PREVIEW

Grade 3

Informational & Opinion Writing

Deconstructing Text, Writing Essays, Reports, Response to Text

Expanded Edition
Literacy Launch
Section Included

Updated & Expanded Edition by Dea Paoletta Auray

Empowering® Writers

Write. Read. Succeed.

Introduction

Third grade is an exciting year in the learning lives of youngsters. By this time, most students have acquired basic academic skills as well as a body of general knowledge that expands their world and broadens their point of view. The focus begins to shift from learning to read to one of reading to learn. As students develop into strong strategic readers, gleaning information and insight from a variety of texts, writing becomes a tool for further exploration, helping them clarify, differentiate, sort and express information and opinions about what they've learned. In other words, writing becomes, more and more, a vehicle for clear thinking. This solidifies the reading-writing connection. In addition, learning to become strong informational and opinion writers and writing in response to text requires students to read more closely, which improves reading comprehension.

In the lessons that follow, your students will learn to:

- Recognize and distinguish between genres (narrative, informational and opinion writing). They will be able to spot the subtle differences between informational and opinion writing.
- Annotate and analyze text to become strategic readers.
- Organize information in a logical manner so that their writing is easily understood and well paced.
- Develop broad yet distinct main ideas and main reasons.
- Generate a variety of rich supporting details.
- Conduct relevant research and enhance their writing with quotes, statistics, amazing facts, descriptive segments and anecdotes.
- Write compelling introductions with powerful leads and clear topic sentences.
- Creatively restate their main ideas and main reasons in conclusions that sum up the whole piece and end with decisive, memorable statements.
- Respond, in writing, to a variety of texts in order to demonstrate deep comprehension (including Short Contructed Response, Extended Constructed Response and Literary Analysis).

The activities provided here were developed for grade 3, as students acquire the writing skills they need to produce essays with multiple body paragraphs as well as effective introductions and conclusions.

Also included are a variety of more challenging activities that will guide more advanced students through the process of further developing and refining their writing skills. In each section you'll find a variety of lessons to meet the needs of the range of students in your class. Some lessons are largely teacher directed, others require greater independence on the part of the students. This allows you to differentiate to best meet the needs of all students.

In addition to the multitude of writing opportunities incorporated throughout this text, you will also find foundational lessons necessary to inform writing tasks. These critical thinking exercises (such as sorting details into main idea categories, recognizing fact from opinion, analysis of text, etc.) build the awareness level. Without this prior knowledge and experience students cannot be expected to effectively complete writing tasks.

Lastly, given the demands of the latest standards and testing trends, it is critical for students to generate their writing in both the traditional pen to paper mode and on a computer or other device. It is important to note that the latest research suggests that each modality stimulates the brain differently. Pen to paper is a slower, more multi-sensory process, which reinforces the assimilation of knowledge and skills in a wider variety of ways.

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Introduction

What You'll Find in this Resource

This book was designed to provide everything you'll need to teach informational and opinion writing as well as response to text in Grade 3. It includes not only opportunities for writing informational and opinion texts, but more importantly, we've deconstructed effective writing into all of the foundational concepts and discrete skills students need in order to be successful. Doing so empowers students to be able to analyze and annotate texts and respond to these texts in writing.

Writing is a complex task. Simply discussing the attributes of powerful texts as a prerequisite to writing is not enough. **Students must learn, through explicit, objective-driven instruction, the salient features of the genre, author's purpose, and have a strong grasp of basic concepts that inform these understandings.** For example, before asking students to organize their writing by arranging like details into paragraphs, they must know how to sort and categorize, to use inductive and deductive reasoning. Before we suggest the use of more powerful vocabulary in their writing we need to have students use it comfortably in spoken language. They need scaffolding to grasp and apply these concepts to the writing task. Skipping any of the foundational skills only results in frustration.

This resource includes clear, objective-driven lessons that cover the all-important foundational concepts, and then build writing lessons on this firm base of understanding. Then, we begin teaching all of the specific skills that are the hallmarks of effective informational, opinion, and response to text writing.

This approach is extremely powerful for teachers and youngsters alike. Teachers begin to look at writing in more objective terms, in relation to specific skills taught. Students gain by having what can be an overwhelming process broken into manageable parts.

For ease of use, the book is divided into skill sections. Within each section you'll find a wide range of lessons – some very directed, others requiring more independence on the part of the student. These can be used at your discretion based on the needs of your students.

The Skill Sections are as follows:

Literacy Launch*
Section 1: Broad Yet Distinct Main Ideas/Reasons
Section 2: Elaboration - Detail Generating Questions
Section 3: Research
Section 4: Introductions and Conclusions
Section 5: Authentic Writing Tasks

*This essential jumping-off point to writing instruction and reading comprehension is the prerequisite to understanding all genres of writing and reading purposes. For that reason, we suggest that whatever genre you begin teaching, all students are first introduced to the Literacy Launch. Then, regardless of what genre they are interacting with, whether in reading or writing, there will be a necessary fundamental understanding. *(Note: The Literacy Launch is presented in the same manner in both our Informational Writing Guide and Narrative Writing Guide. It only needs to be taught once and when concepts are mastered, teaching can move directly to Section 1. If for example, you begin with Informational writing, when you move to Narrative, the Literacy Launch instruction does not need to be repeated. Instead, move right to Section 1.)*

Additionally, the foundational skills learned during the Literacy Launch provide students with the tools needed to address text-dependent and constructed response tasks. Note that Response to Text (R) activities are interspersed throughout this Guide. To find specific skills, see the Response to Text Index, pp. 316-317.

(continued)

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Let's Compare Informational, Opinion, and Response to Text

	INFORMATIONAL	OPINION	RESPONSE TO TEXT
Organization	Informational Pillar	Opinion Pillar	Informational Pillar
Purpose	To inform	To state a personal opinion	To demonstrate comprehension
Introduction	Lead/topic sentence	Lead/opinion statement	Summarize the source material Turn the Question into the Response
Body of Piece	Main ideas	Main reasons	Main ideas
Supporting Details	What does it "look" like? Why is that important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments	What does it "look" like? Why is it important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments, personal experience	Cite evidence: Quotes, statistics, amazing facts Paraphrase Compare/Contrast information Use evidence from all source material
Conclusion	Creatively restate each idea	Creatively restate each reason Restate the opinion	Reiterate topic and main ideas Synthesize information & draw conclusions Evaluate how information inspires or challenges

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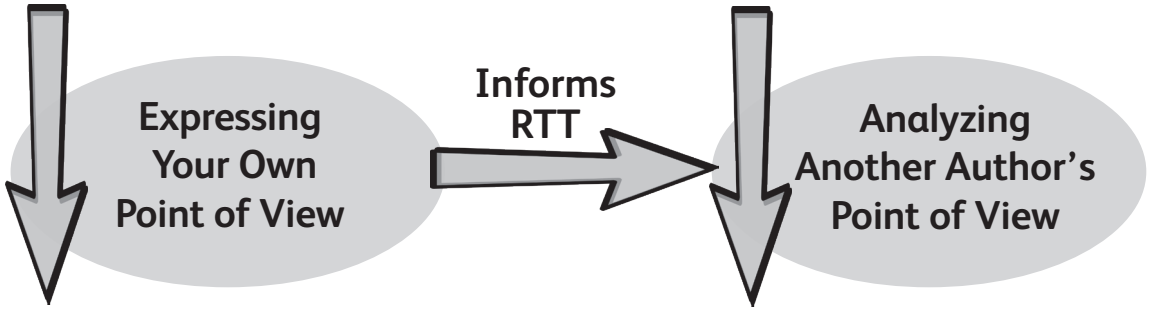
GENERATIVE VS. RESPONSIVE WRITING

In the real world, and now, more and more often in school, writing can be either motivated largely by the writer's interests, imagination, and personal experience (**generative writing**) or it can be in response to a source text or number of texts (**responsive writing**). Both approaches have value and one should not be overlooked at the expense of the other. Writing assessments in many places have moved away from generative writing in favor of responsive writing. **Ex.** A student must read several texts on a topic and then respond to what they read in an evaluative way, demonstrating not only literal comprehension, but critical thinking and personal reflection in response to a question or task. They must back their ideas, conclusions, or positions by citing evidence in the text. *The challenge is that success in this type of task really is rooted in reading comprehension.* Students who are challenged readers have a distinct disadvantage that they don't experience in many generative writing tasks. For these reasons we have included both generative and responsive writing tasks throughout the book. See chart below and note how one genre of writing informs the other.

GENERATIVE VS. RESPONSIVE WRITING



- Crafting original work
- Nurturing tomorrow's authors
- Understanding Informational writing
- Increasing deep comprehension
- Creative, stylistic, critical thinking
- Writing to express reading
- Simulating research
- Academic writing
- Defending conclusions
- Pragmatic, deductive, inductive reasoning

(continued)

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Literacy Launch

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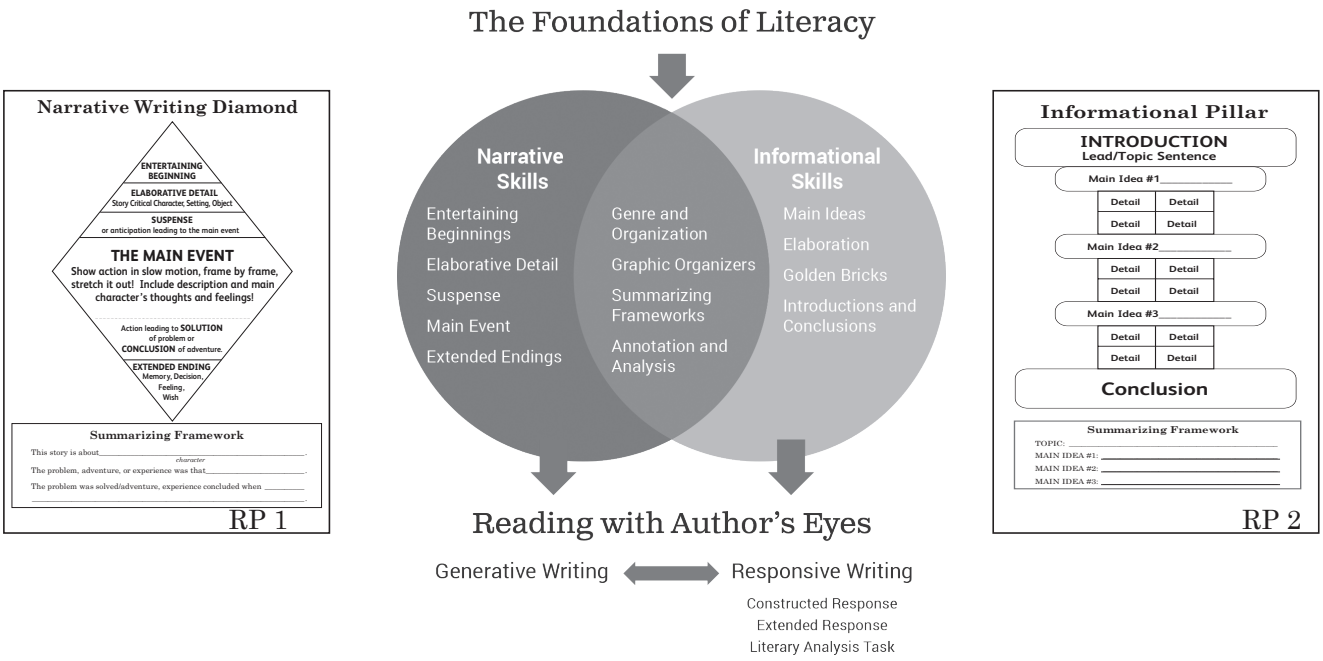
Where do we begin?

The Literacy Launch is the starting point! Before students can write or even read strategically, they need to be clear about genre and purpose. The lessons in this section help students develop the foundational concepts they need for both reading and writing. They'll be exposed to multiple genres of writing during this time frame, in much the same way as they are exposed to many types of text over the course of a day in content areas. They'll learn to recognize and identify the key characteristics of each genre, the organizational structure and author's purpose. You may worry that the time spent on these foundational skills might be better spent writing, pencil to paper. However, these core lessons are essential if students are to write with intention, a clear sense of purpose, with examples of strong writing to guide them. Too often we press students directly into writing tasks that overwhelm them because they don't have a clear understanding of how text is organized, nor do they have the skills to apply to the task. This will come in time but begins on the awareness level of understanding what authors do.

The Venn Diagram illustrates the Literacy Launch and the powerful writing-reading connection. The core of the diagram outlines the skills inherent in learning to recognize genre, organization, annotation and analysis, and the salient features of the various genres. By understanding how text is constructed, students can begin to read more strategically. We call this "Reading with Author's Eyes." Through the Literacy Launch, students are introduced to the graphic tools and summarizing frameworks first on the awareness level and then on the generative level. Students also learn to proactively interact with the text through the annotation and analysis process for each genre of writing and then apply that process to their independent reading. Each step in the foundational learning process creates a predictable approach to literacy that students can rely on and internalize.



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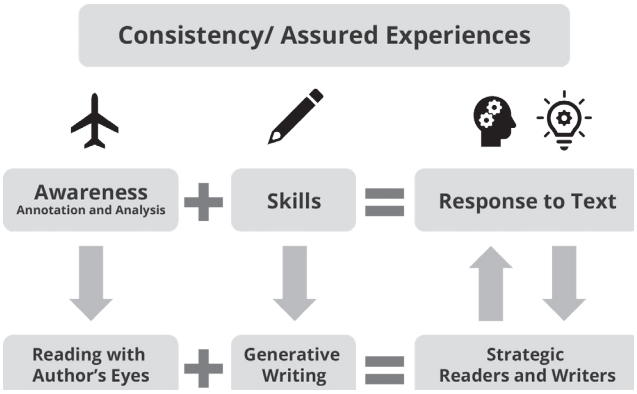
Teacher Background: The Literacy Launch

Once students have completed the foundational learning presented in the Literacy Launch, they can move seamlessly into narrative, informational, or opinion/argument writing. The discrete skills of each genre are broken down into manageable components and taught through the Empowering Writers methodology. This is presented in incremental steps that begin with the awareness level and then provides students with the capacity to generate and craft original writing, while also preparing them to respond in writing. The synergistic nature of the awareness level understanding, coupled with genre specific skill development allows students to respond to text and become strategic readers and writers. Once the Literacy Launch is completed, you'll move directly into skill development.



Defining Genre

Narrative Writing - Narrative writing is written to entertain an audience of others through storytelling. The author's focus is on a main character in a setting who has a problem to solve or an adventure or meaningful experience to share. The main character typically grows or changes in some way as the story develops.

Informational Writing - The purpose of informational writing is to inform an audience of others. The organization is linear, typified by an introduction, several body paragraphs that include a main idea with supporting details, and a conclusion. The tone of the informational piece is usually straightforward and the author works hard to present information in an organized, sequential fashion. The focus of informational writing is on a topic.

Opinion Writing - The purpose of opinion writing is to share a personal opinion. The successful opinion author uses information strategically, showcasing facts that support the opinion. With an organizational structure similar to informational writing, opinion writing focuses on an issue or position that can be looked at from multiple perspectives. To do this, students must be able to distinguish between fact and opinion.

Argument Writing - The purpose of argument writing is to organize and present a well-reasoned, logical argument demonstrating the writer's position, belief, or conclusion on an issue. The writer makes a claim and supports it with sound reasons and evidence. Additionally, the author must defend the claim using credible sources and address a counterargument. The organizational structure of argument writing mirrors informational writing with an introduction, several body paragraphs, and a conclusion.

Response to Text Writing - The purpose of this type of writing is to demonstrate deep comprehension of source material. There are two types of response to text - Short Constructed Response (SCR) and Extended Constructed Response (ECR). In SCR, the organizational structure is one paragraph with an introduction statement, several pieces of evidence that are either cited directly from the source text or paraphrased, and a conclusion statement. ECR is a multi-paragraph response to source text and takes the shape of informational writing with an introduction paragraph, several body paragraphs, and a conclusion paragraph. In both types of response writing, students must use the given source text(s) to support their answer to a question or task and provide their analysis.

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LESSON 1

LESSON AT A GLANCE:

Whole Class

- *Project Narrative Diamond.*
- *Define and ask guiding questions.*
- *Proceed similarly with informational pillar.*

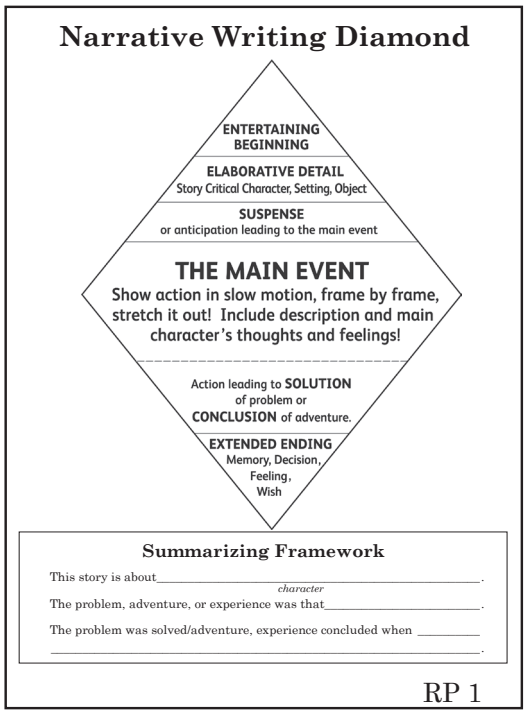
Objective

Students learn that graphic organizers represent the shape and structure of corresponding genres of writing. Specifically, they will recognize the Narrative Diamond, Informational Pillar, and Opinion Pillar.

Procedure

1. Explain to students that certain types of diagrams called graphic organizers are used to represent the shape and structure of each type or genre of writing. Graphic organizers are used to help authors plan their writing and to summarize their reading.

2. Project the Narrative Writing Diamond, RP 1. Talk students through each section of the diamond, explaining how narrative stories follow the pattern represented.



The following **guiding questions** will help you engage students as you point them through the Diamond:

- How big is the beginning of the story? (small)
- What follows the beginning? (elaborative detail)
- What is the largest part of the story? (main event)
- Can you point to the ending?

Explain that as they begin analyzing narrative stories more closely, they'll be able to identify each of the sections of the Diamond.

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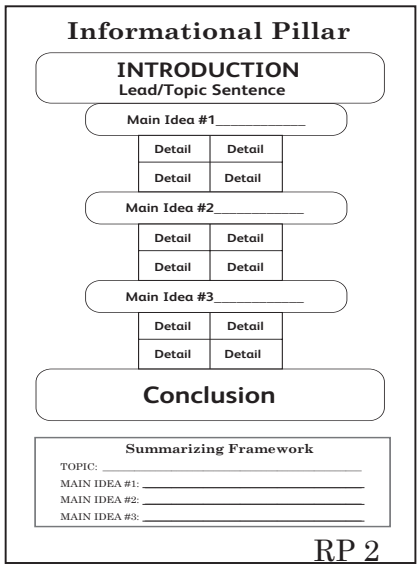
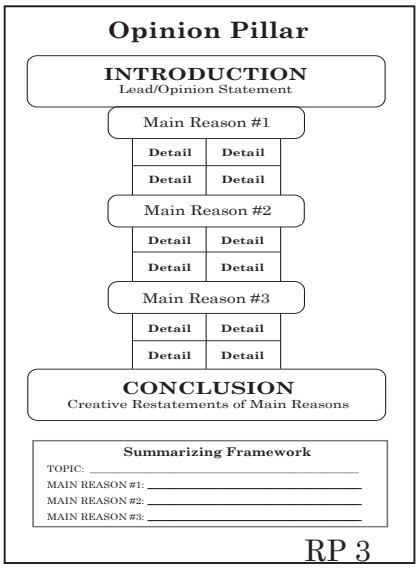
3. Proceed in similar fashion with the Informational Pillar, RP 2, and the Opinion Pillar, RP 3. (You might want to approach each graphic organizer on a different day.)





Use the following **guiding questions** for both the Informational and Opinion Pillars:

- What are the largest, broadest parts of the pillar? (Introduction and Conclusion)
- Can you point to the main ideas/main reasons?
- What supports the main ideas/main reasons? (details)

Close the lesson by asking students the following:

- How are these graphic organizers helpful?
- How do authors use these graphic organizers?

Leave each graphic organizer posted in the classroom, and refer to these every time you read or write.

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LESSON 5

Objective

Students learn strategies for close reading that provide valuable information about organization that will later inform their writing.

Strategies include:

- skimming and scanning for an overview of the entire text
- recognizing the importance of headings, keywords, diagrams, illustrations
- writing a summary based on information provided (text conventions)

LESSON AT A GLANCE:

Whole Class and Independent Activity

- *Introduce students to text conventions.*
- *Modeling skimming, scanning.*
- *Point out how cues improve reading.*
- *Summarize the piece.*

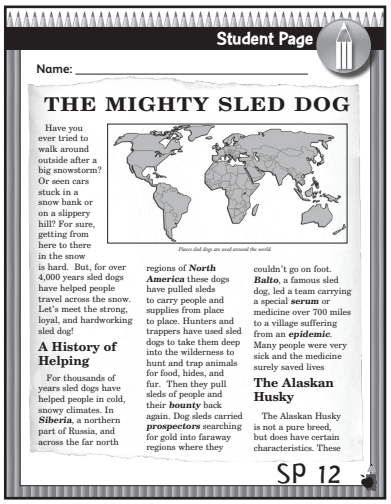
Important Vocabulary

title, topic, headings, bold-face print, italicized print, key words, diagram, photograph, illustration, caption

Procedure

1. Explain to the class that they will be reading a selection titled The Mighty Sled Dog, SP 12-13 and that they'll be learning some strategies for how to read more effectively in order to glean the most information from the text.

2. Explain that, before they read an informational piece, it's important to look for certain cues that can provide valuable information to aid the reader's understanding. Distribute copies to the class and project. *To build context and background begin by showing the students numerous online images of a variety of dog sledding (or, for the other text Niagara Falls, SP 15-16) and discuss what, if any, prior knowledge they might have.* Read the text aloud. This will give them a sense of what the text is all about.


Student Page

Name: _____

THE MIGHTY SLED DOG

Have you ever tried to walk around outside after a big snowstorm? Or seen cars stuck in a snow bank or on a slippery hill? For sure, getting from here to there in the snow is hard. But, for over 4,000 years sled dogs have helped people travel across the snow. Let's meet the strong, loyal, and hardworking sled dog!

Places sled dogs are used around the world

A History of Helping

For thousands of years sled dogs have helped people in cold, snowy climates. In ***Siberia***, a northern part of Russia, and across the far north regions of ***North America*** these dogs have pulled sleds to carry people and supplies from place to place. Hunters and trappers have used sled dogs to take them deep into the wilderness to hunt and trap animals for food, hides, and fur. Then they pull sleds of people and their ***bounty*** back again. Dog sleds carried ***prospectors*** searching for gold into faraway regions where they couldn't go on foot. ***Balto***, a famous sled dog, led a team carrying a special ***serum*** or medicine over 700 miles to a village suffering from an ***epidemic***. Many people were very sick and the medicine surely saved lives

The Alaskan Husky

The Alaskan Husky is not a pure breed, but does have certain characteristics. These

SP 12

Student Page

A group of Alaskan Husky dogs.

able to work on a team of between 3 and 16 dogs to pull the sled.

Dog Sled Racing

Dog Sled drivers, or ***mushers***, often enjoy racing with other dog sled teams. They must train their dogs to turn quickly and not to get tangled in the lines that connect their harnesses. The team with the best-behaved, smartest, strongest, fastest dogs will be the winner! A famous Alaskan dog race is called the Iditarod. Teams race over one thousand miles, from Anchorage to Nome, Alaska. The record for the fastest Iditarod time is less than 9 days!

Strong and fast, sled dogs are loyal to their team through thick and thin. If you ever travel to a cold and snowy climate like Alaska, you might be able to go for a ride on a dog sled. Dress warm, hold on tight, and get ready to MUSH!

Sled teams begin the Iditarod.

SP 13

Student Page

Name: _____

THE MIGHTY SLED DOG

Read The Mighty Sled Dog and answer the questions, below.

1. Underline the **title**.
2. Circle the three **headings**.
3. Highlight, in yellow, the ***keywords*** and their definitions.
4. Highlight, in pink, the **captions** beneath photos and map.
5. Write two details about Sled dogs that you learned in this text:

_____

_____

_____

_____

SP 14

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Student Page

Name: _____

NIAGARA FALLS

If you hear thundering water crashing 165 feet over rocky ledges, feel the air filled with mist, and watch over seven hundred thousand gallons of water per second flow past, do you know where you'd be? If you guessed Niagara Falls, you're right! Let's find out how the falls formed, how people enjoy them, and the many daredevil stunts people have tried there.

How Niagara Formed

Niagara Falls was formed over ten thousand years ago at the end of the last ice age. Waterfalls occur when a stream or river ***erodes*** or washes away the bed of soil beneath it. When this happens, hard slabs of rocks are uncovered. Softer rocks are worn down and disappear. The strongest rocks, called capstones, cause the water to flow across them and then down. Niagara Falls are located between Ontario, Canada and New York State. These falls are actually made up of three different falls that ***converge*** or join together. The largest of the three is called Horseshoe Falls, and the smallest Bridal Veil Falls.

Enjoying Niagara Falls

For years Niagara Falls has drawn many visitors. Nowadays families love to take a sail on a boat called ***The Maid of the Mist***. Upon ***embarking*** (getting onboard) you'll be given a blue plastic

SP 15

Student Page

Tourist vessel, *The Maid of the Mist*

Niagara Stunts

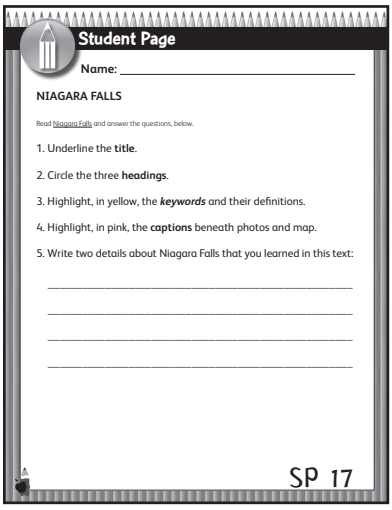
Through the years many ***daredevils*** or extreme risk-takers have performed dangerous stunts at Niagara Falls. Many tried to go over the falls in a barrel. Most who have tried this have died, although some survived. The first person to go over the falls and survive was a schoolteacher named Miss Annie Taylor. In 1901 she was strapped into a special harness inside a barrel (along with her cat) and was launched into the river and over the falls. The barrel was pulled from the river about twenty minutes later. Though bruised and stunned, Annie Taylor lived. Other daredevils have walked across the falls between the United States and Canada on tightropes. Another even tried to go over on a jet ski, but did not live to tell about it. These stunts are against the law, and many thrill-seekers have arrested trying some new trick.

Though not the tallest or broadest waterfall in the world, Niagara Falls is impressive. If you visit Ontario or upper New York State, be sure to see the falls. See if you can recognize the Niagara River feeding the falls, and the rocky capstone. Take a boat ride or view the falls from an observation deck. And, perhaps best of all, imagine the daredevil stunts performed there through the years!

raincoat to protect you from the water and mist in the basin of the Horseshoe Falls. For another view you can climb in special tunnels along the steep rock to observation decks behind the tumbling water. Nearby there are hundreds of hotels and restaurants. Tourists can find a variety of shops, waterparks, and other attractions to make their trip even more interesting.

Daredevil Annie Taylor and her barrel

SP 16



Student Page

Name: _____

NIAGARA FALLS

Read Niagara Falls and answer the questions, below.

1. Underline the **title**.
2. Circle the three **headings**.
3. Highlight, in yellow, the ***keywords*** and their definitions.
4. Highlight, in pink, the **captions** beneath photos and map.
5. Write two details about Niagara Falls that you learned in this text:

_____

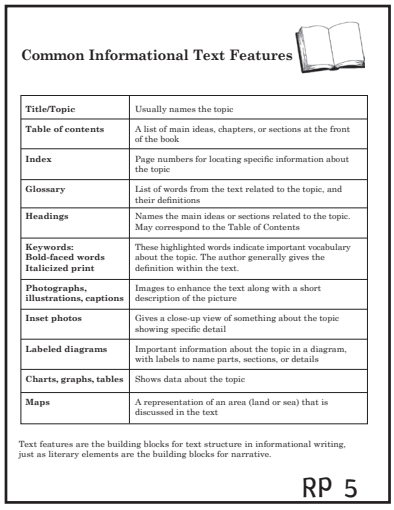
_____

_____

_____

SP 17

3. Direct their attention to the text and ask them to annotate it together, labeling the important parts. Use the Strategic Reading Guidelines, pp. 38-39 or Common Informational Text Features, RP 5, to inform your discussion.



Common Informational Text Features

Title/Topic	Usually names the topic
Table of contents	A list of main ideas, chapters, or sections at the front of the book
Index	Page numbers for locating specific information about the topic
Glossary	List of words from the text related to the topic, and their definitions
Headings	Names the main ideas or sections related to the topic. May correspond to the Table of Contents
Keywords: Bold-faced words Italicized print	These highlighted words indicate important vocabulary about the topic. The author generally gives the definition within the text.
Photographs, illustrations, captions	Images to enhance the text along with a short description of the picture
Inset photos	Gives a close-up view of something about the topic showing specific detail
Labeled diagrams	Important information about the topic in a diagram, with labels to name parts, sections, or details
Charts, graphs, tables	Shows data about the topic
Maps	A representation of an area (land or sea) that is discussed in the text

Text features are the building blocks for text structure in informational writing, just as literary elements are the building blocks for narrative.

RP 5

4. First, circle the ***title***. Ask them what the *title* reveals. (the ***topic***) Remind them that the topic tells the reader what the entire piece will be about. **Model** this for students and have them do the same.
5. Next, for reference purposes, number each paragraph.
6. Point out and underline the ***headings***. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the ***main ideas*** of the piece.

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7. Ask them to help you fill in the summarizing framework, based solely on the title and headings.

   Chart:

   TOPIC: Sled Dogs

   MAIN IDEA #1: History of Helping

   MAIN IDEA #2: Alaskan Husky

   MAIN IDEA #3: Dog Sled Racing

   Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension. Discuss how a summary such as this might be an excellent way for an author to begin. (Helps with organization and focus.)

8. Next, in each paragraph, have them locate all **bold-faced** or ***italicized*** words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important ***details*** in the piece.

   (**Option**: For homework, have students create a key word vocabulary chart, listing each key word followed by a definition they craft from the information provided in the text.)

9. Point out the ***map***, the ***photograph*** and its ***caption***. Ask students why these are important.

10. Model how to use the information on the summarizing framework to write an extended summary using the sentence starters, coupled with Informative Verbs, RP 6.

Sentence Starters:

This text provides information about_____.

This informative piece _____.

In this text, the author _____.

The author reveals _____.

The reader discovers _____.

In this paragraph/piece _____.

It was clearly_____.

INFORMATIVE VERBS

recognize	understand
learn about	become aware of
discover	uncover
reveal	study
examine	observe
analyze	investigate
find out	focus on
know	delve into
consider	determine
remember	explore
discusses	informs

RP 6

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LESSON 8

Objective

Day 1: Students recognize and distinguish between character problem solution narratives, personal experience narratives, informational, and opinion texts.

Day 2: Students recognize and distinguish between informational and opinion texts.

LESSON AT A GLANCE:

Whole Class Activity

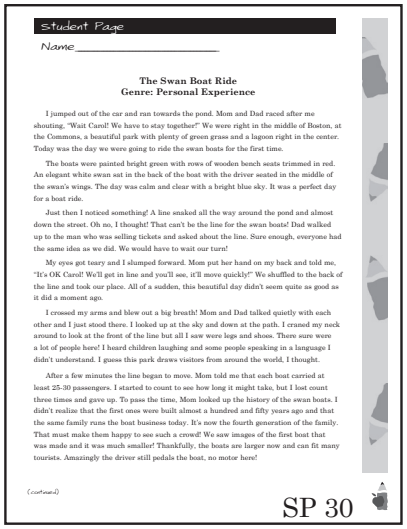
- *Introduce each genre.*
- *Annotate and analyze each selection.*
- *Summarize each selection.*

Procedure

Day 1

1. Explain that they will be reading a particular kind of text called a personal experience narrative. Using the Narrative Teacher Background in the Introduction Section, pp. 12-17, define and discuss this type of story (genre), emphasizing the key elements.

2. Distribute copies of The Swan Boat Ride (Personal Experience), SP 30-31, and RP 8, Annotation and Analysis Process for Narrative Stories. First read the entire story aloud to them. Then, go back and annotate the story with the class (Refer to pp. 54-55). Use RP 8 for the step by step procedure and refer to the teacher version, p. 52. Discuss the story as you go, having students annotate (mark the parts of the story) along with you. In this exemplar, be sure to point out the entertaining beginning, middle, and end, the wealth of elaborative detail, and discuss what the theme might be. Finally, use the Narrative Summarizing Framework outlined at the end of the Teacher Reference Page, to orally summarize the story.



Student Page

Name _____

The Swan Boat Ride
Genre: Personal Experience

I jumped out of the car and ran towards the pond. Mom and Dad raced after me shouting, "Wait Carol! We have to stay together!" We were right in the middle of Boston, at the Commons, a beautiful park with plenty of green grass and a lagoon right in the center. Today was the day we were going to ride the swan boats for the first time.

The boats were painted bright green with rows of wooden bench seats trimmed in red. An elegant white swan sat in the back of the boat with the driver seated in the middle of the swan's wings. The day was calm and clear with a bright blue sky. It was a perfect day for a boat ride.

Just then I noticed something! A line snaked all the way around the pond and almost down the street. Oh no, I thought! That can't be the line for the swan boats! Dad walked up to the man who was selling tickets and asked about the line. Sure enough, everyone had the same idea as we did. We would have to wait our turn!

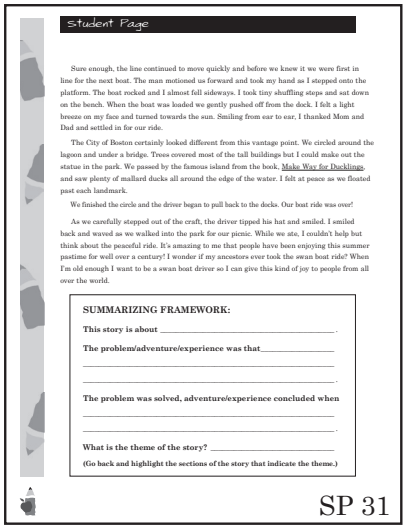
My eyes got teary and I slumped forward. Mom put her hand on my back and told me, "It's OK, Carol! We'll get in line and you'll see, it'll move quickly!" We shuffled to the back of the line and took our place. All of a sudden, this beautiful day didn't seem quite as good as it did a moment ago.

I crossed my arms and blew out a big breath! Mom and Dad talked quietly with each other and I just stood there. I looked up at the sky and down at the path. I craned my neck around to look at the front of the line but all I saw were legs and shoes. There sure were a lot of people here! I heard children laughing and some people speaking in a language I didn't understand. I guess this park draws visitors from around the world, I thought.

After a few minutes the line began to move. Mom told me that each boat carried at least 25-30 passengers. I started to count to see how long it might take, but I lost count three times and gave up. To pass the time, Mom looked up the history of the swan boats. I didn't realize that the first ones were built almost a hundred and fifty years ago and that the same family runs the boat business today. It's now the fourth generation of the family. That must make them happy to see such a crowd! We saw images of the first boat that was made and it was much smaller! Thankfully, the boats are larger now and can fit many tourists. Amazingly the driver still pedals the boat, no motor here!

(continued)

SP 30



Student Page

Sure enough, the line continued to move quickly and before we knew it we were first in line for the next boat. The man motioned us forward and took my hand as I stepped onto the platform. The boat rocked and I almost fell sideways. I took tiny shuffling steps and sat down on the bench. When the boat was loaded we gently pushed off from the dock. I felt a light breeze on my face and turned towards the sun. Smiling from ear to ear, I thanked Mom and Dad and settled in for our ride.

The City of Boston certainly looked different from this vantage point. We circled around the lagoon and under a bridge. Trees covered most of the tall buildings but I could make out the statue in the park. We passed by the famous island from the book, Make Way for Ducklings, and saw plenty of mallard ducks all around the edge of the water. I felt at peace as we floated past each landmark.

We finished the circle and the driver began to pull back to the docks. Our boat ride was over!

As we carefully stepped out of the craft, the driver tipped his hat and smiled. I smiled back and waved as we walked into the park for our picnic. While we ate, I couldn't help but think about the peaceful ride. It's amazing to me that people have been enjoying this summer pastime for well over a century! I wonder if my ancestors ever took the swan boat ride? When I'm old enough I want to be a swan boat driver so I can give this kind of joy to people from all over the world.

SUMMARIZING FRAMEWORK:

This story is about _____.

The problem/adventure/experience was that _____.

_____.

_____.

The problem was solved, adventure/experience concluded when

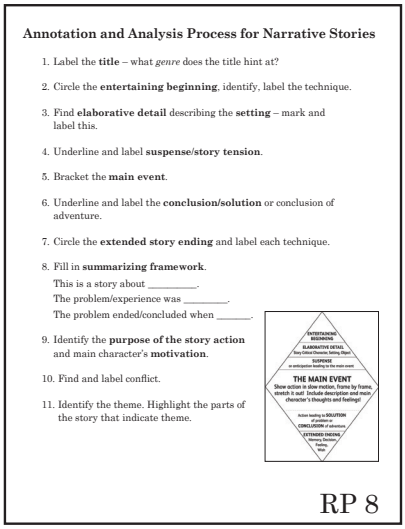
_____.

_____.

What is the theme of the story? _____

(Go back and highlight the sections of the story that indicate the theme.)

SP 31



Annotation and Analysis Process for Narrative Stories

1. Label the **title** – what *genre* does the title hint at?
2. Circle the **entertaining beginning**, identify, label the technique.
3. Find **elaborative detail** describing the **setting** – mark and label this.
4. Underline and label **suspense/story tension**.
5. Bracket the **main event**.
6. Underline and label the **conclusion/solution** or conclusion of adventure.
7. Circle the **extended story ending** and label each technique.
8. Fill in **summarizing framework**.
   This is a story about _____.
   The problem/experience was _____.
   The problem ended/concluded when _____.
9. Identify the **purpose of the story action** and main character's **motivation**.
10. Find and label conflict.
11. Identify the theme. Highlight the parts of the story that indicate theme.

RP 8

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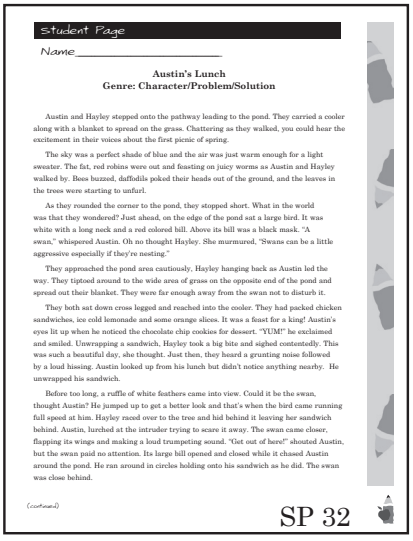
3. If time allows, go on to the character/problem/solution narrative titled Austin's Lunch, SP 32-33. Follow the same process as in the previous story, using the annotated teacher page (pp. 56-57) to guide the process. Emphasize the problem and the solution. Be sure to mention that again, the purpose here is to entertain. Refer back to the Narrative Teacher Background in the Introduction Section, pp. 12-17. (Of course, you may approach this story on a separate day.)



Student Page

Name_____

Austin's Lunch
Genre: Character/Problem/Solution

Austin and Hayley stepped onto the pathway leading to the pond. They carried a cooler along with a blanket to spread on the grass. Chattering as they walked, you could hear the excitement in their voices about the first picnic of spring.

The sky was a perfect shade of blue and the air was just warm enough for a light sweater. The fat, red robins were out and feasting on juicy worms as Austin and Hayley walked by. Bees buzzed, daffodils poked their heads out of the ground, and the leaves in the trees were starting to unfurl.

As they rounded the corner to the pond, they stopped short. What in the world was that they wondered? Just ahead, on the edge of the pond sat a large bird. It was white with a long neck and a red colored bill. Above its bill was a black mask. "A swan," whispered Austin. Oh no thought Hayley. She murmured, "Swans can be a little aggressive especially if they're nesting."

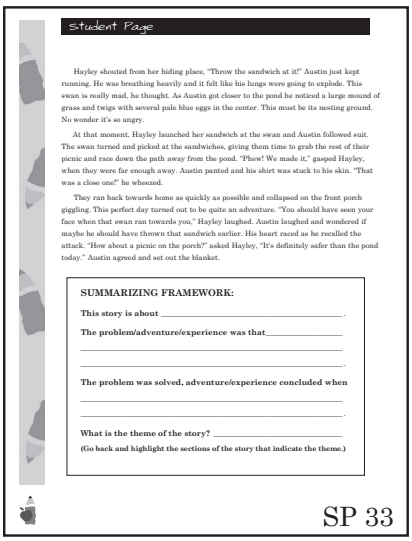
They approached the pond area cautiously, Hayley hanging back as Austin led the way. They tiptoed around to the wide area of grass on the opposite end of the pond and spread out their blanket. They were far enough away from the swan not to disturb it.

They both sat down cross legged and reached into the cooler. They had packed chicken sandwiches, ice cold lemonade and some orange slices. It was a feast for a king! Austin's eyes lit up when he noticed the chocolate chip cookies for dessert. "YUM!" he exclaimed and smiled. Unwrapping a sandwich, Hayley took a big bite and sighed contentedly. This was such a beautiful day, she thought. Just then, they heard a grunting noise followed by a loud hissing. Austin looked up from his lunch but didn't notice anything nearby. He unwrapped his sandwich.

Before too long, a ruffle of white feathers came into view. Could it be the swan, thought Austin? He jumped up to get a better look and that's when the bird came running full speed at him. Hayley raced over to the tree and hid behind it leaving her sandwich behind. Austin, lurched at the intruder trying to scare it away. The swan came closer, flapping its wings and making a loud trumpeting sound. "Get out of here!" shouted Austin, but the swan paid no attention. Its large bill opened and closed while it chased Austin around the pond. He ran around in circles holding onto his sandwich as he did. The swan was close behind.

(continued)

SP 32



Student Page

Hayley shouted from her hiding place, "Throw the sandwich at it!" Austin just kept running. He was breathing heavily and it felt like his lungs were going to explode. This swan is really mad, he thought. As Austin got closer to the pond he noticed a large mound of grass and twigs with several pale blue eggs in the center. This must be its nesting ground. No wonder it's so angry.

At that moment, Hayley launched her sandwich at the swan and Austin followed suit. The swan turned and picked at the sandwiches, giving them time to grab the rest of their picnic and race down the path away from the pond. "Phew! We made it," gasped Hayley, when they were far enough away. Austin panted and his shirt was stuck to his skin. "That was a close one!" he wheezed.

They ran back towards home as quickly as possible and collapsed on the front porch giggling. This perfect day turned out to be quite an adventure. "You should have seen your face when that swan ran towards you," Hayley laughed. Austin laughed and wondered if maybe he should have thrown that sandwich earlier. His heart raced as he recalled the attack. "How about a picnic on the porch?" asked Hayley, "It's definitely safer than the pond today." Austin agreed and set out the blanket.

SUMMARIZING FRAMEWORK:

This story is about _____.

The problem/adventure/experience was that_____

_____

_____.

The problem was solved, adventure/experience concluded when

_____

_____.

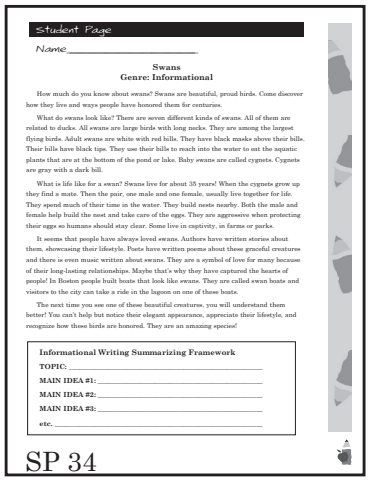
What is the theme of the story? _____

(Go back and highlight the sections of the story that indicate the theme.)

SP 33

Day 2

4. On a subsequent day(s), walk students through the informational text Swans, SP 34, pointing out the way this text is organized using the Informational Pillar, RP 2, and Annotation and Analysis Process for Informational and Opinion Texts, RP 7. Emphasize that the purpose of this text is to inform the reader, to provide them with information. Compare this to the 2 narrative stories and discuss the many differences.



Student Page

Name_____

Swans
Genre: Informational

How much do you know about swans? Swans are beautiful, proud birds. Come discover how they live and ways people have honored them for centuries.

What do swans look like? There are seven different kinds of swans. All of them are related to ducks. All swans are large birds with long necks. They are among the largest flying birds. Adult swans are white with red bills. They have black masks above their bills. Their bills have black tips. They use their bills to reach into the water to eat the aquatic plants that are at the bottom of the pond or lake. Baby swans are called cygnets. Cygnets are gray with a dark bill.

What is life like for a swan? Swans live for about 35 years! When the cygnets grow up they find a mate. Then the pair, one male and one female, usually live together for life. They spend much of their time in the water. They build nests nearby. Both the male and female help build the nest and take care of the eggs. They are aggressive when protecting their eggs so humans should stay clear. Some live in captivity, in farms or parks.

It seems that people have always loved swans. Authors have written stories about them, showcasing their lifestyle. Poets have written poems about these graceful creatures and there is even music written about swans. They are a symbol of love for many because of their long-lasting relationships. Maybe that's why they have captured the hearts of people! In Boston people built boats that look like swans. They are called swan boats and visitors to the city can take a ride in the lagoon on one of these boats.

The next time you see one of these beautiful creatures, you will understand them better! You can't help but notice their elegant appearance, appreciate their lifestyle, and recognize how these birds are honored. They are an amazing species!

Informational Writing Summarizing Framework

TOPIC: _____

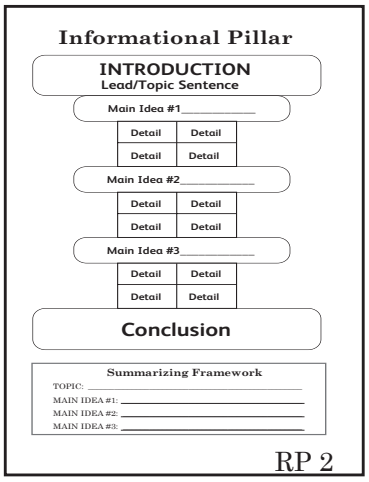
MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

etc. _____

SP 34



Informational Pillar

INTRODUCTION
Lead/Topic Sentence

Main Idea #1_____

Detail	Detail
Detail	Detail

Main Idea #2_____

Detail	Detail
Detail	Detail

Main Idea #3_____

Detail	Detail
Detail	Detail

Conclusion

Summarizing Framework

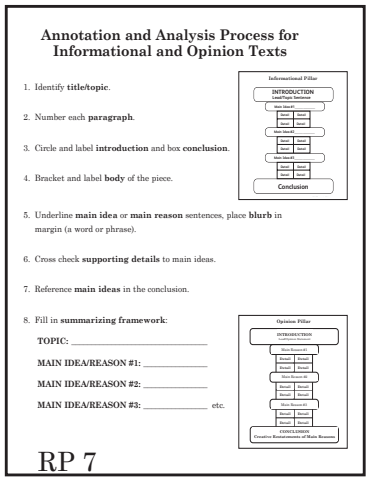
TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

RP 2



Annotation and Analysis Process for Informational and Opinion Texts

1. Identify **title/topic**.
2. Number each **paragraph**.
3. Circle and label **introduction** and box **conclusion**.
4. Bracket and label **body** of the piece.
5. Underline **main idea** or **main reason** sentences, place **blurb** in margin (a word or phrase).
6. Cross check **supporting details** to main ideas.
7. Reference **main ideas** in the conclusion.
8. Fill in **summarizing framework**:

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____

MAIN IDEA/REASON #3: _____ etc.

RP 7

Move on to the Opinion text Water Fowl Growing Out of Control, SP 35-36, moving through it in the same manner. Be sure to point out the purpose (to express a point of view) and the opinion language that is subjective and personal. Have students refer to Sentence Starters for Opinion Writing, RP 4. Use the annotated teacher version, pp. 59-60, to guide your discussion.

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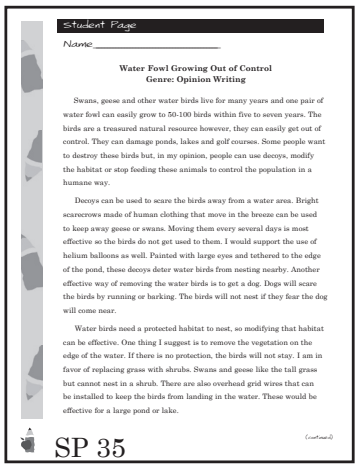


Student Page

Name: _____

Water Fowl Growing Out of Control
Genre: Opinion Writing

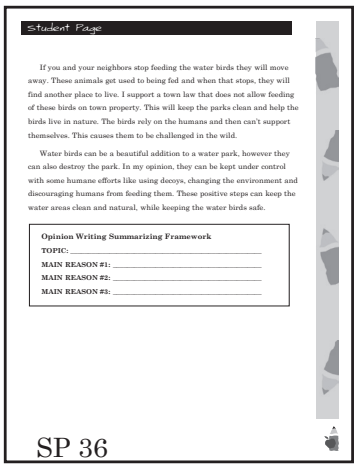
Swans, geese and other water birds live for many years and one pair of water fowl can easily grow to 50-100 birds within five to seven years. The birds are a treasured natural resource however, they can easily get out of control. They can damage ponds, lakes and golf courses. Some people want to destroy these birds but, in my opinion, people can use decoys, modify the habitat or stop feeding these animals to control the population in a humane way.

Decoys can be used to scare the birds away from a water area. Bright scarecrows made of human clothing that move in the breeze can be used to keep away geese or swans. Moving them every several days is most effective so the birds do not get used to them. I would support the use of helium balloons as well. Painted with large eyes and tethered to the edge of the pond, these decoys deter water birds from nesting nearby. Another effective way of removing the water birds is to get a dog. Dogs will scare the birds by running or barking. The birds will not nest if they fear the dog will come near.

Water birds need a protected habitat to nest, so modifying that habitat can be effective. One thing I suggest is to remove the vegetation on the edge of the water. If there is no protection, the birds will not stay. I am in favor of replacing grass with shrubs. Swans and geese like the tall grass but cannot nest in a shrub. There are also overhead grid wires that can be installed to keep the birds from landing in the water. These would be effective for a large pond or lake.

(continued)

SP 35



Student Page

If you and your neighbors stop feeding the water birds they will move away. These animals get used to being fed and when that stops, they will find another place to live. I support a town law that does not allow feeding of these birds on town property. This will keep the parks clean and help the birds live in nature. The birds rely on the humans and then can't support themselves. This causes them to be challenged in the wild.

Water birds can be a beautiful addition to a water park, however they can also destroy the park. In my opinion, they can be kept under control with some humane efforts like using decoys, changing the environment and discouraging humans from feeding them. These positive steps can keep the water areas clean and natural, while keeping the water birds safe.

Opinion Writing Summarizing Framework

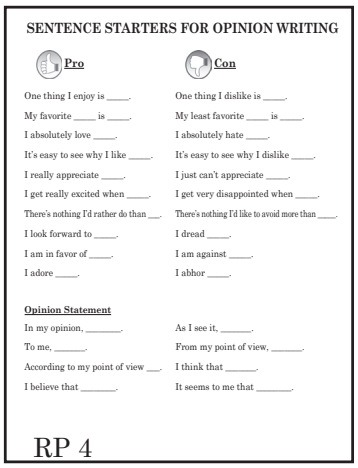
TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____

MAIN REASON #3: _____

SP 36



SENTENCE STARTERS FOR OPINION WRITING

Pro	Con
One thing I enjoy is _____.	One thing I dislike is _____.
My favorite _____ is _____.	My least favorite _____ is _____.
I absolutely love _____.	I absolutely hate _____.
It's easy to see why I like _____.	It's easy to see why I dislike _____.
I really appreciate _____.	I just can't appreciate _____.
I get really excited when _____.	I get very disappointed when _____.
There's nothing I'd rather do than ___.	There's nothing I'd like to avoid more than ____.
I look forward to _____.	I dread _____.
I am in favor of _____.	I am against _____.
I adore _____.	I abhor _____.

Opinion Statement

In my opinion, _____.	As I see it, _____.
To me, _____.	From my point of view, _____.
According to my point of view ___.	I think that _____.
I believe that _____.	It seems to me that _____.

RP 4

5. As a culminating activity, have the students look back over the 4 texts they annotated. Write the following on the board:

   NARRATIVE STORIES – purpose: to entertain
   - Character/problem/solution – focus on a ***character*** who solves a problem
   - Personal experience narrative – focus on a ***place or activity***, highly descriptive

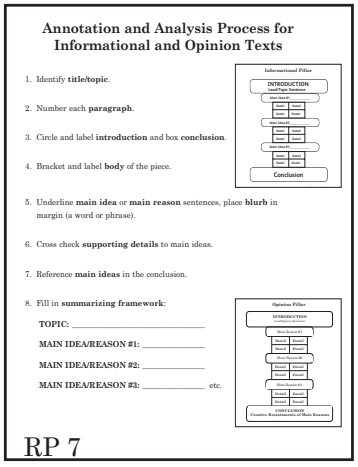
   INFORMATIONAL PIECES – focus on a ***topic*** – purpose: to inform

   OPINION PIECES – focus on a personal ***point of view*** – purpose: to express a personal opinion

6. Display the Narrative Diamond, RP 1; Informational Pillar, RP 2; and Opinion Pillar, RP 3 and use these each time you interact with text.

Turn and Talk: Discuss with a partner the similarities and differences in each genre. Why is it important to identify genre before reading the piece?

Note: Apply this annotation process to all the reading you do in the classroom across the curriculum. Remind students to use the reference sheets for annotation and analysis with each selection they read (RP 7 and RP 8). They can also use RP 9 for summarizing each type of text they read.



Annotation and Analysis Process for Informational and Opinion Texts

1. Identify **title/topic**.
2. Number each **paragraph**.
3. Circle and label **introduction** and box **conclusion**.
4. Bracket and label **body** of the piece.
5. Underline **main idea** or **main reason** sentences, place **blurb** in margin (a word or phrase).
6. Cross check **supporting details** to main ideas.
7. Reference **main ideas** in the conclusion.
8. Fill in **summarizing framework**:

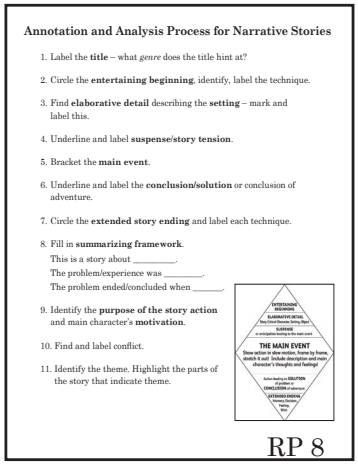
   TOPIC: _____

   MAIN IDEA/REASON #1: _____

   MAIN IDEA/REASON #2: _____

   MAIN IDEA/REASON #3: _____ etc.

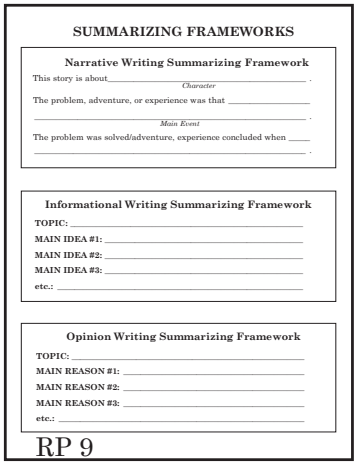
RP 7



Annotation and Analysis Process for Narrative Stories

1. Label the **title** – what *genre* does the title hint at?
2. Circle the **entertaining beginning**, identify, label the technique.
3. Find **elaborative detail** describing the **setting** – mark and label this.
4. Underline and label **suspense/story tension**.
5. Bracket the **main event**.
6. Underline and label the **conclusion/solution** or conclusion of adventure.
7. Circle the **extended story ending** and label each technique.
8. Fill in **summarizing framework**.
   This is a story about _____.
   The problem/experience was _____.
   The problem ended/concluded when _____.
9. Identify the **purpose of the story action** and main character's **motivation**.
10. Find and label conflict.
11. Identify the theme. Highlight the parts of the story that indicate theme.

RP 8



SUMMARIZING FRAMEWORKS

Narrative Writing Summarizing Framework

This story is about _____ .
Character

The problem, adventure, or experience was that _____ .
Main Event

The problem was solved/adventure, experience concluded when _____ .

Informational Writing Summarizing Framework

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

etc.: _____

Opinion Writing Summarizing Framework

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____

MAIN REASON #3: _____

etc.: _____

RP 9

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LESSON 11

Objective

Students will locate the evidence from the text that matches the literary analysis questions and then use that evidence to provide textual support for their answers.

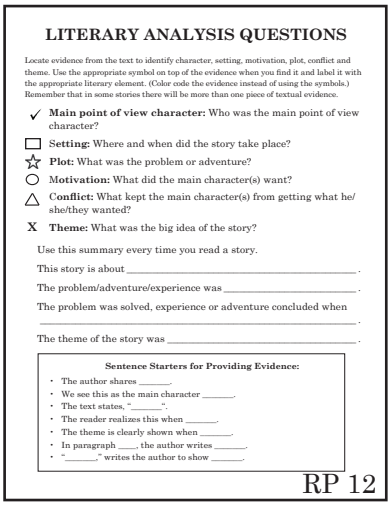
LESSON AT A GLANCE:

Whole Class Activity

- *Select a prior story that has been annotated.*
- *Review literary elements and symbols on RP 12 (or color-code).*
- *Go through the story and label/code each element as students find the evidence to back up their answer.*
- *Orally state the answer to each question using the sentence starters and the evidence.*

Procedure

1. Direct students to take out Turning Questions into Responses, SP 59, from the previous lesson. Explain that although they were able to answer each question, they need to go back into the text to find the evidence. Evidence is the proof that the answer is valid.
2. Discuss the task.
3. Distribute Literary Analysis Questions, RP 12. Project a story you have previously annotated. MODEL with students how to find the evidence in the text for each literary element by reading the question and locating the textual support. Either color code or use the symbols given on RP 12 to locate the sentence or sentences that provide the evidence of the answer. An annotated sample has been provided for you.



LITERARY ANALYSIS QUESTIONS

Locate evidence from the text to identify character, setting, motivation, plot, conflict and theme. Use the appropriate symbol on top of the evidence when you find it and label it with the appropriate literary element. (Color code the evidence instead of using the symbols.) Remember that in some stories there will be more than one piece of textual evidence.

✓ **Main point of view character:** Who was the main point of view character?

□ **Setting:** Where and when did the story take place?

☆ **Plot:** What was the problem or adventure?

○ **Motivation:** What did the main character(s) want?

△ **Conflict:** What kept the main character(s) from getting what he/she/they wanted?

X **Theme:** What was the big idea of the story?

Use this summary every time you read a story.

This story is about _____.

The problem/adventure/experience was _____.

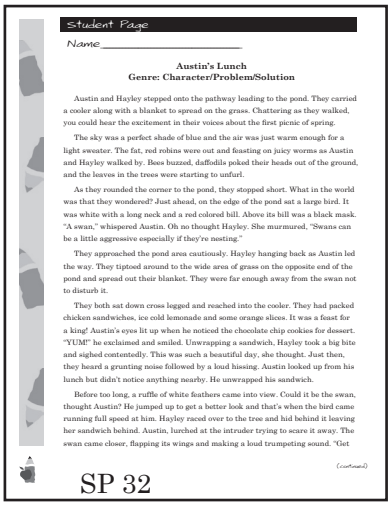
The problem was solved, experience or adventure concluded when _____.

The theme of the story was _____.

Sentence Starters for Providing Evidence:

- The author shares _____.
- We see this as the main character _____.
- The text states, "_____."
- The reader realizes this when _____.
- The theme is clearly shown when _____.
- In paragraph ____, the author writes _____.
- "_____," writes the author to show _____.

RP 12



Student Page

Name _____

Austin's Lunch
Genre: Character/Problem/Solution

Austin and Hayley stepped onto the pathway leading to the pond. They carried a cooler along with a blanket to spread on the grass. Chattering as they walked, you could hear the excitement in their voices about the first picnic of spring.

The sky was a perfect shade of blue and the air was just warm enough for a light sweater. The fat, red robins were out and feasting on juicy worms as Austin and Hayley walked by. Bees buzzed, daffodils poked their heads out of the ground, and the leaves in the trees were starting to unfurl.

As they rounded the corner to the pond, they stopped short. What in the world was that they wondered? Just ahead, on the edge of the pond sat a large bird. It was white with a long neck and a red colored bill. Above its bill was a black mask. "A swan," whispered Austin. Oh no thought Hayley. She murmured, "Swans can be a little aggressive especially if they're nesting."

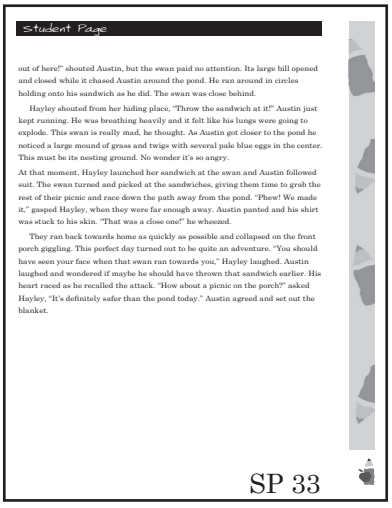
They approached the pond area cautiously. Hayley hanging back as Austin led the way. They tiptoed around to the wide area of grass on the opposite end of the pond and spread out their blanket. They were far enough away from the swan not to disturb it.

They both sat down cross legged and reached into the cooler. They had packed chicken sandwiches, ice cold lemonade and some orange slices. It was a feast for a king! Austin's eyes lit up when he noticed the chocolate chip cookies for dessert. "YUM!" he exclaimed and smiled. Unwrapping a sandwich, Hayley took a big bite and sighed contentedly. This was such a beautiful day, she thought. Just then, they heard a grunting noise followed by a loud hissing. Austin looked up from his lunch but didn't notice anything nearby. He unwrapped his sandwich.

Before too long, a ruffle of white feathers came into view. Could it be the swan, thought Austin? He jumped up to get a better look and that's when the bird came running full speed at him. Hayley raced over to the tree and hid behind it leaving her sandwich behind. Austin, lurched at the intruder trying to scare it away. The swan came closer, flapping its wings and making a loud trumpeting sound. "Get

(continued)

SP 32



Student Page

out of here!" shouted Austin, but the swan paid no attention. Its large bill opened and closed while it chased Austin around the pond. He ran around in circles holding onto his sandwich as he did. The swan was close behind.

Hayley shouted from her hiding place, "Throw the sandwich at it!" Austin just kept running. He was breathing heavily and it felt like his lungs were going to explode. This swan is really mad, he thought. As Austin got closer to the pond he noticed a large mound of grass and twigs with several pale blue eggs in the center. This must be its nesting ground. No wonder it's so angry.

At that moment, Hayley launched her sandwich at the swan and Austin followed suit. The swan turned and picked at the sandwiches, giving them time to grab the rest of their picnic and race down the path away from the pond. "Phew! We made it," gasped Hayley, when they were far enough away. Austin panted and his shirt was stuck to his skin. "That was a close one!" he wheezed.

They ran back towards home as quickly as possible and collapsed on the front porch giggling. This perfect day turned out to be quite an adventure. "You should have seen your face when that swan ran towards you," Hayley laughed. Austin laughed and wondered if maybe he should have thrown that sandwich earlier. His heart raced as he recalled the attack. "How about a picnic on the porch?" asked Hayley, "It's definitely safer than the pond today." Austin agreed and set out the blanket.

SP 33

Identify each literary element from the story Austin's Lunch, SP 32-33 and write a paragraph. Provide evidence from the story for each element.

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4. Now that you have located the evidence in the text, MODEL how to add the evidence by inserting the textual support right after the answer to the literary analysis questions. Go sentence by sentence and show students how to use the author's exact words for evidence, and/or paraphrase the evidence in your own words. Sentence starters for textual evidence are provided below.

Main Character: The reader is introduced to the main point of view character(s) _____. *(provide evidence)*

Setting: This story is set in _____. *(provide evidence)*

Plot: As the story unfolds we learn _____. *(provide evidence)*

Motivation: The main character wanted _____. *(provide evidence)*

Conflict: The tension began when _____. *(provide evidence)*

Theme: The theme is _____. *(provide evidence)*

Ex:

The reader is introduced to the main point of view characters, Austin and Hayley. (Provide evidence) In the very first sentence the author says, "Austin and Hayley stepped onto the pathway leading to the pond."

This story is set in the spring at a park. (provide evidence) A detailed description of the setting includes the bees buzzing, daffodils poking their heads, and leaves unfurling.

As the story unfolds we learn that Austin and Hayley are going to the pond for a picnic but they see a swan who is nesting and try to steer clear. (provide evidence) "On the edge of the pond sat a large bird," writes the author and then it is revealed as a swan.

The main characters want to have a nice relaxing picnic. (provide evidence) The reader realizes this in the first paragraph, "…you could hear the excitement in their voices about the first picnic of spring."

The tension in the story began when the swan was trying to protect the nest so it rushed at Austin and chased him. (provide evidence) The text states, "…the bird came running full speed at him," and continues, "The swan came closer flapping its wings and making a loud trumpeting sound."

The theme of the story is that protective instincts are strong in nature. (provide evidence) We see the theme clearly when Austin is running and sees the nest with the eggs. That's when he realizes that the swan is mad because it's protecting its nest.

Sentence Starters for Providing Evidence:

The author shares _____.
We see this as the main character _____.
The text states, "_____."
The reader realizes this when _____.
The theme is clearly shown when _____.
In paragraph __, the author writes _____.
"_____," writes the author to show _____.

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Sort and Categorize

LESSON 1

Objective

This activity challenges students to begin to use the critical thinking skills necessary to generate, sort and categorize broad yet distinct main ideas. While some students will not be ready to independently apply the skills they need to generate broad yet distinct main ideas, the use of the Venn Diagram provides a conceptual foundation for these skills.

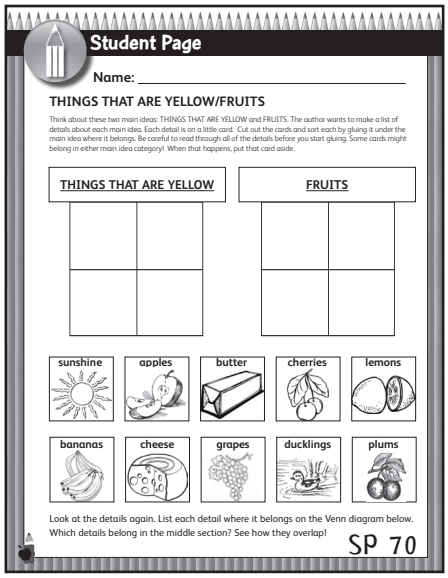
LESSON AT A GLANCE:

Whole Class and Individual Activity

- *Project* Things that Fly/ Living Things.
- *Have student sort details into main idea categories.*
- *Identify details that fit into both main ideas.*

Procedure

1. Copy, distribute and project the activity Things that are Yellow/Fruits, SP 70.


Student Page

Name: _____

THINGS THAT ARE YELLOW/FRUITS

Think about these two main ideas: THINGS THAT ARE YELLOW and FRUITS. The author wants to make a list of details about each main idea. Each detail is on a little card. Cut out the cards and sort each by gluing it under the main idea where it belongs. Be careful to read through all of the details before you start gluing. Some cards might belong in either main idea category! When that happens, put that card aside.

THINGS THAT ARE YELLOW	FRUITS

sunshine | apples | butter | cherries | lemons

bananas | cheese | grapes | ducklings | plums

Look at the details again. List each detail where it belongs on the Venn diagram below. Which details belong in the middle section? See how they overlap!

SP 70

2. Discuss the main ideas: "Things that are Yellow" and "Fruits." Read through the details together and begin to categorize them.
3. After completing several examples, have students cut out the detail "cards" and place them in the appropriate detail boxes beneath each main idea. Circulate and give students constructive feedback on their sorting and categorizing.
4. When students have finished their sorting, ask them to name the details that fit *both* main ideas. Discuss the fact that the main ideas overlap - that there could be details that fit both categories – fruits that are yellow. See if they can name any other yellow fruits.

(continued)

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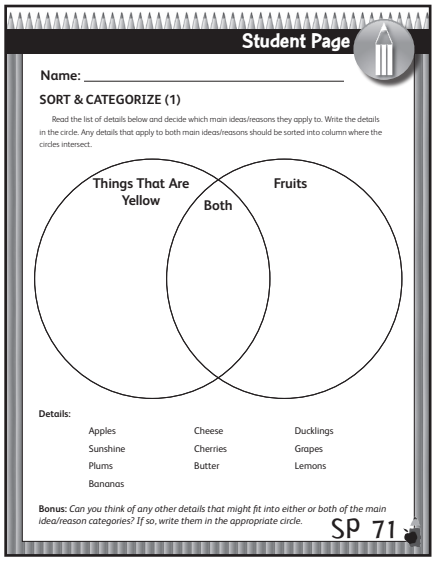
5. Draw a Venn Diagram on chart paper or on your white board. Label it with the main ideas as shown on the activity sheet, SP 71. Have the students help you place each detail on the Venn Diagram. Point out how the details that fit in both main ideas belong in the overlapping section.



Student Page

Name: _____

SORT & CATEGORIZE (1)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into column where the circles intersect.

Things That Are Yellow | Both | Fruits

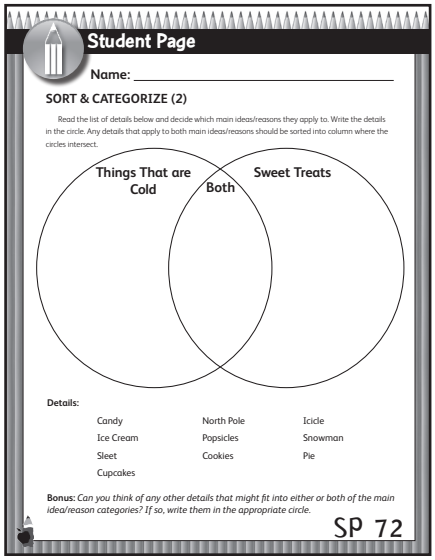
Details:

Apples, Sunshine, Plums, Bananas, Cheese, Cherries, Butter, Ducklings, Grapes, Lemons

Bonus: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*

SP 71

6. On another day, you could complete the Venn Diagrams for Things that are Cold/Sweet Treats, SP 72, and Things that Fly/Living Things, SP 73. Depending on how well your students grasp this concept, you might also assign one of these activities as homework or have students complete one or both of the activities in small cooperative learning groups. If you decide to have students work in groups, they should present their completed Venn Diagrams to the class.



Student Page

Name: _____

SORT & CATEGORIZE (2)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into column where the circles intersect.

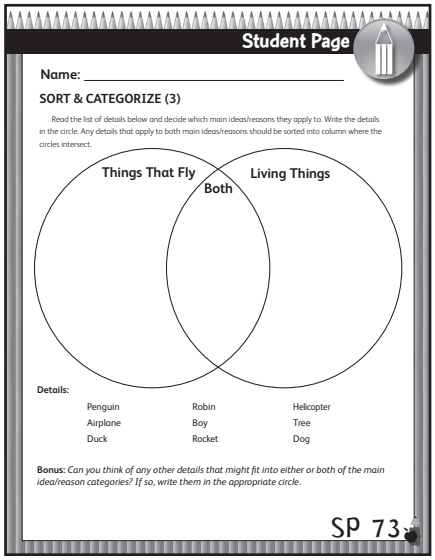
Things That are Cold | Both | Sweet Treats

Details:

Candy, Ice Cream, Sleet, Cupcakes, North Pole, Popsicles, Cookies, Icicle, Snowman, Pie

Bonus: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*

SP 72



Student Page

Name: _____

SORT & CATEGORIZE (3)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into column where the circles intersect.

Things That Fly | Both | Living Things

Details:

Penguin, Airplane, Duck, Robin, Boy, Rocket, Helicopter, Tree, Dog

Bonus: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*

SP 73

(continued)

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Turning Questions into Responses

LESSON 13

Objective

Students analyze response to text questions to identify key phrases, and use these phrases to frame their written response in the form of a topic sentence.

LESSON AT A GLANCE:

Whole Class Activity

- *Project a text question.*
- *Have students identify a key phrase.*
- *Students will use the phrase to form a topic sentence.*

Procedure

1. Explain to students that one way to powerfully demonstrate their understanding of a written passage is to write about it. In writing about reading, the author must respond to a question or questions about the text and put forth a clear, focused response. A great way to get started is to locate a key phrase within the question and repeat that key phrase in their written answer.

2. Write or project the following question for the class:

   What is the name of your school?

3. Read the question aloud and ask students what the question is *all about*. (ways we can conserve electricity.) Explain that *ways we can save electricity* is the key phrase in the question. This is the phrase they will repeat in their response. MODEL how to begin their response with this key phrase, and underline it.

   Ex. <u>The name of my school</u> is <u>Edison Elementary</u>.
   Another way might be: ***<u>Edison Elementary</u> is <u>the name of my school</u>.***

4. Now, write or project this example, and have them respond in similar ways. Chart their effective responses.

   Write a response describing why we should always wash our hands.

   Ex. We should always wash our hands because _____.
   There are numerous reasons why we should always wash our hands.
   Always washing our hands is important for many reasons. Etc.

5. Explain that this first sentence in their written response becomes their TOPIC SENTENCE. The topic sentence tells the reader what they will learn by reading on. Of course, without reading the source text, it's impossible to craft a full response. Remember, our objective here is simply to reiterate the key phrase as a means of getting started. Also, explain to students that when the prompt reminds them to cite examples or evidence that these specific textual references do not need to be included in the topic sentence, but in the

(continued)

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Turning Questions into Responses

body of the writing that would follow. Direct them to GUIDED PRACTICE, using the examples below. Then, assign SP 98-100, for independent APPLICATION, in class or for homework. Notice that the exercises in Turning Questions into Responses (1) are much simpler than Turning Questions into Responses (2) and (3). Judging from students' responses, you can decide to begin with that one or jump ahead to the more challenging examples (2) and (3).

TIP: When the word **WHY** appears in the question, the answer (restatement) should include REASONS.

When the word **HOW** appears in the question, the answer (restatement) should include examples or steps.

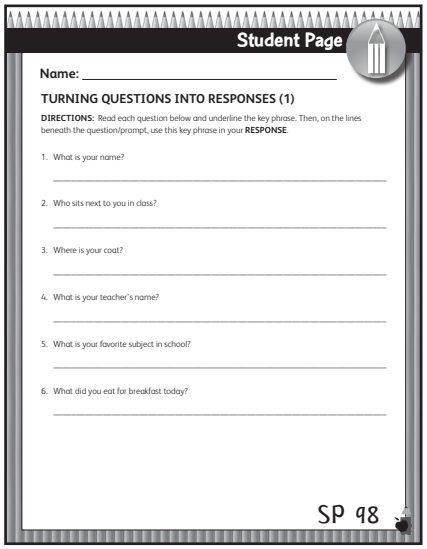
Ex. Write about why Sean wanted to get a guinea pig.

There were many reasons why Sean wanted to get a guinea pig.

Write an essay explaining what happened on the first Thanksgiving.

Many things happened that first Thanksgiving.

Keep in mind that these are just suggestions and not meant to exclude other ways of stating the same thing. Below we provide examples of some "flipped" sentence options in *italics*.



Student Page

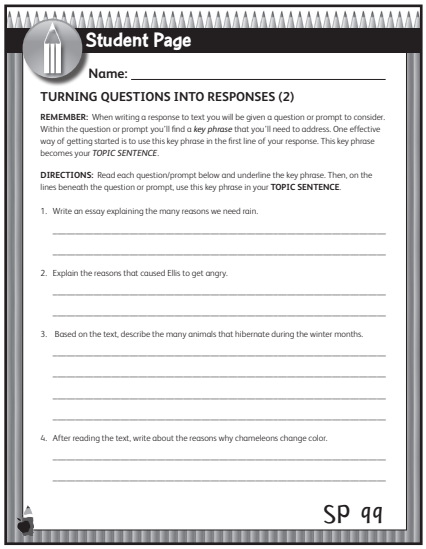
Name: _____

TURNING QUESTIONS INTO RESPONSES (1)

DIRECTIONS: Read each question below and underline the key phrase. Then, on the lines beneath the question/prompt, use this key phrase in your **RESPONSE**.

1. What is your name?
2. Who sits next to you in class?
3. Where is your coat?
4. What is your teacher's name?
5. What is your favorite subject in school?
6. What did you eat for breakfast today?

SP 98



Student Page

Name: _____

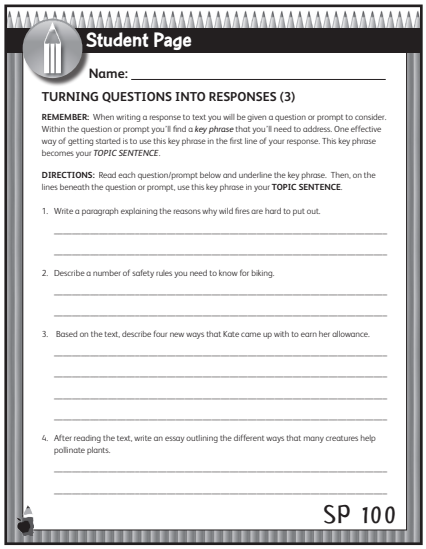
TURNING QUESTIONS INTO RESPONSES (2)

REMEMBER: When writing a response to text you will be given a question or prompt to consider. Within the question or prompt you'll find a ***key phrase*** that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*.

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question or prompt, use this key phrase in your **TOPIC SENTENCE**.

1. Write an essay explaining the many reasons we need rain.
2. Explain the reasons that caused Ellis to get angry.
3. Based on the text, describe the many animals that hibernate during the winter months.
4. After reading the text, write about the reasons why chameleons change color.

SP 99



Student Page

Name: _____

TURNING QUESTIONS INTO RESPONSES (3)

REMEMBER: When writing a response to text you will be given a question or prompt to consider. Within the question or prompt you'll find a ***key phrase*** that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*.

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question or prompt, use this key phrase in your **TOPIC SENTENCE**.

1. Write a paragraph explaining the reasons why wild fires are hard to put out.
2. Describe a number of safety rules you need to know for biking.
3. Based on the text, describe four new ways that Kate came up with to earn her allowance.
4. After reading the text, write an essay outlining the different ways that many creatures help pollinate plants.

SP 100

(continued)

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What Does it Look Like? Why is it Important?

Grab Bag

LESSON AT A GLANCE:

Whole Class Activity

- *Students pick an object from grab bag.*
- *They name the object, stating the simple fact, then apply What does it look like? Why is it important?*

LESSON 5

Objective

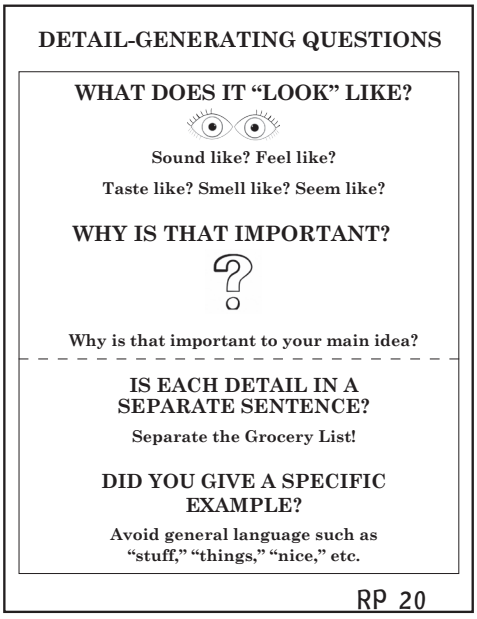
Students learn to elaborate through the use of the two basic detail generating questions: What does it look like? Why is it important?

Preparation/Materials

Compile a grab bag full of pet store items (brush, can of food, pet toy, fish tank accessories and rocks, bird seed) used in your own home or borrowed from other teachers. Copy and distribute student reference sheet Detail-Generating Questions, RP 20. Alternately, you could compile a grab bag full of baby needs (powder, diaper, wipes, bottle, jar of baby food, tiny onesie, etc) beach necessities (sunscreen, towel, pail and bucket, bottle of water, sun visor, etc.). Feel free to use ideas that appeal to your students or that connect to your curriculum content.

Procedure

1. Review the student reference sheet Detail-Generating Questions, RP 20, with students and explain that this lesson will focus on the first two questions: What does it look like? Why is it important?. Emphasize how the use of these questions can help them "show" rather than "tell" in their writing by completing the activity we refer to as "Just the Facts."



DETAIL-GENERATING QUESTIONS

WHAT DOES IT "LOOK" LIKE?

Sound like? Feel like?

Taste like? Smell like? Seem like?

WHY IS THAT IMPORTANT?

Why is that important to your main idea?

IS EACH DETAIL IN A SEPARATE SENTENCE?

Separate the Grocery List!

DID YOU GIVE A SPECIFIC EXAMPLE?

Avoid general language such as "stuff," "things," "nice," etc.

RP 20

(continued)

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What Does it Look Like? Why is it Important?

Grab Bag

2. On your white board, create three columns with the following headings:

   JUST THE FACTS **WHAT DOES IT LOOK LIKE?** **WHY IS IT IMPORTANT?**

3. Choose an item from your grab bag and model the activity with the students. Initially, this should be done verbally, as oral language precedes the written. Later, this type of activity can be done by writing responses rather than speaking them.

   a. For example, if you chose the can of dog food from the grab bag. Say "*I have a can of dog food.*"

   b. Then, move onto the <u>What does it look like?</u> column and say "*I have a can of Simpson's all beef and brown rice food for dogs in an easy-open, flip-top 6-ounce can.*" Compare to the "Just the Facts" sentence.

   c. Finally, step before the <u>Why is it important?</u> column and say: "*I have a can of Simpson's all beef and brown rice dog food in an easy-open, flip-top, 6-ounce can. This nutritious food is not only good for my dog but it is his favorite kind.*"

   Chart this activity so it looks something like this:

JUST THE FACTS	WHAT DOES IT LOOK LIKE?	WHY IS IT IMPORTANT?
I have a can of dog food.	*I have a can of Simpson's all-beef and brown rice dog food in an easy-open flip-top 6-ounce can.*	*I have a can of Simpson's all-beef and brown rice dog food in an easy-open flip-top 6-ounce can. It is not only good for my dog but it is his favorite kind.*

4. Take each item from the grab bag separately and discuss how each is related. Ask students to name the ***Main Idea*** of the collection (Pet Supplies).

5. Review this lesson by displaying a random item each day (a mitten, a notebook, a pencil case) and have children use the detail generating questions <u>What does it look like?</u>, <u>Why is it important?</u>, to describe it verbally. This will help students become comfortable with the thinking process necessary to use detail-generating questions effectively. You might want to choose one student each day to come up with the sentences (with your help and the help of the class if necessary). Repeat until each student has had a turn.

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LESSON 15

Objective

Students learn the importance of paraphrasing and practice through the use of sentence starters, word referents, and flipping the sentence subject.

LESSON AT A GLANCE:

Whole Class Activity

- *Define paraphrasing*
- *Introduce tools that help paraphrase*
- *MODEL an example*
- *Guided practice*

Procedure

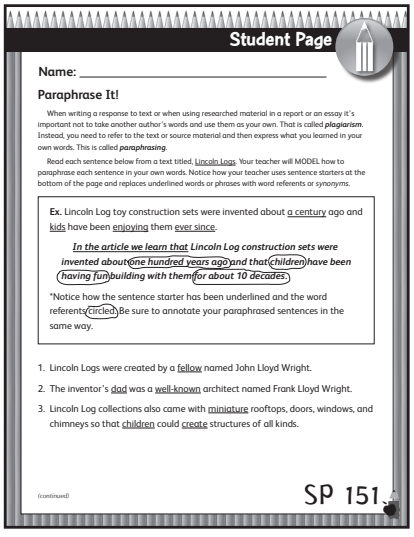
1. Define paraphrasing (saying it in your own words) and discuss why it is important in order to avoid plagiarism. Also discuss the ethical use of another's words, and how plagiarism is a form of "stealing."

2. Explain that there are some familiar tools they can use in order to successfully paraphrase. Write the following on the board and discuss, guided by the Teacher Background, above:

   - **Use Sentence Starters that refer to the text.**
   - **Use Word Referents for key words.**
   - **Flip the sentence subject.**

3. Photocopy and distribute copies of Paraphrase It!, SP 151-152. MODEL an example or two, and circulate during GUIDED PRACTICE, offering suggestions and sharing effective responses with the class. Use More Paraphrasing!. SP 153, for additional practice.

4. **EXTENSION:** Present sentences from your science or social studies text and use these for additional practice.



Student Page

Name: _____

Paraphrase It!

When writing a response to text or when using researched material in a report or an essay it's important not to take another author's words and use them as your own. That is called ***plagiarism***. Instead, you need to refer to the text or source material and then express what you learned in your own words. This is called ***paraphrasing***.

Read each sentence below from a text titled, Lincoln Logs. Your teacher will MODEL how to paraphrase each sentence in your own words. Notice how your teacher uses sentence starters at the bottom of the page and replaces underlined words or phrases with word referents or *synonyms*.

Ex. Lincoln Log toy construction sets were invented about a century ago and kids have been enjoying them ever since.

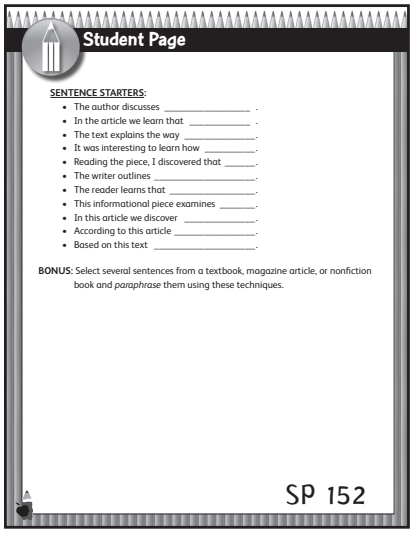
In the article we learn that Lincoln Log construction sets were invented about one hundred years ago and that children have been having fun building with them for about 10 decades.

*Notice how the sentence starter has been underlined and the word referents circled. Be sure to annotate your paraphrased sentences in the same way.

1. Lincoln Logs were created by a fellow named John Lloyd Wright.
2. The inventor's dad was a well-known architect named Frank Lloyd Wright.
3. Lincoln Log collections also came with miniature rooftops, doors, windows, and chimneys so that children could create structures of all kinds.

(continued)

SP 151



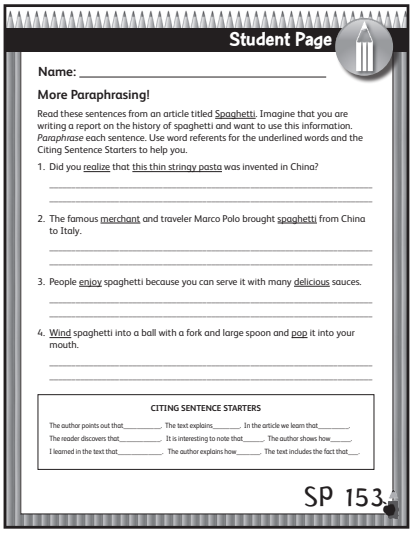
Student Page

SENTENCE STARTERS:

- The author discusses _____ .
- In the article we learn that _____ .
- The text explains the way _____ .
- It was interesting to learn how _____ .
- Reading the piece, I discovered that _____ .
- The writer outlines _____ .
- The reader learns that _____ .
- This informational piece examines _____ .
- In this article we discover _____ .
- According to this article _____ .
- Based on this text _____ .

BONUS: Select several sentences from a textbook, magazine article, or nonfiction book and *paraphrase* them using these techniques.

SP 152



Student Page

Name: _____

More Paraphrasing!

Read these sentences from an article titled Spaghetti. Imagine that you are writing a report on the history of spaghetti and want to use this information. *Paraphrase* each sentence. Use word referents for the underlined words and the Citing Sentence Starters to help you.

1. Did you realize that this thin stringy pasta was invented in China?

2. The famous merchant and traveler Marco Polo brought spaghetti from China to Italy.

3. People enjoy spaghetti because you can serve it with many delicious sauces.

4. Wind spaghetti into a ball with a fork and large spoon and pop it into your mouth.

CITING SENTENCE STARTERS

The author points out that_____. The text explains_____. In the article we learn that_____.
The reader discovers that_____. It is interesting to note that_____. The author shows how_____.
I learned in the text that_____. The author explains how_____. The text includes the fact that___.

SP 153

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Recognizing "Golden Bricks"

Statistics & Expert Quotes Within Text

LESSON 4

Objective

Students learn how to identify expert opinions and statistics within written text.

LESSON AT A GLANCE:

Whole Class Activity

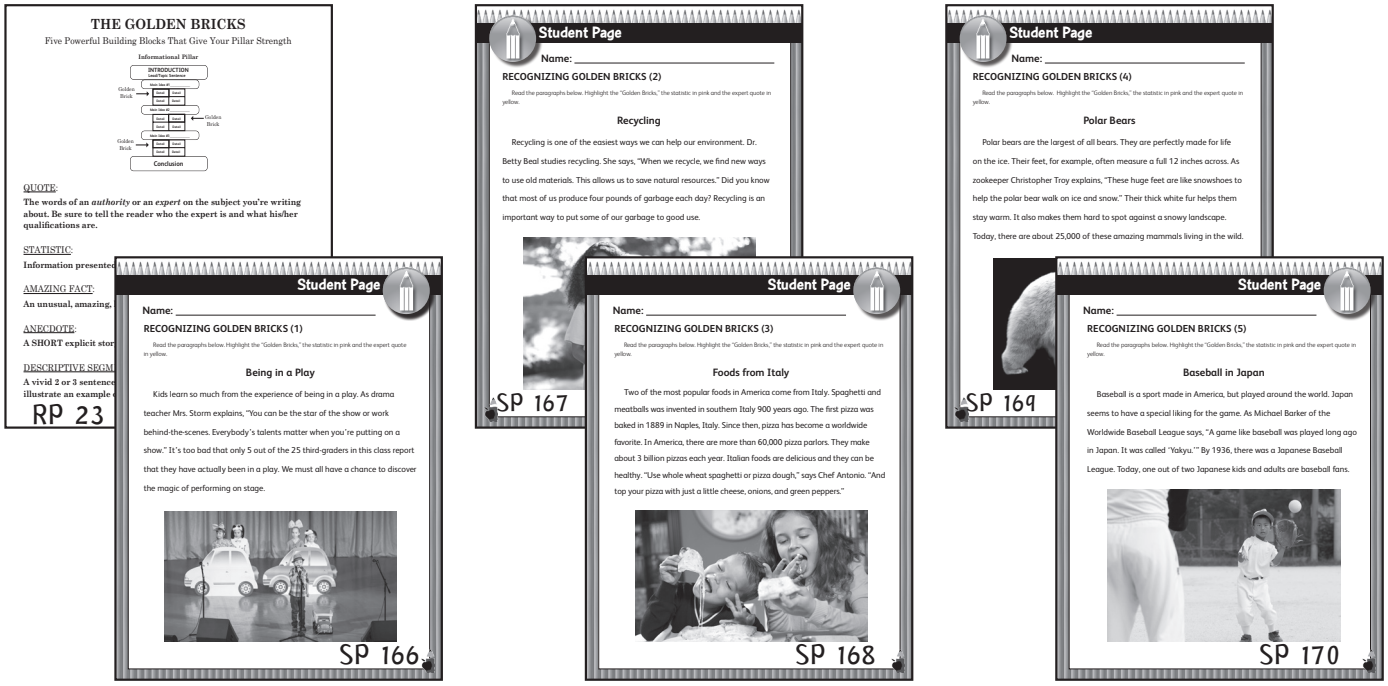
- *Introduce the term "Golden Bricks."*
- *Discuss the use of statistics and expert quotes in informational and opinion writing.*
- *Locate and highlight expert quotes and statistics in finished paragraphs.*

Procedure

1. Define a **statistic**, a fact that is represented by a number. Explain that expert **quotes** are words spoken by people who have special knowledge about a topic. Explain that we call statistics and expert quotes "Golden Bricks," powerful details that make informational writing more informational and help support a viewpoint in an opinion piece. (Later, in the middle grades, when students begin to research and insert quotes, statistics, anecdotes, amazing facts, and descriptive segments, we explain that at least one of the detail boxes on the pillar should be a "Golden Brick" and we have them color in that detail box yellow – a visual reminder for them – hence the term "Golden Brick.") Use The Golden Bricks, RP 23 as a reminder of the "Golden Bricks." It includes additional "Golden Bricks" for you to use as you see fit.

2. Elicit class participation to develop a list of "experts" and the topics they might be quoted on. For instance: a veterinarian could be quoted about pet care, a dentist about dental care, a soccer coach about improving your soccer skills, a teacher about the importance of knowing your math facts. Post your completed list where students can refer to it.

3. Copy and distribute student activity sheets Recognizing Golden Bricks (1-5), SP 166-170. Project as you read aloud and complete as a class.



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Analyzing Prompts for Givens and Variables

LESSON AT A GLANCE:

Whole Class and Independent Activity

- *Introduce vocabulary: "given" and "variable."*
- *Analyze prompts.*
- *Create prewriting frameworks.*

LESSON 1

Objective

Students read prompts or assignments in order to identify the given and variable elements necessary for an effective response.

Teacher Background

It is important to note that you can assess your students using any of the prompts provided, SP 221-227, at any time during the school year. Read students' impromptu writing through the lens of what you've taught, and how much of that is evident in application. After careful assessment you can use these student responses to recognize class trends, to drive instruction, determine where individual students might need additional review and reinforcement, and to document student growth over time. The given vs. variable lessons here are intended to be used prior to assessment, as our first objective is to empower students to respond appropriately, making critical decisions about genre and purpose within the framework of a particular writing task. **Please keep in mind that all of the prompts in this section can be used for other teaching objectives besides the analysis of givens and variables. They are also well-suited for use in assessment or for process writing projects.**

Procedure

1. Explain to the class that at some future point they will be presented with a prompt that will give them an opportunity to showcase all of the specific writing skills they have learned. Discuss the testing process in a matter-of-fact way, explaining that everyone will respond to the same prompt, that there are several elements provided and several decisions that each individual writer will need to make (givens and variables). It is helpful to stress that timed assessments are opportunities for them to have a positive writing experience, rather than a pressure situation in which they need to compete.

2. Choose one of the prompts on student activity pages SP 221-227. Copy, distribute and project. Discuss the GIVEN elements – those included in the prompt itself that need to be included in the response. Depending on the prompt you have chosen, the topic may be given and main ideas left to the discretion of the author, or the main ideas are given and the specific topic is a variable.

3. Complete the prewriting framework. Allow students to brainstorm ideas for the variables if the prompt requires. Explain that this is the process you would use to analyze a prompt and create a prewriting plan in a testing situation.

4. For this lesson, you need not actually have the students write to the prompt. (Remember, the objective is to help children analyze for givens and variables.) Just go through this procedure with a few of the prompts to help students learn to analyze them for genre, purpose, givens and variables. They'll later apply this every time they approach a writing assignment.

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Analyzing Prompts for Givens and Variables

KEY:

Analyzing Prompts (1) - SP 221

You've been invited to a sleepover! Write about the games you'll play and foods you'll eat at this special gathering.

GENRE: Informational

TOPIC: Sleepovers (*Given*)

MAIN IDEAS: Variables

Note: While the main ideas are variables, they will all address the games played and food served at a sleepover.

Analyzing Prompts (2) - SP 222

Think about a person you really like. Write an essay describing the appearance and personality of this person.

GENRE: Informational

TOPIC: Variable – must determine specific person

MAIN IDEA #1: Appearance

MAIN IDEA #2: Personality

Note: The person chosen will vary with each student, but all should write about the appearance and personality of the chosen person.

Analyzing Prompts (3) - SP 223

When is your next birthday? Write a piece describing the best birthday foods and party activities.

GENRE: Opinion

TOPIC: Birthday Party (*Given*)

MAIN REASONS: Variables

Note: While the main reasons will vary, all should address food and party activities.

Analyzing Prompts (4) - SP 224

Gardening is a great summer activity. Write a piece telling about the fruits, vegetables and flowers you prefer to grow. Make sure to provide reasons.

GENRE: Opinion

TOPIC: Gardening (*Given*)

MAIN REASONS: Variables

Note: The prompt suggests main reasons (fruits, vegetables, flowers) but the ones chosen by each individual student will vary.

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