models.

Students’ sources of interest/competency topics.

When we construct interest/competency surveys: considerations of location (urban, suburban, rural); background experience; age.

Techniques to introduce lessons.

Models prepared beforehand.

Supporting details—where else can we find texts that illustrate them?

Bibliography of non-fiction works that strongly illustrate the supporting details named in this module. Student generated?

Extending “Prove It” paragraphs into multi-paragraph papers. Each sentence expanded into a paragraph with the same array of supporting details.

Finding, naming, and using other kinds of supporting details.

Writing Across the Curriculum or, Writing in the Content Areas

What does that mean?

You can write about math, art, music, spelling, history, geography, science, drafting, computers, physical education, health, sports, books, plays, movies, people, ...

How do you do that?

To write on any topic, you need to learn how to organize and compose:

- Informational writing (magazine article, report)
- Process description
- A comparison paper
- An opinion paper
- A persuasive essay

Book Reports

Scanning for Proof:

- Use fiction leveled one to two grades below reading level.
- Read the book or story to class.
- Provide copies of text to all partnerships or individual students.
- Start with finding proof for *setting*, then *character trait* or *goal*. Cite pages and supporting text.
- Do a class model together.
- Have students do one in partnership.
- Finally, assign a solo, scan-for-proof book report.

Opinion

A declarative statement of opinion, supported by sentences to:

prove with concrete examples	use a narrative vignette
clarify the statement	make comparisons
define the statement	offer authoritative opinion
supply details	set forth self-evident truths
use numbers/statistics	use graphics

In Kid Talk:

Prove it.

What do you mean?

Use descriptive details.

Use a number.

Who else says so?

Make a comparison.

Give a real life example (narrative vignette).

How did that come about?

Give reasons why.

Use a chart, table, map, diagram, ...

Video Module 6 Persuasive Writing	
Segments:	
1. Word Choice and Audience	
2. Form and Arguments	
Referenced Pages:	
<i>Building a Writing Community: 53, 174-176</i>	
<i>Listen to This: 29-35</i>	
Visuals	
37 Persuasion	
38 Word Choice Considerations	
39 Persuasive Writing: Three Part Paper	
40 Example of a Persuasive Piece (Fifth Grader)	
41 Example of a Persuasive Piece (Sixth Grader)	
Discussion Points	Additional Issues
Grade-appropriate issues for 4th and 5th graders for potential persuasive papers.	Utility of lists of potential persuasive topics sorted by category: rules, privileges, and issues. Or, school, family, and community.
Identifying persuasive text.	Bibliography of persuasive pieces appropriate for 4th and 5th grade.
What about persuasion in grades two and three?	Grade-appropriate topics.
Other sources of literature to illustrate specific and deliberate word choice per audience or purpose.	Why are automobile advertisements good examples of word choice in persuasive writing?
Supporting details to arguments—See Video 5.	The narrative vignette: examples of real life stories lending strong support to argument. Add to lesson plan bibliography.
Further identification of benefits and common values to use in arguments for persuasive writing.	Integration with social studies.
Word choice as a function of voice.	Plagiarism: style or words. How much can novice writers imitate professionals?
Can a writer use beginning and ending techniques in persuasion?	Can a writer use literary devices and other composing skills in persuasion?

Persuasion

Persuasion is one useful skill; oral or written. We all should be able to argue successfully for the things we need or want.

- Why should I give you a bigger allowance?
- Why should we let you stay up later?
- Why should we allow cell phones in class?
- Why should I make you quarterback?
- Why should we accept you to our school?
- Why should I use tile instead of wall-to-wall carpeting?
- Why should I buy this car?
- Why should we change the way things are run around here?
- Why should I hire you?
- Why should I vote for you?
- Why should I marry you?
- ... and more.

Word Choice Considerations

Audience:

authorities, grownups, peers, voters, potential donors, . . .

Impact of words:

*People are getting hurt at that corner. Or,
We have carnage at that corner.*

*The car goes fast. Or,
The car reaches speeds in excess of 100 mph in 7 seconds.*

Connotative value:

*old geezer or senior citizen
computer nerd or computer genius
cook or chef*

Historic value:

*Jedidiah or Brad
Abigail or Lisa*

Persuasive Writing: Three-Part Paper

Introduction

State the thesis and acknowledge the opposition view or position. The introductory paragraph can use the same hooks as any expository writing.

Arguments:

- scientific facts
- appeal to shared values and common goals: liberty, pursuit of happiness, independence, responsibility, involvement, ethical behavior, industry, health, respect, preserving the environment, safety, . . .
- benefits to audience: financial, health, status
- emotions and vanity

Arguments are supported by the same details as any expository writing:

- scientific facts
- statistics and numerical facts
- empirical evidence
- self-evident truths: All people are created equal, we learn best by doing, boys are different than girls, freedom is preferable to slavery, you catch more bees with honey than vinegar (a compliment is better than criticism).
- direct quotes
- narrative vignettes
- charts and tables
- analogies and comparisons

Conclusion: the clincher is saved for the end and is the best argument or the best counter-argument to opposition. The ending can use any of the techniques of expository writing.

Example of a Persuasive Piece: (*Fifth Grader*)

Dear Mom,

Mom, you should let me have a horse. I know you will say no at first because we have no place to keep it. But Kristin told me I can keep it at her grand-father's farm with her two horses.

If I had a horse I would take care of it. Grandma is always saying taking care of a pet develops responsibility. You could buy me the horse for my birthday. I'll spend my own money to buy stuff for the horse. I know I can get a saddle secondhand from a kid in my class. And you were the one who wanted me to take riding lessons anyway.

Having a horse will give me a lot to write about in writing workshop and I will get better grades. Don't you think it would be worth a try?

Your daughter,

Jody

Dear Mom and Dad,

I need another rabbit. I know you don't want me to get another rabbit, but listen to my facts. I'm sure at the end of my letter I will have convinced you.

I could breed a new rabbit with the one I already have. I know you are saying, "NO" in your head but I could sell the bunnies and make money. Wouldn't it also be fun to hold those cute little balls of fur?

I would also take care of her. As you know, I take care of the rabbit I have. I would spend time with them and I would let them out. You always say taking care of the rabbit is making me more responsible.

Now, I know you are both saying, "Absolutely not," it costs too much money. But I would pay for her and the food, the supplies, and the whole nine yards. Of course, you might have to raise my allowance.

I could enter her in the Fair. Isn't that brilliant? She could win awards and I would get even more involved with 4-H. And that's good, isn't it?

My last thing to say, especially to you, Dad, is it would save us money if we were ever starving. Think of all the possibilities there would be: Rabbit stew, roasted rabbit, rabbit a la mode, boiled rabbit, baked rabbit, stuffed rabbit, and even rabbit pot pie. I'm just kidding, but it crossed my mind.

Now that I've told you everything, I would just like to say that if I didn't really want another rabbit, I wouldn't have taken time out of my busy schedule to write to you.

Yours truly,
Krista

Video Module 7 | Beginning and Ending Techniques

Also watch Video 14 "Ending Techniques," Classroom Demonstration Video

Segments:

- | | |
|-----------------------------|------------------------------------|
| 1. Student Writing Notebook | 3. Function of the First Paragraph |
| 2. Beginning Techniques | 4. Ending Techniques |

Referenced Pages:

Building a Writing Community: 16, 60-61, 168-171

Teaching the Youngest Writers: 107-108, 122-123

Listen to This: 22-26

Visuals

- 42 Student Writing Notebook
- 43 Personal Narrative and Expository Beginnings
- 44 Introductory Paragraphs (Mid-Third Grade and Above)
- 45 Fiction First-Line Categories
- 46 Samples of Fiction First Lines
- 47 Expository Ending Techniques
- 48 Cobwebs to Crosshairs!

Discussion Points

Additional Issues

What should our students' writing notebooks contain?	Practice writing pieces: future use in peer conferencing, for revising to old and new Target Skills, and for editing.
Homework Journaling for Target Skill practice. When and how much?	Parents who focus on cosmetics instead of focusing on writing craft. How to change parental reception of student writing.
When would be a good time in the year to teach beginning and ending techniques?	How many techniques should I teach in a year?
How are fiction hooks different from personal narrative hooks?	Building bibliographies of literature models of hooks and first lines.
How long is a <i>beginning</i> in our grade?	What are the attributes of a good hook?
How long is an <i>ending</i> in our grade?	Are there ending paragraph functions as there are introductory paragraph functions? Student and teacher research, sorting and classification.
At what grade level do students develop introductory and ending paragraphs?	Can a writer compose the hook before she writes the piece? Why write the introductory paragraph after writing the body, instead of before?
Student samples are not perfect. Target Skills application is criteria for using them.	What do I do when students point out the errors in a student sample?
Other thinking skills involved in writing and writing instruction.	The concept of attributes in sorting and classifying and its relationship to writing.

Student Writing Notebook

Ideas for Writing

Description

Strong Verbs
Attributes
Comparisons

Narrative

Organization
Beginning and ending techniques
Transitions

Expository

Organization
Beginning and ending techniques
Transitions

Literature Response

Book report options

Practice Writing

Published or Assessed Work

Personal Narrative and Expository Beginnings

The beginning must engage or hook the reader. It should be easy to read, attract attention, and introduce or reveal the topic. (It rarely includes the main ideas.)

- | | |
|--|---------------------------------|
| •Question | •Definition |
| •Exclamation | •Sentence fragments |
| •Noise (onomatopoeia) | •Poem or ditty |
| •Setting | •Riddle |
| •Amazing or startling fact | •Anecdote (narrative vignette) |
| •General-to-specific statement | •Idiom |
| •Words in capitals, bold, italics, unusual fonts | •Quotation |
| •Superlative | •Pun |
| •Contrast | •Play of words |
| •Homily | •Exaggeration (hyperbole) |
| •Alliterative phrases | •Name of famous person or place |
| •Talk directly to the reader | • . . . and more. |

Introductory Paragraphs (Mid-Third Grade and Above)

Build an introductory paragraph (two or more sentences) incorporating the hook.

Construct the introduction after writing the body of the piece, when you know where you want to lead your readers.

The content of a piece determines the function of the first paragraph.

- Give background information.
- Tell how you got interested in the subject.
- Tell how you feel about the subject.
- Set a tone or atmosphere.
- Tell why the topic is important to the reader.
- Define the topic.
- State a problem.
- Tell what you want.
- State your position on an issue.
- Explain the organization (in pieces over 4-5 pages in length).
- ... and more.

Fiction First-Line Categories

- The author introduces the main character by name.
- The author describes the main character.
- The main character, named, is thinking or doing something.
- The character is talking.
- The author describes the setting (time or place or both).
- The author sets up the conflict in the first sentence.
- An event is in progress.
- Combinations of the above.
- A letter or a note.
- A prologue telling of a past event that sets up the story.
- ... and more.

Samples of Fiction First Lines

On Saturday, July 15th, Aqueduct Racecourse's great stands bulged and overflowed, spilling thousands of spectators onto the track's bright green infield.

(The Black Stallion Mystery, Walter Farley)

Mrs. May lived in two rooms in Kate's parents' home in London: she was, I think, some kind of relation. *(The Borrowers, Mary Norton)*

Henry Huggins stood by the front window of his square white house on Klickitat Street and wondered why Sunday afternoon seemed so much longer than any other part of the week.

(Henry and Beezus, Beverly Cleary)

I won Dribble at Jimmy Fargo's birthday party. *(Tales of a Fourth Grade Nothing, Judy Blume)*

It was a dark and stormy night. *(A Wrinkle in Time, Madeleine L'Engle)*

Dominic was a lively one, always up to something. *(Dominic, William Steig)*

Maurice's room measured six long steps in one direction and five in the other.

(Maurice's Room, Paula Fox)

Expository Ending Techniques

Grades K through 3—a technique, of one to two sentences

Grades 4 and up—technique starts a final *paragraph* of two or more sentences.

- Tell or reiterate how you feel about the subject.
- Ask the reader a question.
- Use a universal word: all, everyone, every day, each of us, everything, every time, everybody, always . . .
- Make a comparison.
- Give the last step or last directions in process.
- Invite reader to learn more: reference where.
- Offer the reader advice.
- Make a prediction.
- Circle back to the hook, using the same device or style.
- Quote the key person in the piece.
- Draw an analogy or a conclusion from the ideas or examples.
- Present the clincher in a persuasive argument.
- Remind reader of the main points (in a paper of 4-5 pages in length).
- . . . and more.

Cobwebs to Crosshairs!

by Carol Ann Moorhead

Cobwebs in your telescope? Could be—no matter how often you dust!

Imbedded in the lenses of many telescopes are two strands of spider silk. Don't think you can see them? Think again. If you can see the crosshairs in your telescopes, you can see the "cobwebs."

Crosshairs haven't always been made of spider silk. Early astronomers peered past platinum wires and through heavily ruled glass to view and chart the night skies. But by the 1900s, telescope manufacturers were using spider silk for crosshairs.

It's easy to see why. Spider silk is less expensive, easier to stretch into a straight line, and more resistant to extreme temperatures than platinum. It is also much finer. The average strand of spider silk is $1/1,970$ of a centimeter wide—about 20 times finer than a human hair!

Now, spider-silk crosshairs are spinning out of existence. According to Alan Hale, president of Celestron International (a telescope maker) spider silk is being phased out in favor of less costly but thicker copper wire. At $1/276$ of a centimeter wide, the new copper strands are only 3 times finer than a human hair.

Cobwebs in your next telescope? Not likely—unless you leave the cap off the lens!

Video Module 8 | A Sampling of Composing Skills

Also watch Video 15 "Elaboration Clues and Inferences," Classroom Demonstration Video

Segments:

- | | |
|---|---|
| 1. Don't Hit Your Readers Over the Head | 3. Literary Devices |
| 2. Specificity | 4. Engaging Your Reader: Pompous vs. Professional Writing |

Referenced Pages:

Building a Writing Community: 62, 63, 83-86, 90, 127-132, 141-144, 181-185

Teaching the Youngest Writers: 124-130

Listen to This: 16-22, 51-54

Visuals

- 49 "Don't Hit Your Reader over the Head" Game Cards
- 50 Don't Hit Your Reader over the Head
- 51 Specificity
- 52 Literary Devices or Techniques
- 53 Trucks Can Travel near Deer Creek
- 54 Phrases that Engage a Reader
- 55 Professional vs. Pompous

Discussion Points**Additional Issues**

Writers providing clues and readers making inferences: the link between writing and reading.	Writing as thinking.
Providing clues as an elaboration technique.	Show, don't tell. Literal interpretation—students draw.
Writing for a readership.	Writing as expression: engaging students in the writing experience.
Sentences beginning with and or but; phrases punctuated as sentences.	Writing rules and when to break them.
Target Skills and revision.	See also Video 9, "Revision."
How do I teach voice?	Elements of voice other than talking directly to the reader or making editorial comments to reader.
Teaching literary devices: teaching any writing craft skill.	Brian Cambourne's conditions for language learning.
Newspapers as models for writing craft.	Homework: find examples of writing craft under study.
What about pronoun use in expository writing, essay, persuasion, and information?	Read APA Publication Manual, Chapter 2, "Expression of Ideas." Read <i>Writing to Learn</i> , by W. Zinsser.

See CD for formatted cards

“Don’t Hit Your Reader over the Head”

Game Cards

He is tall.

It was fun.

She is smart.

She is tall.

He was tired.

He is happy.

The food was good.

The dog is mean.

The cat is friendly.

The mall is crowded.

It is hot.

It is boring.

It is quiet.

It is cold.

It is windy.

The band was loud.

The kids are scared.

The library is busy.

My teacher is nice.

The ride was scary.

Don’t Hit Your Reader over the Head

Readers like to figure things out for themselves. Give them the clues and let them have fun and infer.

Example:

We went to the beach. It was interesting.

(Boing! You hit your reader over the head. Readers have no fun figuring out (inferring) for themselves if the beach outing was interesting.)

Give clues:

We went to the beach. We saw two dolphins and they came so close you could see their eyes. I could even feel the vibration from their swimming by when I was in the water. We saw pelicans, hermit crabs, and a stingray, too.

Look for sentences in your writing that “hit your reader over the head”:

*It was **fun**, He is **mean**, It is **cold**, We got **hot**, It is **boring**, . . .*

Specificity*

Authors use specificity to make their reader smile. Readers say, “Oh, that’s just like me.”

Example: from *Catfish and Spaghetti* by Marcia S. Freeman

On a Saturday, Kerry went to Kmart with her mother to check out the price of a good pole and reel. One was \$39.95.

Example: from *The Train to Lulu’s* by Elizabeth Fitzgerald Howard

We opened our lunch boxes. Surprise! a Hershey bar for each of us. And chicken sandwiches. Good lunch!

Example: from a third-grade writer

When we went to the county fair we rode on The Twister. You got in a small car and the ride threw you in all directions.

***Teach this skill in conjunction with lessons about common nouns and proper nouns.**

Literary Devices or Techniques

Onomatopoeia: creating noise words

splash, pop, zoom

Alliteration: using same beginning or ending sounds for effect

briny bath, Mickey Mouse

Simile: comparing one thing to another using form: "as ___ as ___"

... as white as a sheet

Personification: endowing inanimate objects with human characteristics

The leaves danced across the lawn.

Opposition: using antonyms in close proximity, for effect

How can such a little dog give us such a big problem?

Hyperbole: using extreme exaggeration

I've told you a thousand times to close that door.

Metaphor: calling one thing another to show a strong shared characteristic

He is an Adonis.

Anadiplosis: repeating an ending word, phrase, or sentence at the start of the next

I'll tell you I am hungry, hungry enough to eat a horse.

Synecdoche (syn eck' do key): using a part to stand for the whole

The kids have wheels so it's hard to keep them around.

Spoonerism: reversing the starting consonant on a pair of words, a misspeaking;

He had a thoolish fought.

Redundant pairs: forming a couplet of two synonyms

hale and hearty, cease and desist, kith and kin, null and void, assault and battery, trials and tribulations, ...

Trucks Can Travel Near Deer Creek

Emigres fearful for future of homeland

Farmer exodus in Rwanda stirs fears of starvation

Replica of Nina sails sea of controversy

This sixteen extra sweet

Florida State has endured a series of crucial injuries in its second straight run to the Sweet Sixteen

Phrases that Engage a Reader

You

If you think ...

You should see how ...

You might think ...

You might say ...

You'd be surprised ...

You'd think ...

You can hear ...

You can see ...

You can tell ...

The next time you ...

... and more

Questions

Did you ever wonder ...

Can you imagine ...

Have you ever ...

What if ...

What do you ...

Do you ...

Have you noticed ...

... and more.

Imperative statements

Picture ...

Look closely ...

Listen ...

Watch ...

Examine ...

Be prepared ...

... and more

I and We

It seems to me ...

I wonder ...

I suppose ...

I imagine ...

I have a feeling that ...

I would expect ...

To my surprise ...

I was amazed to see ...

It occurred to me ...

I used to think ...

There I was ...

Imagine my surprise ...

... for all of us.

We see that ...

... and more

Professional vs. Pompous

Your heart is a muscle that pumps blood to every part of your body.

The heart is a muscle that pumps blood to every part of the body.

Your bones change and grow with the rest of your body.

Bones change and grow with the rest of the body.

We use trees to make paper and to build houses.

Trees are used to make paper and to build houses.

It's our earth. Let's keep it clean and beautiful.

The earth belongs to everyone. It should be kept clean and beautiful.

Video Module 9 | Revision

Also watch Video 13 "Sentence Variation," Classroom Demonstration Video

Segments:

1. Four Kinds of Revision
2. Getting Rid of *And then*
3. "Left-field" Sentences

Referenced Pages:

Building a Writing Community: 79-91, 105-106, 150, 171-174, 182-184

Teaching the Youngest Writers: 53-57

Visuals

56 Revisions Young Writers Make

57 Time Transitions in Narratives

58 "Left-field" Sentences

Discussion Points**Additional Issues**

Time lag between drafting and revising—what about under test conditions?

Kinds of revision most applicable under test conditions.

Other uses for 'old' writing.

Student notebook upkeep as a 'grade' source.

Revision viewed as an opportunity to try out new craft rather than correcting mistakes.

Revising to new Target Skills.

Diagnosing students' writing to identify teaching needs.

What are young writers attempting or doing poorly?
Quotations, hooks, endings, development of ideas, etc.?

Other repetitions besides *And then, I, he, she, the, said, a name, etc.*

Benefits when students create their own or class reference lists of Target Skill samples.

Can students copy our models?

What is the difference between copying the professionals and plagiarism?

Replacing every *said*. Appropriate replacement.

Overuse of a Target Skill. Can we expect graceful application at the instructional level?

Non-examples as an instructional strategy.

Having fun with writing.

Revisions Young Writers Make

Addition

More labels, letters or coloring in picture writing

More words per sentence: expanding with **where**, **when**, **how**, **why**, **how many**, and **which one** phrases

Add any new Target Skill to an existing piece.

Substitution

Replace *and thens*

Replace some *said*s

Specific names for *he*, *she*, or *it*, or a pronoun for repetitive use of name.

Point of view

Deletions

Repeated words

Extra words

Reorganization

Moving words or sentences

Organization is a high-level thinking skill. It requires us to put events in sequence, arrange objects or symbols in order, sort information, make comparisons, group like things together, and manage space.

Cutting and pasting is one way to reorganize. Circling text and arrowing it to another place in a piece is another.

Circling and labeling text with letters and numbers to insert in another place is useful. Model all these techniques for your students.

Time Transitions in Narratives*

Later	In no time at all	The next day	_____
After that	Then	On December tenth	_____
When	That afternoon	It was morning and	_____
Suddenly	In the evening	Soon	_____
All of a sudden	The following day	This time	_____
Finally	While	By the time	_____
Two days later	In the spring	By three o'clock	_____
On Friday	As	_____	_____
Last week	Two hours after	_____	_____

*** Do not give your students this sheet. Help them build one of their own as a response to the lesson, "Getting Rid of *And thens*." Initial each student's contribution to the class list and publish it for student writing notebooks.**

“Left-field” Sentences

Sample Paragraphs

My mom took my brother and me swimming. We went to the Arlington Park Pool. I rode in the front seat. The park has a pool that has black lines painted on the bottom. That helps you swim in a straight line. But only if you can open your eyes under the water.

Everyone in my family is tall. My Uncle Tom is the tallest. He can touch the ceiling in our house. My Dad is the next tallest. He can touch the ceiling if he stands on tiptoe. The ceiling is made of that popcorn stuff. When my brother gets a little older he might be able to touch the ceiling, too. Now he can if he stands on a milk crate.

Baby lions are called kittens. They follow their mother everywhere. They learn to hunt by watching her. They are mammals. They practice pouncing on insects and lizards.

The team was ready to play. The pitcher yelled in to the catcher to watch out for the next hitter. The catcher threw the ball to the first baseman. He threw it to the shortstop. Then the pitcher got it. He pitched the ball. Strike one! The hitter got ready. The left fielder was chewing gum. The pitcher threw another strike.

Video Module 10 | Editing *Also watch Video 10 "Editing," Classroom Demonstration Video***Segments:**

1. Editing Principles
2. Editing-By-Ear
3. Parents and Final Thoughts

Referenced Pages:

Building a Writing Community: 93-111

Teaching the Youngest Writers: 58-70

Visuals

- 59 Editing Principles
- 60 When to Paragraph in Narratives
- 61 Disclaimers for Displaying Work

Discussion Points**Additional Issues**

Difference between editing and revising.	The "just do it" principle of editing (in pencil). When might we introduce proofreader marks?
Teaching editing vs. asking students to edit their own papers.	Have editing checklists proved effective in getting students to edit their papers?
Editing on THE TESTS.	Internalization of editing skills.
Connecting writing conventions to editing. Setting editing standards per marking period.	What conventions are appropriate at our grade level?
Distribution of capitalization across the grades.	Divide all the proper noun categories into grade-appropriate or grade distribution.
Choral reading as syntactical practice.	Connection between expressive reading and text comprehension.
Punctuation, capitalization, and spelling as Target Skills.	Homework journaling (assigned Target Skills) as a public relations mechanism.
Why use concrete tools such as stickers, lip stamps, and clickers for editing?	What would Jean Piaget tell us about students in the elementary grades and the use of concrete tools?
Parents and their concerns with conventions.	Educating parents on how to receive their child's written work.
School policy on public display of student written work.	Using disclaimers for display work.

Editing Principles

- Edit someone else's paper
- Edit for one convention at a time
- Edit several days after the piece was written
- Edit by ear for
 - end punctuation
 - capitalization of start of sentence
 - series of commas
 - paragraphs, in narrative

When to Paragraph in Narratives

- Start of the piece
- Change in time
- Change in place
- A major change in the action
- Change of speaker
- Every 6-7 lines if none of the above.

Give your reader a break.

Remember: P. A. T. S. for Paragraphs (Place Action Time Speaker)

Disclaimers for Displaying Work

- 1. Display work that young writers have edited independently. Advise the viewing audience:**
Young writers have edited these papers independently for the following writing conventions:

The rest remains unedited.

- 2. Display work that young writers have edited independently for as much as they can, and that you completed.**

Young writers have edited these papers independently for the following writing conventions:

The teacher has edited the rest.

Video Module 11 Emergent Writers: Stages and Modeling	
Segments	
No segments	
Referenced Pages:	
<i>Teaching the Youngest Writers: xii-xvii, 33-38, 75-130.</i>	
Visuals	
62 Teaching the Youngest Writers: Principles and axioms	
63 Models for Stages	
64 Writing Craft in K-1	
Discussion Points	Additional Issues
If you can talk you can write vs. If you can read you can write. Oral language development and writing.	Students should articulate full sentences when you take their dictation and when they write.
Earlier reading as a result of writing concurrent with phonics training.	The validity of empirical evidence from us, the ultimate classroom researchers.
Models and practices that reinforce the message principle and the print principle.	Making the reading and writing connections.
When is it appropriate to model writing with “adult writing?”	Morning message in wrapped text.
Choosing letters to model for symbol-to-sound connection, based on order of formation in mouth: frontal, medial, and glottal.	Teaching letters from A to Z.
What about syllabication? When does that come into play?	Note: Dashes are used to represent words and are drawn as you model for students. Articulate the sentence, then draw a dash for each word as you say it again. Stress the finger spaces as you place letters on the dashes.
Danger of referring to word walls during writing time: the loss of fluency if young writers spend writing time searching for a word.	How much help should we give during guided writing? Should we freely supply spelling of any word a child asks for? What other sources of help are in my room for young writers who need a word?
Model of three (or more) related sentences.	Developing ideas and elaboration.
Descriptive and personal writing focus in early grades.	Vocabulary of attributes parallels science work.
How do you evaluate an emergent writer’s work?	State rubric vs. documenting an emergent writer’s progress from stage to stage.

Teaching the Youngest Writers: Principles and Axioms

1. Children who use their new sound-to-symbol knowledge to write learn to read earlier than those who do not.
2. Emergent writers need to learn (through demonstration/modeling):
 - message principle: what they say can be recorded through writing
 - print principles: spaces between words, directionality, text wrapping
 - letter formation
 - the letter symbols that match their speech sounds.

Model for Stages 1 and 2 Writers: *any letters*

Drawing of dog.

I m m m. M r r
a a a r. I m m.
 (I have a dog. My dog is very small and black. I love him.)

Model for Stage 3 Writers: *beginning sound*

Drawing of a kid in a tub.

I k t a b. I k p
 in the t. I g k.
 (I can take a bath. I can play in the tub. I get clean.)

Model for Stages 3 and 4 Writers: *beginning and end sound*

Drawing of getting dressed.

I cn pt on mi sk. I cn pt on.
mi ht. I cn gt dt.
 (I can put on my sock. I can put on my hat. I can get dressed.)

Model for Stage 5 Writers: *beginning, end, and middle long vowel sounds (letters that say their names)*.

Photo or drawing of boat.

I have a gren bot. I kep it on a lak. You.
cn rid in it.
 (I have a green boat. I keep it on a lake. You can ride in it.)

Writing Craft in K-1

Description:

- Parallels science observation and description skill development
- Use of strong verbs
- Use of adjectives for specific attributes
- Use comparisons

Lists:

- Precursor to organizing multi-paragraphed expository writing
- Sorting and classification of objects, pictures of objects, and words for objects

Personal Writing: (Do not call it story unless it is.)

- Writer knows content, therefore, high engagement.
- Informational before narrative which requires sequencing in time order
- "I think..."
- Literature, science, art, music, math, gym responses

Ending techniques: K and first grade

Beginning technique: first grade

Section Three Contents

A Year of Writing in Third Grade 3.3

Pre-Assessment

Ongoing Assessment and Post-Assessment

End-of-Year Expectations

The K-8 Genre Map 3.4

Third-Grade Marking Period Pacing Chart 3.5

The Pacing Chart is designed as a working document to sequence your writing across the year. Work with your grade-level teammates to plan each marking period, making sure that all genres are taught during the school year.

Genre Tiers for Third Grade..... 3.6–3.22

Use the Genre Tiers to plan your mini-lessons. The Target Skills are grouped by Organizational and Composing skills. The Writing Levels (Initial, Developing, and Fluent) for each Target Skill will help you differentiate instruction to meet students' needs. Convention and writing process skills, which are repeated throughout the year, can be found on the Third-Grade Marking Period Pacing Charts. Cross references to your professional resources are provided for planning mini-lessons.

Descriptive Writing Tiers 1, 2, 3 3.6–3.8

General Expository Skills 3.9

Personal Narrative 3.11

Procedural, How-to 3.13

Opinion..... 3.15

Fictional Narrative 3.17

Literature Response 3.20

Letter Writing Format Skills 3.22

Quarterly Target Skills-Instruction Record 3.23

The Quarterly Record lists all the Third-Grade Target Skills for the entire year with year-end Instructional Levels circled (Awareness, Instructional, Mastery). We suggest that you copy this document each quarter to record Target Skills-instruction.

Record of Student Application of Target Skills 3.27

The Student Assessment Record lists all the Third-Grade Target Skills for the year. We suggest that you make one copy per student to document student application of Target Skills throughout the school year.

Lesson Plan Scaffolds for Third Grade 3.31–3.42

The lesson plan scaffolds provide lesson plans for four different third-grade Target Skill mini-lesson sequences. Each mini-lesson sequence is two to three mini-lessons long. However, you may need to increase the number of mini-lessons in a sequence to meet the needs of your students. Each mini-lesson instructional sequence is designed to be completed in approximately 10 to 15 minutes.

Strong Verbs	3.31
Thesis Statement (Prove It).....	3.33
Specificity	3.36
Use <i>Who, What, Where, When, How</i> with Hooks..	3.39

A Year of Writing in Third Grade

Third-grade writing focuses on descriptive writing and narrative and expository genre blocks with explicit Target Skills-instruction. Many students now write with more focus and cohesion as they move past the primary level's list-like writing characteristic. Third graders' vocabularies are larger, and their repertoire of writing-craft Target Skills continues to grow, too. Most third graders are on the cusp of being able to think in an abstract way, which helps them move forward in the revision and editing processes of writing.

By third grade, students' knowledge of the characteristics of different genres and fluency with the writing process supports them as they practice prompted writing in preparation for state assessments. Students need to practice interpreting, pre-writing and drafting. This practice, however, does not replace the writing-craft instruction model or writing schedule. Instruction and practice with prompts should be held to a minimum. Over-exposure to prompted writing will actually decrease the student's level of enthusiasm about writing in general. A good time to teach prompted writing is between genre blocks.

Pre-Assessment

During the first week of your initial CraftPlus implementation and during the first week of each school year thereafter it is imperative to assess third-grade students with either CraftPlus Assessment—Form A or Form B. After reviewing both assessments determine which would be most appropriate for the majority of your students. (See Section I, Supporting Templates and Forms.)

A pre-assessment provides baseline information that shows student growth over time. It helps you assess the writing level of each student (Initial, Developing, Fluent, Fluent Plus), and provides information to plan and differentiate your initial Target Skill mini-lessons.

Ongoing Assessment and Post-Assessment

Assessment Form A or Form B can be used throughout the year for ongoing assessments and also at the end of the year as a post-assessment.

End-of-Year Expectations

Students leaving third grade should be able to:

- + Build and use a vocabulary of descriptive attributes.
- + Construct lists fluently.
- + Construct topic sentences based on rationale of sorting from prewriting lists.
- + Write an expository/informational piece with a beginning hook and ending technique based on a personal or class topic. The paragraphs should be organized by clumping related information from a list together.
- + Identify and use several kinds of supporting details.
- + Write a personal narrative
- + Write a procedural, how-to piece that describes a process or gives directions.
- + Write an opinion piece.
- + Write responses to literature.
- + Write a fictional narrative piece.
- + Write a friendly letter or thank you note.
- + Identify genre of prompt then plan and write a piece in response.

CraftPlus® K-8 Writing Curriculum Genre Map

This chart represents the writing forms and genres that third-grade students should be writing independently. During content-area writing and shared writing and reading experiences you will introduce your students to additional writing forms and genres and the related writing craft. While some students may begin writing to these additional genres do not expect it from most students.

If your district or state requires you to teach a genre that is not listed in the third-grade curriculum, see your facilitator to get a copy of that Genres Tier document.

Genre/Form	Grade								
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Personal Information/ Experience	X	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Description	X	X	X	X	X	X	X	X	X
Informational Expository	X	X	X	X	X	X	X	X	X
Literature Response	X	X	X	X	X	X	X	X	X
Letter			X	X	X	X	X	X	X
Personal Narrative			X	X	X	X	X	X	X
Procedural, How-To			X	X	X	X	X	X	X
Opinion			X	X	X	X	X	X	X
Fictional Narrative				X	X	X	X	X	X
Comparison					X	X	X	X	X
Persuasion					X	X	X	X	X
<i>Optional:</i> Poetry (associated with descriptive writing)					X	X	X	X	X

Marking Period Pacing Chart: Third Grade

Genres	Writing Process Target Skills	Print Principles and Convention Target Skills
<p>Marking Period: 1st Quarter</p> <p>Begin 1st Quarter with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive Writing—4 to 6 weeks <p>Then choose:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Narrative <input type="checkbox"/> Informational Expository <p>Marking Period: 2nd Quarter</p> <p>Begin 2nd Quarter with and use between genre blocks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive Writing—3 weeks <p>Then choose two:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Narrative <input type="checkbox"/> Informational Expository <input type="checkbox"/> Literature Response <input type="checkbox"/> Letter <p>Marking Period: 3rd Quarter</p> <p>Begin 3rd Quarter with and use between genre blocks:</p> <ul style="list-style-type: none"> Descriptive Writing—3 weeks <p>Then choose two:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Narrative <input type="checkbox"/> Fictional Narrative <input type="checkbox"/> Informational Expository <input type="checkbox"/> Procedural, How-To <input type="checkbox"/> Opinion <input type="checkbox"/> Literature Response <input type="checkbox"/> Letter <p>Marking Period: 4th Quarter</p> <p>Begin 4th Quarter with and use between genre blocks:</p> <ul style="list-style-type: none"> Descriptive Writing—3 weeks <p>Then choose two:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Information/Experience <input type="checkbox"/> Informational Expository <input type="checkbox"/> Literature Response 	<p>Ongoing through all Quarters</p> <ul style="list-style-type: none"> – pick a topic based on personal expertise, memory, class theme, or prompt – determine who the reader is and write for the reader – write for a variety of purposes – share writing in whole group and peer conferencing – peer conferencing: tell your partner what your Target Skill is; tell what your peer partner wrote; connect to text of peer writer and compliment his use of a Target Skill – use text features in writing: <i>charts, diagrams, headings, captions</i> – revise by using a carat (^) to add a word or phrase or by adding more text at the bottom of the page – revise to some Target Skills by adding and substituting (i.e. strong verbs, specificity, descriptive attributes...) – edit piece for publication using appropriate conventions – use rubric to self-evaluate 	<p>Ongoing through all Quarters</p> <ul style="list-style-type: none"> – name, date and genre on paper – use a capital letter to begin and correct punctuation of ?, ! or period to end each sentence – capitalize <i>I</i>, months, days, and specific names of things – use lower case letters consistently – apply spelling rules and use invented spelling to approximate unknown words – edit words spelled with invented spelling – spell correctly and/edit for high frequency words and spelling words (see Section 1—Supporting Templates and Forms for high frequency words) – spell correctly and/edit for content words – use beginning paragraph indentation – use quotation marks around what a speaker said – use series of commas to punctuate lists in text

TIER 1

Tier 1 Target Skills		Initial Writer	Developing Writer	Fluent Writer
Organizational				
Generates lists	clump words that go together	list and sort words to form paragraphs	organize paragraphs and write topic sentences	
Generate a thesis statement about a picture, tell what is happening in a picture	<i>I see...</i>	<i>I think...; I know...</i>	<i>I think...</i> because (use supporting details)	
Composing				
Use strong verbs	with helping verbs— <i>The boy is running.</i>	without helping verbs— <i>I ran to the park.</i>	without helping verbs— <i>The driver slammed on his brakes to avoid smashing into a tree.</i>	
Use descriptive attributes	color, size, number, shape	sound, taste, texture, smell, movement, location, direction, age	composition, function, temperature, weight, state, symmetry, special features	
Conventions				
	name on paper, date on paper (stamp), capitalize the first letter of writing, end with a period	use lower case letters consistently, wrap text, edit for sight words correctly	capitalize first letter of sentence, dates, and proper nouns, use punctuation of ?, !, and period, apply spelling rules	

TIER 1—Descriptive Writing	Video #	Teaching the Youngest Writers	Building a Writing Community
Generate lists	4	26-28	44-45
Generate a thesis statement about a picture, tell what is happening in the picture	5	34, 84-85	46
Use strong verbs	2	90	128
Use descriptive attributes	2	87-93	126-127
Conventions and print principles	12 & 10	60-70	93-95, 189

CraftPlus Descriptive Writing Target Skills: Third Grade

TIER 2

Tier 2 Target Skills		Initial Writer	Developing Writer	Fluent Writer
Organizational				
Use beginning techniques—hooks	questions, exclamation, onomatopoeia	startling fact; talk directly to the reader; definition; general to specific statement; words in capitals, bold, italics, or unusual fonts	startling fact; talk directly to the reader; definition; general to specific statement; words in capitals, bold, italics, or unusual fonts	sentence fragments; contrast; riddle; homily; alliterative phrase; quotations; exaggeration (hyperbole); play on words (pun); anecdote; narrative vignette)
Use ending techniques	feeling; universal word; question	exclamation; remind the reader; advice	exclamation; remind the reader; advice	prediction; where to find out more; circle back to the hook
Composing				
Use specificity using common nouns and proper nouns	<i>Cheerios®</i> not <i>cereal</i> , <i>oak</i> not <i>tree</i>	same as initial	same as initial	same as initial
Make comparisons	<i>er, est</i> , simile using <i>like</i> or <i>as</i>	<i>just like, it reminds me of, the same as...</i> <i>but...</i>	<i>just like, it reminds me of, the same as...</i> <i>but...</i>	<i>so...that</i> ; analogy; metaphor; personification
Conventions				
	wrap text, edit for sight words	use punctuation of ?, !, and period, apply spelling rules	use punctuation of ?, !, and period, apply spelling rules	use a variety of resources to correct spelling; use beginning paragraph indentation; use commas in a series

TIER 2—Descriptive Writing	Video #	Teaching the Youngest Writers	Building a Writing Community
Use beginning techniques—hooks	7	107	60-61
Use ending techniques	7 & 14	108	60-61
Use specificity	8	125-126	63-64
Make comparisons	8	97-99	162-164
Conventions and print principles	12 & 10	60-70	93-95, 189

TIER 3

Tier 3 Target Skills		Initial Writer	Developing Writer	Fluent Writer
Organizational				
Use a consistent presentation format	n/a		events—chronological order, procedural	scenic, portrait, comparison
Composing				
Word choice for voice and reader engagement	onomatopoeia (sound); alliteration; rhyming		hyperbole	imperative verbs, pronouns—you and we; aside to the reader
Sentence variation	extend sentences with <i>when</i> and <i>where</i> phrases; ask a question		combine or extend sentences with <i>when</i> ; <i>where</i> ; <i>why</i> ; and <i>how</i> phrases; revise for repetitive sentence starts	use compound sentences; combine or extend sentences with <i>which one</i> phrases; use contrast (antonyms in one sentence)
Elaborate: description, clues to the reader for making inferences	n/a		substitute clue sentences for telling sentences	substitute clue sentences for telling sentences, replace dinky sentences
Use definitions	n/a		dictionary style; use a synonym	explanation set off with commas or a dash, if x then y statement
Conventions				
	use lowercase consistently; use punctuation of ?, !, and period		use a variety of resources to correct spelling, use beginning paragraph indentation, use commas in a series	use colons

TIER 3—Descriptive Writing

	Video #	Teaching the Youngest Writers	Building a Writing Community
Use a consistent presentation format		97	159-160
Word choice for voice and reader engagement	8	88-93	174-175
Sentence variation	9 & 13	124,126-127	83, 105-106
Elaborate: description, clues to the reader for making inferences	8	126-127	63, 140
Use definitions	16	108-110	166
Conventions and print principles	12 & 10	60-70	93-95, 189

CraftPlus Expository Writing: Third Grade

General Expository Skills

Expository writing is the writing genre that supports students academically. It is about information, ideas, and opinions. Characteristics of expository writing: organized in clumps of related information or steps in a process, written in present tense, personal or content-based.

	Initial Writer		Developing Writer		Fluent Writer	
Organizational Most descriptive writing Organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with an expository/informational piece are:						
Pre-write for expository pieces	generate lists; charts or graphs; sketch; brainstorm; research; and talk about material	same as initial	same as initial	same as initial	same as initial	same as initial
Plan an expository piece	choose a topic; tell what you know about your drawing, picture or writing; clump words or ideas that go together	sort words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale	organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas).			
Write an expository piece	tell, then write several related sentences about a topic	write multi-paragraphed pieces with a beginning hook and ending	write multi-paragraphed pieces with an introductory and ending paragraph			
Present information in a variety of paragraph structures	description	sequence, definition, comparison	contrast, general to specific, specific to general, parts of a whole			
Use beginning techniques	hooks – questions, exclamations, onomatopoeia	hooks – startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	hooks – sentence fragments, contrast, riddle, homily, alliterative phrases, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)			
Write introductory paragraph	n/a	tell how you feel about the subject, tell how you got interested in the subject.	give background information; set a tone; indicate subject's importance to reader; and define the topic.			
Use ending techniques	(one sentence) feeling, universal word (<i>all, every, world, etc.</i>), or question	(may be one or two sentences) exclamation, give the reader advice, make a comparison, and remind reader of an important idea or fact in the paper.	(paragraph) prediction; where to find out more; circle back to the hook; remind the reader of main points in paper over three pages long			

Composing All descriptive writing composing Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing Target Skills that are especially effective with an expository/informational piece are:			
Sentence variation	extend sentences with <i>when</i> and <i>where</i> phrases, ask a question	combine or extend sentences with <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> phrases, revise for repetitive sentence starts	use compound sentences, combine or extend sentences with <i>which one</i> phrases, use contrast (antonyms in one sentence)
Embed definitions	n/a	dictionary style; use a synonym	synonym or definition set off with commas or a dash
Use a variety of transitions/cues	n/a	progression— <i>first, second, third, last...</i> ; summarization— <i>so, finally, in closing, the last thing...</i>	additions— <i>and, also, for instance, besides, another...</i> ; alternatives— <i>on the other hand, or, whereas, but...</i> ; comparisons— <i>like, similarly, unlike, both...</i> ; incidence— <i>always, usually, frequently, occasionally, sometimes, never...</i>

Expository Writing	Video #	Teaching the Youngest Writers	Listen to This	Building a Writing Community
Pre-write for expository pieces	4	25-32, 97		51, 153-161
Plan an expository piece	4	25-32, 39-41	114-115	51, 153-161
Write an expository piece	4	39-41, 97	41-43, 72-75	58, 153-161
Present information in a variety of paragraph structures	4	101-106		
Use beginning techniques	7	107	22-24	60-61
Write introductory paragraph	7			168-169
Use ending techniques	7 & 14	108	24-26	60-61
Sentence variation	9 & 13	56, 124-127	21-22	83, 105-106
Embed definitions	16	108-110		166
Use a variety of transitions/cues	3		26-29	172-173

CraftPlus Narrative Writing: Third Grade

Personal Narrative

In narrative writing events take place in chronological order over time. Events can be real or imaginary. Whether the narrative is personal or fictional they are both stories. Characteristics of personal narratives: organization based on passage of time and sequence of events; focus is on one main event; content is based on first-hand observation and memory; author’s feelings are revealed; point of view is usually first person.

Initial Writer		Developing Writer		Fluent Writer	
Organizational					
Pre-write for personal narrative pieces	n/a	generate lists; sketch; brainstorm; and talk about events of the story orally	same as developing		
Plan for personal narrative pieces	n/a	determine a focal event or theme; use graphic organizers—snake that ate the rat, time line, or story board; chronologically order/sequence events	same as developing, plus paragraph for: change of time, place, major action, speaker every six to eight lines if none of the former applies		
Write a personal narrative piece	n/a	write several related sentences about a focal event or theme	write multi-paragraphed pieces with a beginning hook and ending about focal event or theme		
Use beginning techniques	n/a	hooks – questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, setting, words in capitals, bold, italics, or unusual fonts	hooks – sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun)		
Write introductory paragraph	n/a	tell <i>who, what, when, and where</i>	same as developing		
Use ending techniques directly related to the focal event or theme	n/a	(one to two sentences) feeling; universal word (<i>all, every, world, etc.</i>); tell what you learned; tell what you accomplished	(paragraph) circle back to the hook; make a comparison		

Composing Target Skills		
Use dialogue tags	n/a	said, yelled, asked, whispered, barked, demanded
Use place and time transitions/cues (focus away from <i>And Then...</i>)	n/a	Place—under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence...; Time—suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening...
		dialogue tags with stage direction (...bellowed Tommy as he jumped off the dock.)
		same as developing

Narrative Writing	Video #	Teaching the Youngest Writers	Building a Writing Community
Pre-write for personal narrative pieces	3	112-119	134-137
Plan for personal narrative pieces	3	112-119	134-137
Write a personal narrative piece			
Use beginning techniques	7	116, 107	136
Write introductory paragraph	7		
Use ending techniques directly related to the focal event	7	117-118, 108	136, 169-170
Use dialogue tags	9		104
Use place and time transitions/cues (focus away from <i>And then</i>)	9	117-118	149-150, 171

CraftPlus Expository/Informational Writing: Third Grade

Procedural, How-To

A procedural or how-to piece, also referred to as narrative procedure, describes steps in a process or gives how-to directions in sequence.

		Initial Writer	Developing Writer	Fluent Writer
<p>Organizational Most descriptive writing organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with a procedural, how-to piece are:</p>				
Pre-write for a procedural, how-to piece	n/a	sketch or list steps or directions; order steps or directions sequentially	same as developing	same as developing
Plan a procedural, how-to piece	n/a	select presentation style of bulleted, numbered, lettered steps, or paragraph style; order steps for presentation; write topic sentences if writing in paragraph style	same as developing	same as developing
Write a procedural, how-to piece	n/a	tell, then write several ordered sentences on the process; write a sequentially ordered paragraph with a beginning hook or introductory paragraph and ending	write sequentially ordered multi-paragraphed piece with an introductory and ending paragraph	write sequentially ordered multi-paragraphed piece with an introductory and ending paragraph
Use beginning techniques	n/a	hooks—questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	hooks—sentence fragments, contrast, riddle, homily, alliterative phrases, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)	hooks—sentence fragments, contrast, riddle, homily, alliterative phrases, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)
Write introductory paragraph	n/a	tell how you feel about the process, tell how you got interested in the process	give background information; define the process	give background information; define the process
Use ending techniques	n/a	(may be one or two sentences) feeling, universal word (<i>all, every, world, etc.</i>); question, give last step in directions, exclamation; give the reader advice; make a comparison, remind the reader of an important step in sequence	(may be one or two sentences or paragraph) where to find out more, circle back to the hook, remind the reader of key steps	(may be one or two sentences or paragraph) where to find out more, circle back to the hook, remind the reader of key steps

Composing			
All descriptive writing composing Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing Target Skills that are especially effective for procedural, how-to pieces are:			
Use progression transitions/cues	n/a	use imperative verb tense; transitions/cues— <i>ABC</i> ; 1, 2, 3; <i>first, second, next, last, after that</i>	use imperative verb tense; transitions/cues— <i>afterward, finally, now, soon, therefore...</i>
Sentence variation	n/a	combine or extend sentences with <i>when, where, why, and how</i> phrases; revise for repetitive sentence starts	use compound sentences; combine or extend sentences with <i>which one</i> phrases; use contrast (antonyms in one sentence)
Embed definitions	n/a	dictionary style; use a synonym	synonym or definition set off with commas or a dash

Informational—Procedural, How-To	Video #	Teaching the Youngest Writers	Listen to This	Building a Writing Community
Pre-write for a procedural, how-to piece	4			132
Plan a procedural, how-to piece	4		54-58, 65-68	132
Write a procedural, how-to piece	4		54-58, 65-68	132
Use beginning techniques	7	107	22-24	60-61
Write introductory paragraph	7			168-169
Use ending techniques	7 & 14	108	24-26	60-61
Use progression transitions/cues	3		58, 67	105-106, 172-173
Sentence variation	9 & 13	56, 124-127	21-22	83, 105-106
Embed definitions	16	108-110		166

CraftPlus Expository/Informational Writing: Third Grade

Opinion

Opinion papers, also called essays or personal essays, are ultimately defined by the supporting details used while composing them. Writing opinion papers prepares students for comprehensive text questions that require a one- or two-sentence response with a statement and supporting details. Note: Initial-stage writers prepare for this genre by practicing descriptive Target Skills.

		Initial Writer	Developing Writer	Fluent Writer
Organizational Most descriptive writing organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with an opinion piece are:				
Pre-write for an opinion piece	n/a	generate lists, charts or graphs; sketch; brainstorm; research; and talk about the material	same as developing	
Plan an opinion piece	n/a	choose a topic; clump words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale	organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas)	
State an opinion	n/a	write a declarative sentence for statement of opinion	same as developing	
Present information in a variety of paragraph structures	n/a	description; sequence; definition; comparison	contrast; general to specific; specific to general; parts of a whole	
Write an opinion piece	n/a	tell, then write several related sentences on one topic; write multi-paragraphed pieces with a beginning hook and ending	write multi-paragraphed pieces with introductory and ending paragraphs	
Use beginning techniques	n/a	hooks—questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	hooks—sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)	
Write introductory paragraph	n/a	tell how you feel about the subject; tell how you got interested in the subject	give background information; define the topic	
Use ending techniques	n/a	(may be one or two sentences) exclamation; feeling; give the reader advice; make a comparison; remind reader of an important idea or fact in the paper; universal word (<i>all, every, world, etc.</i>); or question	(one or two sentences or paragraph) prediction; where to find out more; circle back to the hook; remind the reader of main points in paper over three pages long	

Composing All descriptive writing composing skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing skills that are especially effective for opinion pieces are:			
Use supporting details specific to opinion piece	n/a	Prove It; who else says so; a number; description; narrative vignettes; give reasons why	concrete examples; comparisons; definitions; and graphics (table, map, graph, and diagram)
Sentence variation	n/a	combine or extend sentences with <i>when, where, why, and how</i> phrases; revise for repetitive sentence starts	use compound sentences; combine or extend sentences with <i>which one</i> phrases; use contrast (antonyms in one sentence)
Embed definitions	n/a	dictionary style; use a synonym	synonym or definition set off with commas or a dash
Use a variety of transitions/cues	n/a	summarization— <i>so, finally, in closing, the last thing...</i>	additions— <i>and, also, for instance, besides, another...</i> ; alternatives— <i>on the other hand, or, whereas, but...</i> ; comparisons— <i>like, similarly, unlike, both...</i> ; incidence— <i>always, usually, frequently, occasionally, sometimes, never...</i> ; summarization— <i>so, finally, in closing, the last thing...</i>

Informational—Opinion Piece	Video #	Teaching the Youngest Writers	Listen to This	Building a Writing Community
Pre-write for an opinion piece	5 & 16	108-110		166-168
Plan an opinion piece	5 & 16	108-110	84-85	166-168
State an opinion	5 & 16	108-110	117-118	166-168
Present information in a variety of paragraph structures	5 & 16			
Write an opinion piece	5 & 16	108-110	84-85	166-168
Use beginning techniques	7	107	22-24	60-61
Write introductory paragraph	7			168-169
Use ending techniques	7 & 14	108	24-26	60-61
Use supporting details specific to opinion piece	5 & 16	108-110	117-118	62, 166-167
Sentence variation	9 & 13		21-22	83, 130
Embed definitions	16	56, 124-127		166
Use a variety of transitions/cues	3	108-110	26-29	172-173

CraftPlus Narrative Writing: Third Grade

Fictional Narrative

Characteristics of fictional narratives: in a fictional narrative, time passes; focus is on one event; organization is chronological, and the sequence of events involves a plot; content is based on author’s imagination, memory, or observation; the story has a theme, tension is created, and characters are developed; point of view is first or third person, or alternates between characters.

	Initial Writer		Developing Writer		Fluent Writer	
Organizational						
Pre-write for fictional narrative pieces	n/a	generate lists; sketch; brainstorm; and talk about events of the story orally	same as developing			
Plan for fictional narrative pieces	n/a	use graphic organizers –snake that ate the rat, time line, or story board; chronologically order/sequence the events; determine characters, setting, and plot	use graphic organizers –snake that ate the rat, time line, or story board; chronologically order/sequence the events; determine characters, setting, and plot; and theme; paragraph for: change of time, place, major action, speaker, or every six to eight lines if none of the former applies			
Write a fictional narrative piece	n/a	write several related sentences about a series of events	write multi-paragraphed pieces with a beginning and ending techniques about a series of events			
Use beginning techniques (one liners)	n/a	setting; description; author introduces the main character by name; main character is thinking or doing something	the author sets up the conflict in the first sentence, the character is talking, an event is in progress			
Write introductory paragraph	n/a	tell <i>who, what, when, and where</i>	same as developing			
Develop the plot	n/a	character with a problem or goal, lost and found	same as developing, plus good guys vs. bad guys			
Develop a theme considering a main character’s motive (love, greed, revenge, hate, jealousy, power...)	n/a	n/a	love conquers all, crime doesn’t pay, good deeds are rewarded, some things are worth fighting for, etc.			
Resolve the plot	n/a	tell the main character’s final thoughts and emotions	same as developing			

Use ending techniques	n/a	(one to two sentences) feeling; universal word (<i>all, every, world, etc.</i>); tell what was learned; tell what was accomplished	(paragraph) circle back to the hook, make a comparison
Composing Target Skills			
Use dialogue tags	n/a	<i>said, yelled, asked, whispered, barked, demanded</i>	dialogue tags with stage direction (<i>...believed Tommy, as he jumped off the dock.</i>)
Use purposeful dialogue	n/a	n/a	reveal character traits through dialogue (school yard bully— <i>“Give me your lunch money or I’ll punch you out,”</i> murmured the meanie.)
Use place and time transitions/cues (focus away from <i>And Then...</i>)	n/a	Place— <i>under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence...</i> ; Time— <i>suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening...</i>	same as developing
Develop the main character	n/a	tell what he/she says and does; physical description	tell what he/she thinks, tell what other characters say about the character
Develop the setting	n/a	describe the physical characteristics of setting (place and time) allowing for reader inference	describe the physical characteristics of setting (place and time) allowing for reader inference, create mood
Create tension	n/a	n/a	use a setback (flat tire in a bike race, sports injury on game day); time pressures (forces of nature—impending storm; deadline dates—store’s closing)
Use literary devices specific to fictional narrative	n/a	n/a	n/a

Narrative – Fictional	Video #	Teaching the Youngest Writers	Building a Writing Community
Pre-write for fictional narrative pieces	3	122-123	138-139
Plan for fictional narrative pieces	3	122-123	134, 138, 139
Write a fictional narrative piece	3	122-123	139
Use beginning techniques (first liners)	7		
Write introductory paragraph	7	122-123	149
Develop the plot	3		
Develop a theme considering a main character's motive	3		144-148
Resolve the plot	3		147
Use ending techniques	7		150, 169-170
Use dialogue tags			104
Use purposeful dialogue	9		141-142
Use place and time transitions/cues (focus away from <i>And then</i>)		117-118	105-106, 171
Develop the main character	9		105-106, 171
Develop the setting	3	112-123	139-142
Create tension	3	112-123	145-146
Use literary devices	3	112-123	181-182

Literature Response

Literature response can take on any form of expository writing as long as the student is writing with a literature selection in mind. Literature response pieces can contain the supporting details of an opinion or literature response as well as many of the descriptive writing Target Skills.

		Initial Writer	Developing Writer	Fluent Writer
Organizational Most descriptive writing organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with a literature response piece are:				
Pre-write for literature response	generate lists, charts or graphs; sketch; brainstorm; research; and talk about material or literature	same as initial	same as initial	same as initial
Plan a literature response	tell what you know about your drawing, picture or writing; clump words or ideas that go together	sort words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale	organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas).	organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas).
Write a literature response	tell then write several related sentences on one topic	write multi-paragraphed pieces with a beginning hook and ending	write multi-paragraphed pieces with introductory and ending paragraphs	write multi-paragraphed pieces with introductory and ending paragraphs
Use beginning techniques	hooks—questions, exclamations, onomatopoeia	hooks—starting fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	hooks—sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)	hooks—sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)
Write introductory paragraph	n/a	tell how you feel about the literature or subject, tell what interests you about the subject or in the literature	give background information	give background information
Use ending techniques	(one sentence) feeling, universal word (<i>all, every, world, etc.</i>); or question	(may be one or two sentences) exclamation, give the reader advice; make a comparison; and remind reader of an important idea or fact in the paper	(paragraph) prediction, where to find out more, circle back to the hook	(paragraph) prediction, where to find out more, circle back to the hook

<p>Composing Skills All descriptive writing composing skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing skills that are especially effective for literature response pieces are:</p>			
Sentence variation	extend sentences with <i>when</i> and <i>where</i> phrases, ask a question	combine or extend sentences with <i>when, where, why, and how</i> phrases; revise for repetitive sentence starts	use compound sentences;; combine or extend sentences with <i>which one</i> phrases; use contrast (antonyms in one sentence)
Make comparisons	<i>er, est, simile using like or as</i>	<i>just like, it reminds me of, the same as...</i> <i>but...</i>	<i>so...that; analogy; metaphor; personification</i>

Information–Literature Response Piece	Video #	Teaching the Youngest Writers	Building a Writing Community
Pre-write for a literature response	4	110-111	13-15
Plan a literature response	4	110-111	13-15
Write a literature response	4	110-111	13-15
Use beginning techniques	7	107	60-61
Write introductory paragraph	7		168-169
Use ending techniques	7 & 14	108	60-61
Sentence variation	9 & 13	56, 124-127	83, 105-106
Make comparisons	8	97-99	162-164

3.22 Letter Writing Format Skills: Third Grade

Letter writing is a format for writing, not a genre. A letter can be written in either narrative or expository genres. The purpose, audience and organization of the letter determines genre. Appropriate organizational and composing Target Skills should be selected for lesson planning and assessment based on the purpose of letter.

	Initial Writer			Developing Writer			Fluent Writer			
Format										
Write letters		n/a			friendly letter; thank-you note			friendly letter; thank-you note; business letter		
Friendly letters and thank-you notes		n/a			date; greeting; body; salutation			same as developing		
Business letters		n/a			n/a			date, address, and return address; opening, body; closing		
Letter to editor		n/a			n/a			n/a		

Quarterly Target Skills-Instruction Record

THIRD GRADE

Teacher Name: _____ School Year: _____ Quarter:(circle) 1st 2nd 3rd 4th

Record date and lesson code when teaching Target Skills to track Target Skill Instruction.

Tracking Lesson Code: I–Initial Lesson F–Follow Up Lesson R–Review Lesson

Levels of Instruction: A–Awareness Level I–Instructional Level M–Mastery Level

Level of Instruction (year end goal)

Date/Tracking Lesson Code

Writing Craft Target Skills				
Descriptive Writing: Organizational Target Skills				
A I (M)	Generates lists: list and sort words to form paragraphs			
A I (M)	Generate a thesis statement about a picture, tell what is happening in the picture: <i>I think..., I know...</i>			
A I (M)	Use beginning techniques: hooks—startling fact, talk directly to the reader, definition, general-to-specific statement, words in capitals, bold, italics, or unusual fonts			
A I (M)	Use ending techniques (one or two sentences): exclamation, remind the reader of an important idea or fact in the paper, give the reader advice, make a comparison			
A I (M)	Use a consistent presentation format: Events—chronological order, procedural			
Descriptive Writing: Composing Target Skills				
A I (M)	Use strong verbs: without helping verbs (<i>I ran to the park.</i>)			
A I (M)	Use descriptive attributes: sound, taste, texture, smell, movement, location, direction, age			
A I (M)	Use specificity using common and proper nouns: (<i>Cheerios®</i> not <i>cereal</i> , <i>oak</i> not <i>tree...</i>)			
A I (M)	Make comparisons: <i>just like..., it reminds me of..., the same as... but...</i>			
	Word choice for voice and reader engagement: hyperbole			
A I (M)	Sentence variation: combine or extend sentences with when, where, why and how phrases, revise for repetitive sentence starts			
A (I)M	Elaborate: description, clues to the reader for making inference: substitute clue sentences for telling sentences			
A (I)M	Use definitions: dictionary style, use a synonym			
Narrative Writing: Organizational Target Skills				
A (I)M	Pre-write for narrative pieces: generate lists, sketch, brainstorm, and talk about the events of the story orally			
A (I)M	Write introductory paragraph: tell who, what, when, and where			
A I (M)	Use ending techniques directly related to the focal event (one to two sentences): feeling, universal word (<i>all, every, world, etc.</i>), tell what you learned, tell what you accomplished			

Narrative Organizational Target Skills for specific pieces				
Personal Narrative				
A ① M	Plan for personal narrative pieces: use graphic organizers—snake that ate the rat, time line or storyboard; chronologically order/sequence the events			
A I ② M	Write a personal narrative piece: write several related sentences about a focal event or theme			
A I ③ M	Use beginning techniques: hooks—questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, setting, words in capitals, bold, italics, or unusual fonts			
Fictional Narrative				
A ① M	Plan for fictional narrative pieces: use graphic organizers—snake that ate the rat, time line, or story board; chronologically order/sequence the events; determine characters, setting, and plot			
A ① M	Write a fictional narrative piece: write several related sentences about a series of events			
A ① M	Use beginning techniques (first liners): setting description, author introduces the main character by name, main character is thinking or doing something			
	Develop the plot: character with a problem or goal, lost and found			
	Resolve the plot: tell the main characters final thoughts and emotions			
Narrative Writing: Composing Target Skills				
A ① M	Use dialogue tags: <i>said, yelled, asked, whispered, barked, demanded...</i>			
A ① M	Use place and time transitions/cues (focus away from <i>And then...</i>); place— <i>under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence...</i> ; time— <i>suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening...</i>			
Narrative Composing Target Skills for specific pieces				
Fictional Narrative				
A ① M	Develop the main character: tell what he/she says and does, physical description			
A ① M	Develop the setting: describe the physical characteristics of setting (place and time) allowing for reader inference			
Expository Writing: Organizational Target Skills				
A I ② M	Pre-write for expository piece: generate lists, charts or graphs, sketch, brainstorm, research and talk about material			
A I ③ M	Plan an expository piece: sort words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale			
A I ④ M	Write an expository piece: write multi-paragraphed pieces with a beginning hook and ending			
A ① M	Present information in a variety of paragraph structures: sequence, definition, comparison			
A ① M	Write introductory paragraph: tell how you feel about the subject, tell how you got interested in the subject			

Expository Organization Target Skills for specific pieces				
Procedural, How-to Piece				
A I (M)	Pre-write for a procedural, how-to piece: sketch or list steps or directions; order steps or directions sequentially			
A (I) M	Plan a procedural, how-to piece: select presentation style of bulleted, numbered, lettered steps, or paragraph style; order steps for presentation; write topic sentences if writing in paragraph style			
A I (M)	Write a procedural, how-to piece: tell, then write several ordered sentences on the process, write a sequentially ordered paragraph with a beginning hook or introductory paragraph and ending			
A I (M)	Use ending techniques (one or two sentences): remind the reader of an important step in sequence			
Opinion Piece				
A (I) M	State an opinion: write a declarative sentence for statement of opinion			
Letter Writing Format Target Skills				
A I (M)	Write letters: friendly letter, thank you note			
A I (M)	Friendly letters and thank you notes: date, greeting, body, salutation			
Expository Writing: Composing Target Skills				
A (I) M	Use a variety of transitions/cues: summarization—so, finally, in closing, the last thing...			
Expository Composing Target Skills for specific pieces				
Procedural, How to Piece				
A I (M)	Use progression transitions/cues: use imperative verb tense; transitions/cues—ABC; 1, 2, 3; first, second, next, last, after that...			
Opinion Piece				
A (I) M	Use supporting details specific to opinion piece: prove it, who else says so, a number, description, narrative vignettes, give reasons why			
Convention Target Skills				
A I (M)	Name, date and genre on paper			
A I (M)	Use a capital letter to begin and correct punctuation of ?, ! or period to end each sentence			
A I (M)	Capitalize I, months, days, and specific names of things			
A I (M)	Use lower case letters consistently			
A I (M)	Apply spelling rules and use invented spelling to approximate unknown words			
A (I) M	Edit words spelled with invented spelling			
A I (M)	Spell correctly and/edit for high frequency words and spelling words			
A I (M)	Spell correctly and/edit for content words			
A I (M)	Use beginning paragraph indentation			

A ① M	Use quotation marks around what a speaker said			
A ① M	Use series of commas to punctuate lists in text			
Writing Process Target Skills				
A ① M	Pick a topic based on personal expertise, memory, class theme, or prompt			
A ① M	Determine who the reader is and write for the reader			
A ① M	Write for a variety of purposes			
A ① M	Share writing in whole group and peer conferencing			
A ① M	Peer conferencing; tell your partner what your Target Skill is; tell what your peer partner wrote; connect to text of peer writer and compliment his use of a Target Skill			
A ① M	Use text features: charts, diagrams, headings, captions			
A ① M	Use a thesaurus for substitutive revisions			
A ① M	Revise by using a carat (^) to add a word or phrase or by adding more text at the bottom of the page			
A ① M	Revise to some Target Skills by adding and substituting (i.e. strong verbs, specificity, descriptive attributes...)			
A ① M	Edit piece for publication using appropriate conventions			
A ① M	Use rubric to self-evaluate			

Record of Student Application of Target Skills

THIRD GRADE

Student's Name: _____ School Year: _____

Teacher's Name: _____

Levels of Student Application:

- 3 – Creatively and Competently applies Target Skill in writing
- 2 – Competently applies Target Skill in writing
- 1 – Attempts to apply Target Skill in writing
- 0 – Does not attempt Target Skill in writing

Marking Periods

Writing Craft Target Skills	1st	2nd	3rd	4th
Descriptive Writing: Organizational Target Skills				
Generates lists: list and sort words to form paragraphs				
Generate a thesis statement about a picture, tell what is happening in the picture: <i>I think...</i> , <i>I know...</i>				
Use beginning techniques: hooks—startling fact, talk directly to the reader, definition, general-to-specific statement, words in capitals, bold, italics, or unusual fonts				
Use ending techniques (one or two sentences): exclamation, remind the reader of an important idea or fact in the paper, give the reader advice, make a comparison				
Use a consistent presentation format: events—chronological order, procedural				
Descriptive Writing: Composing Target Skills				
Use strong verbs: without helping verbs (<i>I ran to the park.</i>)				
Use descriptive attributes: sound, taste, texture, smell, movement, location, direction, age				
Use specificity using common and proper nouns: (<i>Cheerios®</i> not <i>cereal</i> , <i>oak</i> not <i>tree...</i>)				
Make comparisons: <i>just like...</i> , <i>it reminds me of...</i> , <i>the same as... but...</i>				
Word choice for voice and reader engagement: hyperbole				
Sentence variation: combine or extend sentences with <i>when</i> , <i>where</i> , <i>why</i> and <i>how</i> phrases, revise for repetitive sentence starts				
Elaborate: description, clues to the reader for making inference: substitute clue sentences for telling sentences				
Use definitions: dictionary style, use a synonym				
Narrative Writing: Organizational Target Skills				
Pre-write for narrative pieces: generate lists, sketch, brainstorm, and talk about the events of the story orally				
Write introductory paragraph: tell <i>who</i> , <i>what</i> , <i>when</i> , and <i>where</i>				
Use ending techniques directly related to the focal event (one to two sentences): feeling, universal word (<i>all</i> , <i>every</i> , <i>world</i> , etc.), Tell what you learned, tell what you accomplished				

Narrative Organizational Target Skills for specific pieces				
Personal narrative				
Plan for personal narrative pieces: use graphic organizers—snake that ate the rat, timeline or storyboard; chronologically order/sequence the events				
Write a personal narrative piece: write several related sentences about a focal event or theme				
Use beginning techniques: hooks—questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, setting, words in capitals, bold, italics, or unusual fonts				
Fictional Narrative				
Plan for fictional narrative pieces: use graphic organizers—snake that ate the rat, timeline, or story board; chronologically order/sequence the events; determine characters, setting, and plot				
Write a fictional narrative piece: write several related sentences about a series of events				
Use beginning techniques (first liners): setting description, author introduces the main character by name, main character is thinking or doing something				
Develop the plot: character with a problem or goal, lost and found				
Resolve the plot: tell the main characters final thoughts and emotions				
Narrative Writing: Composing Target Skills				
Use dialogue tags: <i>said, yelled, asked, whispered, barked, demanded...</i>				
Use place and time transitions/cues (focus away from and then...): <i>place—under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence...</i> time— <i>suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening...</i>				
Narrative Composing Target Skills for specific pieces				
Fictional Narrative				
Develop the main character: tell what he/she says and does, physical description				
Develop the setting: describe the physical characteristics of setting (place and time) allowing for reader inference				
Expository Writing: Organizational Target Skills				
Pre-write for expository piece: generate lists, charts or graphs, sketch, brainstorm, research and talk about material				
Plan an expository piece: sort words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale				
Write an expository piece: write multi-paragraphed pieces with a beginning hook and ending				
Present information in a variety of paragraph structures: sequence, definition, comparison				
Write introductory paragraph: tell how you feel about the subject, tell how you got interested in the subject				

Expository Organization Target Skills For Specific Pieces				
Procedural, How-To Piece				
Pre-write for a procedural, how-to piece: sketch or list steps or directions; order steps or directions sequentially				
Plan a procedural, how-to piece: select presentation style of bulleted, numbered, lettered steps, or paragraph style; order steps for presentation; write topic sentences if writing in paragraph style				
Write a procedural, how-to piece: tell, then write several ordered sentences on the process, write a sequentially ordered paragraph with a beginning hook or introductory paragraph and ending				
Use ending techniques (one or two sentences): remind the reader of an important step in sequence				
Opinion Piece				
State an opinion: write a declarative sentence for statement of opinion				
Letter Writing Format Target Skills				
Write letters: friendly letter, thank-you note				
Friendly letters and thank-you notes: date, greeting, body, salutation				
Expository Writing: Composing Target Skills				
Use a variety of transitions/cues: summarization— <i>so, finally, in closing, the last thing...</i>				
Expository Composing Target Skills For Specific Pieces				
Procedural, How-To Piece				
Use progression transitions/cues: use imperative verb tense; transitions/cues— <i>ABC; 1, 2, 3; first, second, next, last, after that...</i>				
Opinion Piece				
Use supporting details specific to opinion piece: prove it, who else says so, a number, description, narrative vignettes, give reasons why				
Convention Target Skills				
Name, date and genre on paper				
Use a capital letter to begin and correct punctuation of ?, ! or period to end each sentence				
Capitalize <i>I</i> , months, days, and specific names of things				
Use lower case letters consistently				
Apply spelling rules and use invented spelling to approximate unknown words				
Edit words spelled with invented spelling				
Spell correctly and/edit for high frequency words and spelling words				
Spell correctly and/edit for content words				
Use beginning paragraph indentation				
Use quotation marks around what a speaker said				
Use series of commas to punctuate lists in text				

Writing Process Target Skills				
Pick a topic based on personal expertise, memory, class theme, or prompt				
Determine who the reader is and write for the reader				
Write for a variety of purposes				
Share writing in whole group and peer conferencing				
Peer conferencing: tell your partner what your Target Skill is; tell what your peer partner wrote; connect to text of peer writer and compliment his use of a Target Skill				
Use text features: <i>charts, diagrams, headings, captions</i>				
Use a thesaurus for substitutive revisions				
Revise by using a carat (^) to add a word or phrase or by adding more text at the bottom of the page				
Revise to some Target Skills by adding and substituting (i.e. <i>strong verbs, specificity, descriptive attributes...</i>)				
Edit piece for publication using appropriate conventions				
Use rubric to self-evaluate				

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: (1st) 2nd 3rd 4th

Target Skill: Strong Verbs

Level of Instruct: Awareness Instructional Mastery

Type of Lesson: Initial Follow-up Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: All

Before	<input checked="" type="checkbox"/> Assess students' writing to determine instruction needs – Strong verbs and descriptive attributes are weak <input checked="" type="checkbox"/> Select appropriate teaching technique – Shared writing—use familiar literature models to make Strong Verbs chart – Oral practice with photocards <input checked="" type="checkbox"/> Prepare teaching technique model <input type="checkbox"/> Plan <i>Think Aloud Teacher Talk</i> during lesson (See <i>Teaching the Youngest Writers</i> , page 69)	Materials: Chart paper, markers Photocards Literature Models: [Put Post-it® flags on the passages that show movement words (strong verbs)] <i>Pretend You're a Cat</i> by Jean Marzollo <i>The Slippery Slope</i> , Lemony Snicket <i>You Are a Scientist</i> by Marcia S. Freeman (Rourke)
	Teacher	Student
During	<input checked="" type="checkbox"/> Labels or reviews Target Skill—Strong Verbs <input checked="" type="checkbox"/> Establishes or reviews— <i>How the Target Skill helps the reader</i> : “Strong verbs help give your writing action and help your reader visualize. Example: <i>I went outside to play. Or I ran outside to ride my skateboard..</i> ” <input checked="" type="checkbox"/> Provides or reviews literary and student examples – Read passages from literature models and write each word on chart and illustrate with stick figure sketches – Re-read list having kids pantomiming movements <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique – Picture-prompted oral practice.	– Listening for strong verbs – Acting out strong verbs – Oral practice with photocards, thumbs up “oooooh” when hear strong verbs
	Teacher	Students
After	<input type="checkbox"/> Conferences with individual students – During conferences note any student examples for use in tomorrow's lesson <input type="checkbox"/> Meets with a small group <input type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<input type="checkbox"/> Practice and Apply Target Skill – Encourage kids to use some of the words from the chart in independent writing – Use strong verbs from chart at transition times “Red group HOP to your table..” <input type="checkbox"/> Respond – Give compliments in Author's Chair for any strong verb usage, if new add word to chart

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: (1st) 2nd 3rd 4th**Target Skill: Strong Verbs**Level of Instruct: Awareness Instructional Mastery**Type of Lesson:** Initial Follow-up Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: All

Before	<input checked="" type="checkbox"/> Assess students' writing to determine instruction needs – Observed several students using strong verbs in personal writing <input checked="" type="checkbox"/> Select appropriate teaching technique – Picture-prompted modeled writing <input checked="" type="checkbox"/> Prepare teaching technique model <input type="checkbox"/> Plan <i>Think Aloud Teacher Talk</i> during lesson – Think aloud picture selection “ <i>This is a pretty picture of a mountain but I can't think of any strong verbs to describe it... I don't know what this is so I better not write about it... Oh this is a good one I like to ride bikes...</i> ” – Model heading paper for Target Skill writing – Start modeled writing with “ <i>I see... a girl pedaling her bike. The wheels are spinning fast. Her hair is blowing in the wind.</i> ” (See <i>Teaching the Youngest Writers</i> , page 69)	Materials: Chart paper, markers, photocards (non-examples and examples), greenbar paper Literature Models: [Put Post-it® flags on the passages that show movement words (strong verbs)] <i>Pretend You're a Cat</i> by Jean Marzollo <i>The Slippery Slope</i> , Lemony Snicket <i>You Are a Scientist</i> by Marcia S. Freeman (Rourke)
During	Teacher <input checked="" type="checkbox"/> Labels or reviews Target Skill—Strong Verbs <input checked="" type="checkbox"/> Establishes or reviews— <i>How the Target Skill helps the reader:</i> “Strong verbs help give your writing action and help your reader visualize.” <input checked="" type="checkbox"/> Provides or reviews literary and student examples – Add examples from students writing to chart <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique – Picture-prompted modeled writing.	Student – Give thumbs up when they strong verbs – Give “Did-it-dot stickers” for each strong verb used in modeled writing
After	Teacher <input checked="" type="checkbox"/> Conferences with individual students – Circulate around room noting who is using strong verbs and scaffolding anyone having difficulty <input type="checkbox"/> Meets with a small group <input checked="" type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	Students <input checked="" type="checkbox"/> Practice and Apply Target Skill – Students select photograph for independent picture-prompted writing using strong verbs – Use strong verbs from chart at transition times “Red group HOP to your table...” – Add Target Skill to Author's Chair chart <input checked="" type="checkbox"/> Respond – Knee-to-knee sharing, receive “Did-it-dots” from peers for strong verbs

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: 1st **2nd** 3rd 4th**Target Skill: Thesis Statement (Prove It)**Level of Instruct: Awareness Instructional Mastery**Type of Lesson:** Initial Follow-up Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: Expository (Opinion)

Before	<input checked="" type="checkbox"/> Assess students' writing to determine instruction needs – Review why photo selection is important when doing picture-prompted writing <input checked="" type="checkbox"/> Select appropriate teaching technique <input checked="" type="checkbox"/> Prepare teaching technique model – Read a few paragraphs from literature models, identify the thesis statement and how the author “proved it” – Model writing using picture-prompted writing <input checked="" type="checkbox"/> Plan <i>Think Aloud Teacher Talk</i> during lesson – Think aloud on selecting photo... <i>do I know enough about the picture, does the picture show evidence that I can prove my thesis statement...</i> – Select photo of cabin in the snow, smoke coming out of the chimney (See <i>Teaching the Youngest Writers</i> pages 108-111, <i>Building a Writing Community</i> pages 165-168)	Materials: Photocards Literature Models: <i>Ranger Rick</i> magazines <i>Animal Dads</i> by Sneed B. Collard III <i>Getting Dinner</i> by Jennifer Blizin Gillis (Rourke)
During	Teacher <input checked="" type="checkbox"/> Labels or reviews Target Skill—Thesis Statement <input checked="" type="checkbox"/> Establishes or reviews— <i>How the Target Skill helps the reader:</i> “Thesis statements tell your reader what your paragraph is going to be about or what you think.” <input checked="" type="checkbox"/> Provides or reviews literary and student examples <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique – Picture-prompted modeled writing <i>The people inside the cabin are warm even though it is cold outside.</i> – Prove It <i>“There is a fire in the fire place because I see smoke coming out of the chimney and there our lights in the window indicating the electricity is on.”</i>	Student – Listening for thesis statement in model writing and asking teacher to Prove It
After	Teacher <input type="checkbox"/> Conferences with individual students <input type="checkbox"/> Meets with a small group <input checked="" type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings – Provide oral picture-prompted practice in follow-up lesson	Students <input checked="" type="checkbox"/> Practice and Apply Target Skill – Have students write thesis statement as entry in science learning log <input checked="" type="checkbox"/> Response – Knee-to-knee sharing thesis statements from learning logs

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: 1st **2nd** 3rd 4th**Target Skill: Thesis Statement (Prove It)**Level of Instruct: Awareness Instructional Mastery**Type of Lesson:** Initial Follow-up (2) Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: Expository (Opinion)

Before	<input checked="" type="checkbox"/> Assess students' writing to determine instruction needs – Review why photo selection is important when doing picture-prompted writing <input checked="" type="checkbox"/> Select appropriate teaching technique <input checked="" type="checkbox"/> Prepare teaching technique model – Review model writing from yesterday – Read a few paragraphs from literature models, identify the thesis statement and how the author “proved it” – Oral practice using photocards <input checked="" type="checkbox"/> Plan <i>Think Aloud Teacher Talk</i> during lesson – Sometimes it's easier to think of your evidence (supporting details) first before you say a thesis statement – Do two examples whole group (thesis statement, Prove-It) then have students work in threes for further oral practice. (See <i>Teaching the Youngest Writers</i> pages 108-111, <i>Building a Writing Community</i> pages 165-168)	Materials: Photocards Literature Models: <i>Ranger Rick</i> magazines <i>Animal Dads</i> by Sneed B. Collard III <i>Getting Dinner</i> by Jennifer Blizin Gillis (Rourke)
During	Teacher <input checked="" type="checkbox"/> Labels or reviews Target Skill—Thesis Statement <input checked="" type="checkbox"/> Establishes or reviews— <i>How the Target Skill helps the reader:</i> “Thesis statements tell your reader what your paragraph is going to be about or what you think.” <input checked="" type="checkbox"/> Provides or reviews literary and student examples <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique – Picture-prompted modeled writing <i>The people inside the cabin are warm even though it is cold outside.</i> – Prove It <i>“There is a fire in the fire place because I see smoke coming out of the chimney and there our lights in the window indicating the electricity is on.”</i>	Student – Listening for thesis statement in model writing and asking teacher to Prove It
After	Teacher <input type="checkbox"/> Conferences with individual students <input type="checkbox"/> Meets with a small group <input checked="" type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings – Provide oral picture-prompted practice in follow-up lesson	Students <input checked="" type="checkbox"/> Practice and Apply Target Skill – Have students write thesis statement as entry in science learning log <input checked="" type="checkbox"/> Response – Knee-to-knee sharing thesis statements from learning logs

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: 1st **2nd** 3rd 4th

Target Skill: Thesis Statement (Prove It) Level of Instruct: Awareness Instructional Mastery

Type of Lesson: Initial Follow-up (3) Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: Expository (Opinion)

Genres to which Target Skill can be applied: Expository (Opinion)		
Before	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assess students' writing to determine instruction needs <ul style="list-style-type: none"> – Model sounding through words that are difficult to spell but just right for the message, circle the word to check later – Review Target Skill–hooks <input checked="" type="checkbox"/> Select appropriate teaching technique <input checked="" type="checkbox"/> Prepare teaching technique model <ul style="list-style-type: none"> – Review examples from yesterday – Parallel picture-prompted writing thesis statements <input checked="" type="checkbox"/> Plan <i>Think Aloud Teacher Talk</i> during lesson <ul style="list-style-type: none"> – Use picture of squirrel in leaves – <i>Hmmm, what evidence do I see in this picture? Squirrel is same colors as leaves, hard to see squirrel. I know my thesis statement is going to be about camouflage in nature...</i> – Model sounding through words and circling them (See <i>Teaching the Youngest Writers</i> pages 108-111, <i>Building a Writing Community</i> pages 165-168) 	<p>Materials: Photocards, overhead, markers, greenbar paper</p> <p>Literature Models: <i>Ranger Rick</i> magazines <i>Animal Dads</i> by Sneed B. Collard III <i>Getting Dinner</i> by Jennifer Blizin Gillis (Rourke)</p>
	Teacher	Student
During	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Labels or reviews Target Skill—Thesis Statement <input checked="" type="checkbox"/> Establishes or reviews—<i>How the Target Skill helps the reader:</i> “Thesis statements tell your reader what your paragraph is going to be about or what you think.” <input checked="" type="checkbox"/> Provides or reviews literary and student examples <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique <ul style="list-style-type: none"> – Picture-prompted modeled writing – Picture-prompted parallel writing <i>Squirrel! What squirrel? Camouflage helps animals blend in with their habitat. The colors of the squirrel's fur help him hide in the leaves around him. Squirrels need protection from predators.</i> 	<ul style="list-style-type: none"> – Select photo to write to for bell work – Picture-prompted parallel writing of thesis statement Target Skill
	Teacher	Students
After	<ul style="list-style-type: none"> <input type="checkbox"/> Conferences with individual students <input type="checkbox"/> Meets with a small group <input checked="" type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings <ul style="list-style-type: none"> – Use picture-prompted writing to assess thesis statements in next lesson – Use thesis statement Target Skill papers for next Target Skill on supporting details 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice and Apply Target Skill <input checked="" type="checkbox"/> Response <ul style="list-style-type: none"> – Knee-to-knee sharing thesis statements, Prove It, hook from learning logs

Lesson Plan Scaffolds for Third Grade

Teacher: _____ Grade Level: 3 Marking Period: 1st 2nd **3rd** 4thTarget Skill: *Specificity*Level of Instruct: Awareness Instructional MasteryType of Lesson: Initial Follow-up Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: *All*

Before	<input checked="" type="checkbox"/> Assess students' writing to determine instruction needs – Kids are using lots of generic words (store, friend, cousin, car, game...) in writing <input checked="" type="checkbox"/> Select appropriate teaching technique – Specificity and visualization demonstration – Re-read familiar passages demonstrating specificity, record examples on overhead – Oral Practice—repeat demonstration activity with students practicing, survey class to determine if student used specificity <input checked="" type="checkbox"/> Prepare teaching technique model <input checked="" type="checkbox"/> Plan <i>Think Aloud Teacher Talk</i> during lesson – Specificity and visualization demonstration: Have students close eyes then say 'I ate cereal for breakfast.' Do you have a picture in your head? Then ask several kids to describe what they visualized. Did everyone see the same picture? Repeat process this time say 'I had Fruit Loops for breakfast.' – How does using specificity help your reader? (See <i>Teaching the Youngest Writers</i> pages 125, 126, <i>Building a Writing Community</i> page 63)	Materials: Overhead, markers Literature Models: <i>Because of Winn-Dixie</i> by Kate DiCamillo <i>Desert Racers</i> by Tracy Nelson Maurer (Rourke)
Teacher	Student	
During	<input checked="" type="checkbox"/> Labels or reviews Target Skill—Specificity <input checked="" type="checkbox"/> Establishes or reviews— <i>How the Target Skill helps the reader</i> : "Specificity helps your reader to visualize and to connect text to self." <input checked="" type="checkbox"/> Provides or reviews literary and student examples <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique – Oral practice—specificity demonstration	– Oral practice listening for specificity and using specificity
Teacher	Students	
After	<input type="checkbox"/> Conferences with individual students <input checked="" type="checkbox"/> Meets with a small group – Pull students together who were having trouble using specificity in whole group <input type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<input checked="" type="checkbox"/> Practice and Apply Target Skill – Suggest students use specificity in writing or revising an entry in their learning log <input checked="" type="checkbox"/> Response – Add to Author's Chair Target Skill List

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: 1st 2nd **3rd** 4th**Target Skill: Specificity**Level of Instruct: Awareness Instructional Mastery**Type of Lesson:** Initial Follow-up (2) Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: All

Before	<input checked="" type="checkbox"/> Assess students' writing to determine instruction needs – Kids are using lots of generic words (store, friend, cousin, car, game...) in writing <input checked="" type="checkbox"/> Select appropriate teaching technique – Review specificity demonstration – Shared writing to revise captions on chart for specificity <input checked="" type="checkbox"/> Prepare teaching technique model – Shared writing—chart with photos and captions – How can we change the caption using specificity? – What type of word did we change (noun, verb...)? (See <i>Teaching the Youngest Writers</i> pages 125, 126, <i>Building a Writing Community</i> page 63)	Materials: Photographs for class photo album Chart with photo captions <i>The boys are playing a game.</i> <i>The kids went on a field trip.</i> <i>The students enjoy going to specials.</i> Literature Models: <i>Because of Winn-Dixie</i> by Kate DiCamillo <i>Desert Racers</i> by Tracy Nelson Maurer (Rourke)
During	Teacher <input checked="" type="checkbox"/> Labels or reviews Target Skill—Specificity <input checked="" type="checkbox"/> Establishes or reviews— <i>How the Target Skill helps the reader:</i> “Specificity helps your readers to visualize and to connect text to self.” <input checked="" type="checkbox"/> Provides or reviews literary and student examples – Students share examples from learning logs <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique – Shared writing	Student – Sharing examples of specificity from learning logs – Participating in shared writing of captions
After	Teacher <input type="checkbox"/> Conferences with individual students <input type="checkbox"/> Meets with a small group <input type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	Students <input checked="" type="checkbox"/> Practice and Apply Target Skill – Suggest students use specificity in writing or revising an entry in their learning log <input checked="" type="checkbox"/> Response – “Did-it-dots” for specificity use in learning logs

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: 1st 2nd **3rd** 4thTarget Skill: *Specificity*Level of Instruct: Awareness Instructional MasteryType of Lesson: Initial Follow-up (3) Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: *All*

Before	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assess students' writing to determine instruction needs <ul style="list-style-type: none"> – Kids are using lots of generic words (store, friend, cousin, car, game...) in writing – review composing skill—alliteration <input checked="" type="checkbox"/> Select appropriate teaching technique <ul style="list-style-type: none"> – Review shared writing from previous lesson – Review purpose of captions (re-state text, add new information to text, clarify text) – Modeled writing using picture-prompted writing <input checked="" type="checkbox"/> Prepare teaching technique model <ul style="list-style-type: none"> – Modeled writing—Photograph captions <i>Little Louis loves climbing on the jungle gym at Roy Haynes Park.</i> <i>He's not afraid to climb to the top.</i> (See <i>Teaching the Youngest Writers</i> pages 125, 126, <i>Building a Writing Community</i> page 63) 	<p>Materials:</p> <ul style="list-style-type: none"> Photographs for class photo album Chart with photo captions <i>The boys are playing a game.</i> <i>The kids went on a field trip.</i> <i>The students enjoy going to specials.</i> photograph of Louis playing at the park 3x5" cards <p>Literature Models:</p> <ul style="list-style-type: none"> <i>Because of Winn-Dixie</i> by Kate DiCamillo <i>Desert Racers</i> by Tracy Nelson Maurer (Rourke)
During	<p>Teacher</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Labels or reviews Target Skill—Specificity <input checked="" type="checkbox"/> Establishes or reviews—<i>How the Target Skill helps the reader:</i> “Specificity helps your readers to visualize and to connect text to self.” <input checked="" type="checkbox"/> Provides or reviews literary and student examples <ul style="list-style-type: none"> – Students share examples from learning logs <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique <ul style="list-style-type: none"> – Modeled writing, “Did-it-dots” for Target Skill usage 	<p>Student</p> <ul style="list-style-type: none"> – Sharing examples of specificity from learning logs – Listening for Target Skill (specificity, alliteration) usage in teachers model, give “Did-it-dots.”
After	<p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferences with individual students <input type="checkbox"/> Meets with a small group <input checked="" type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings <ul style="list-style-type: none"> – Use specificity as a Target Skill in next genre block 	<p>Students</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice and Apply Target Skill <ul style="list-style-type: none"> – Select a photograph from class photo album and write a caption for it on a 3x5 card <input checked="" type="checkbox"/> Response <ul style="list-style-type: none"> – Knee-to-knee sharing, “Did-it-dots” for specificity and alliteration Target Skills

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: 1st 2nd 3rd **4th**

Target Skill: Use Who, What, Where, When, How with Hooks

Level of Instruct: Awareness Instructional Mastery

Type of Lesson: Initial Follow-up Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: All

Before	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assess students' writing to determine instruction needs <ul style="list-style-type: none"> – Review hooks of exclamation, question, onomatopoeia, unusual fonts, alliteration... – Review descriptive attributes as a secondary Target Skill <input checked="" type="checkbox"/> Select appropriate teaching technique <input checked="" type="checkbox"/> Prepare teaching technique model <ul style="list-style-type: none"> – review hooks students are already familiar with – Use literature models to read several examples of hooks – Use chart to record hook and additional info – Provide picture prompts for whole group oral practice using as variety of prompts with who, what, where, when. Add examples to chart – continue oral practice in pairs, have pairs share with whole group and add examples to the chart <input type="checkbox"/> Plan Think Aloud Teacher Talk during lesson (See <i>Teaching the Youngest Writers</i>, pages 107, 108 and <i>Building a Writing Community</i>, pages 60, 61, 136, 149, 168) 	<p>Materials: Photocard library Chart for recording hook, type, and whether it gives who, what, where, or when information</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Hook</th> <th style="padding: 2px;">Type</th> <th style="padding: 2px;">Who</th> <th style="padding: 2px;">What</th> <th style="padding: 2px;">Where</th> <th style="padding: 2px;">When</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Literature Models: <i>Ranger Rick</i> magazines <i>Put It Together</i> by Patty Whitehouse (Rourke) <i>The Underwater Alphabet</i> by Jerry Pollatta <i>Sound</i> by Melvin Berger (Newbridge) <i>Bats</i> by Gail Gibbons</p>	Hook	Type	Who	What	Where	When						
Hook	Type	Who	What	Where	When									
		Teacher	Student											
During	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Labels or reviews Target Skill <ul style="list-style-type: none"> – Using <i>who, what, where, when, how</i> with hooks <input checked="" type="checkbox"/> Establishes or reviews–<i>How the Target Skill helps the reader:</i> “Using <i>who, what, where, when, how</i> with hooks engage the reader by tweaking their interest in your writing and help the reader think ahead (organize/predict).” <input checked="" type="checkbox"/> Provides or reviews literary and student examples <ul style="list-style-type: none"> – Review familiar hooks, read new hooks from literature models – Discuss how each hook is expanded with more information and how this helps them as a reader <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique <ul style="list-style-type: none"> – Orally model using <i>W, W, W, W, H</i> with hook for photo card of a squirrel eating nuts. “<i>Do you know how many nuts a squirrel needs to gather to have food for the winter? Squirrels scurry around in the Fall gathering and hiding nuts for winter feasting.</i>” – ask students if they can think of any other <i>W, W, W, W, H</i> sentences they could use with the squirrel hook (help kids see how it changes focus of piece) – practice whole group with a few more pictures, then divide students into pairs, giving each pair a few pictures for oral practice using <i>W, W, W, W, H</i> with hooks. 	<ul style="list-style-type: none"> – Picture-prompted oral practice using <i>who, what, where, when, how</i> with familiar hooks 												

	Teacher	Students
After	<ul style="list-style-type: none"><input type="checkbox"/> Conferences with individual students<input type="checkbox"/> Meets with a small group<input type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Practice and Apply Target Skill<ul style="list-style-type: none">– Set up a reading center with non-fiction books and magazines for kids to add examples to the class chart<input checked="" type="checkbox"/> Response

Lesson Plan Scaffolds for Third Grade

Teacher : _____ Grade Level: 3 Marking Period: 1st 2nd 3rd **4th**

Target Skill: Use Who, What, Where, When, How with Hooks

Level of Instruct: Awareness Instructional Mastery

Type of Lesson: Initial Follow-up Assessment Review

Teaching Technique: Literature Model Oral Practice Modeled Writing Shared Writing
 Interactive Writing Guided Writing Parallel Writing

Genres to which Target Skill can be applied: All

Before	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assess students' writing to determine instruction needs <ul style="list-style-type: none"> – Review hooks of exclamation, question, onomatopoeia, unusual fonts, alliteration... – Review descriptive attributes as a secondary Target Skill <input checked="" type="checkbox"/> Select appropriate teaching technique <input checked="" type="checkbox"/> Prepare teaching technique model <ul style="list-style-type: none"> – Review the examples students added to the class chart during center time, give thumbs up if agree – Model write to picture prompt using <i>W, W, W, W, H</i> with hook – Review descriptive attributes to include in writing <input checked="" type="checkbox"/> Plan Think Aloud Teacher Talk during lesson <ul style="list-style-type: none"> – Think aloud photo selection then select photo card of gerbils gnawing on a box – Think aloud through hook selection and using <i>W, W, W, W, H</i>. – Emphasize how the content changes by hook <p>(See <i>Teaching the Youngest Writers</i>, pages 107, 108 and <i>Building a Writing Community</i>, pages 60, 61, 136, 149, 168)</p>	<p>Materials: Photocard library Chart for recording hook, type, and whether it gives who, what, where, or when information</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Hook</th> <th style="padding: 5px;">Type</th> <th style="padding: 5px;">Who</th> <th style="padding: 5px;">What</th> <th style="padding: 5px;">Where</th> <th style="padding: 5px;">When</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Literature Models: <i>Ranger Rick</i> magazines</p>	Hook	Type	Who	What	Where	When						
Hook	Type	Who	What	Where	When									
	Teacher	Student												
During	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Labels or reviews Target Skill <ul style="list-style-type: none"> – Using <i>who, what, where, when, how</i> with hooks <input checked="" type="checkbox"/> Establishes or reviews—<i>How the Target Skill helps the reader:</i> “Using <i>who, what, where, when, how</i> with hooks engage the reader by tweaking their interest in your writing and help the reader think ahead (organize/predict).” <input checked="" type="checkbox"/> Provides or reviews literary and student examples <ul style="list-style-type: none"> – Review chart <input checked="" type="checkbox"/> <i>Tries It Out</i> using teaching technique <ul style="list-style-type: none"> – Model Writing—<i>Tckckckckck, Tckckckckck</i> Are these gerbils really eating cardboard boxes? Gerbils don't chew and swallow the cardboard, they shred it into tiny pieces. Gerbils gnaw on everything to keep their teeth healthy 	<ul style="list-style-type: none"> – Listen for using <i>W, W, W, W, H</i> with hook in teacher's writing, give thumbs up – Listen for descriptive attributes, give thumbs up – Select picture for picture-prompted writing using <i>W, W, W, W, H</i> with hook – Oral practice with partner before going to independent writing 												

	Teacher	Students
After	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conferences with individual students <ul style="list-style-type: none"> – Conference with Tuesday kids <input type="checkbox"/> Meets with a small group <input checked="" type="checkbox"/> Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings <ul style="list-style-type: none"> – Most students seem to get it, use this Target Skill in future genre blocks 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice and Apply Target Skill <ul style="list-style-type: none"> – Picture-prompted writing using <i>W, W, W, H</i> with hooks and descriptive attributes (review skill) – Continue reading center with non-fiction books and magazines for kids with chart for additional examples <input checked="" type="checkbox"/> Response <ul style="list-style-type: none"> – Knee-to-knee sharing giving partner "Did-it-dots"