Immersion Phase:
Creating a Vision for Writing

Part 2:  K-2 Grade Level Appendices

By:  Dr. Sandra M. Biondo

Please also see Part 1: Background Information Packet
IMMERSION PHASE

Teachers may only want to download their corresponding grade level to view samples for each MAISA writing unit.

General Appendices Information ........................................................................................................................................... 1

Kindergarten .............................................................................................................................................................................. 3

First Grade ............................................................................................................................................................................. 25

Second Grade ......................................................................................................................................................................... 63

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GRADE LEVEL APPENDICES

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Teacher notes that apply to ALL charts:

- These charts should be co-constructed with students based on how they would describe things, mentor texts that have been read, and Immersion activities completed.

- For kindergartners or for emergent writers, teachers should have a visual representation of the noticings in front of the words. The purpose of including words in Immersion charts at the kindergarten level is to assist teachers in facilitating discussion and explaining these concepts. It is not expected that students would be able to read these words.

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Appendix Organization

Each unit is organized based on the simplified goals of Immersion. Please see Packet #1: Background Information for more detailed information.

Goal #1: Develop Background Information

- Charting Discoveries – Option A: Open-Ended Listing Chart
- Charting Discoveries – Option B-1: Noticing Chart with Columns
- Charting Discoveries – Option B-2: Noticing Chart with Advanced Columns
- Charting Discoveries – Option C: Noticing Chart with Visuals
- Charting Discoveries – Option D: Mark-Up or Stick Note Text

Goal #2: Generate Possible Writing Ideas

Goal #3: Shared Class Writing

Glossary of Terms for Samples

- **Goal # ___ and title**: see list above
- **Chart type**: (see Goal #1 above)
- **Grade**: ___ **Unit # ___ and Unit Name**
- **Text type** – where applicable
KINDERGARTEN APPENDIX

General Information

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Charting Discoveries – Option A: Open-Ended Listing Chart

Charting Discoveries – Option B-1: Noticing Chart with Columns

Charting Discoveries – Option B-2: Noticing Chart with Advanced Columns

Charting Discoveries – Option C: Noticing Chart with Visuals

Charting Discoveries – Option D: Mark-Up or Stick Note Text

**Goal #2: Generate Possible Writing Ideas**

**Goal #3: Shared Class Writing**

---

**Glossary of Terms for Samples**

<table>
<thead>
<tr>
<th>Goal # ___ and title:</th>
<th>Chart type:</th>
<th>Grade:</th>
<th>Unit # ___ and Unit Name</th>
<th>Text type – where applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>see list above</td>
<td>(see Goal #1 above)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Goal 1 - Developing Background Knowledge – Open-ended listing chart

SAMPLE CHART

A personal narrative is a true story from our lives.

People write PN to share with others memories they have of things that they did or happened to them. People read PN because they are interested in these true stories and can often relate to them.

Noticings:

- True story of something that the author DID or something that happened to the author
- Whole story about what happened
- Organization - Story was told in order in which it happened (events)
- Structure – Beginning (introduction), middle (body) and ending (conclusion)
- Beginning – introduced the character and what the character was doing
- Ending – told the last thing that happened
- Middle – who was there, what they did, and how they felt (details)

Unit 5 – Growing as Small Moment Writers Specific Additional Noticings:

- One moment in time, zoom in and focus one event within the story
- Ways to add more - dialogue, internal thinking, physical description, exact action (details)
- Ending types - action, talk, feeling
- And other aspects as noticed
Goal 1 - Developing Background Knowledge – Open-ended listing chart
Goal 1 – Develop Background Knowledge

What is in a small moment story?

- People
- It's about 1 thing

Getting dressed

Pictures match words

Beginning, middle, end

I, true

The story goes in order.
Goal 2 - Generate Possible Writing Ideas

Units 2 & 5: Small Moments
Generating Ideas: Things We Know and Can Do Chart

Note: The class chart is made as a poster with sticky notes that students can use and take with them to their writing spots. These ideas can be placed on the poster at any time. Teachers start this process during Unit #1 and model adding to the chart throughout the year.
Goal 3 - Shared Class Writing
## SAMPLE CHART

### Label and List Books

A label and list book teaches reader about something.

People write label and list books to teach others about something. People read label and list books to learn about something.

**Noticings:**

- They are about real objects
- The author wrote about one object or collection
- Realistic pictures to teach
- Labels were used to show detail
- Pictures and words matched
- Compare or contrast objects (same and different)
- Structure – introduction of topic/title, details across pages

**Convention Noticings:**

- Author able to read
- There is a letter for each sound
- High frequency words are spelled correctly
- There are spaces between words
- Uses lowercase letters in the words
- Each sentence starts with an uppercase letter
Goal 1 - Develop Background Knowledge - Noticing Chart with Visuals

### Attributes

<table>
<thead>
<tr>
<th>Color</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parts</th>
<th>Special Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>
**Goal 1 - Develop Background Knowledge - Open-Ended Listing Chart**

**SAMPLE CHART**

<table>
<thead>
<tr>
<th>Pattern Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pattern book teaches or tells something with repeating words.</td>
</tr>
</tbody>
</table>

People write pattern books to tell and teach others about something. People also write pattern books for younger readers to read. People read pattern books to learn about something and practice reading.

**Noticings:**

- About one topic, the topic can be narrative or informational
- The title and words are about the topic
- Pictures match the words and tell more about the topic
- Many of the words and sentences repeat
- Use high frequency words to create a framework for the pattern
- Have different pattern structures – simple, surprise ending, see-saw, questions/answer

**Conventions Noticings:**

- Author able to read
- There is a letter for each sound
- High frequency words are spelled correctly
- There are spaces between words
- Uses lowercase letters in the words
- Each sentence starts with an uppercase letter
Goal 1 - Develop Background Knowledge - Noticing Chart with Visuals

Duplicate pages from the mentor text and label or put on enlarged post-it notes (make a sketch of the item and label it).
Goal 2 - Generate Possible Writing Ideas
Goal 3 - Shared Class Writing

Different Leaves

I can see an ash leaf.

I can see an oak leaf.

Leaf Sizes

This leaf is small.

This leaf is medium.

This leaf is large.
Goal 3 - Shared Class Writing
Goal 1 - Develop Background Knowledge - Open-Ended Listing Chart

<table>
<thead>
<tr>
<th>SAMPLE CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinion Pieces</strong></td>
</tr>
<tr>
<td>An opinion piece tells about the author’s opinion, likes, or dislikes about a topic or a book.</td>
</tr>
<tr>
<td>People write opinion pieces to share their opinions about a topic or book. People read opinion pieces to find out about other peoples’ opinions, likes, or dislikes.</td>
</tr>
<tr>
<td><strong>Noticings:</strong></td>
</tr>
<tr>
<td>● Start with an opinion</td>
</tr>
<tr>
<td>● Gave reasons for the opinion</td>
</tr>
<tr>
<td>● Gives more information about the topic or gave evidence to support reasons</td>
</tr>
<tr>
<td>● Opinion is restated at the end</td>
</tr>
<tr>
<td>● And other aspects as noticed</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing Chart with Visuals

How does a letter go?

What did the author do when sharing an opinion?

cool stuff you noticed...

tells reasons

tries to Convince.
Goal 2 - Generate Possible Writing Ideas

<table>
<thead>
<tr>
<th>Things I have strong feelings about</th>
<th>Things I have strong feelings about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Animals</td>
</tr>
<tr>
<td>People</td>
<td>Places</td>
</tr>
<tr>
<td>School</td>
<td>Activities</td>
</tr>
<tr>
<td>Toys</td>
<td>Food</td>
</tr>
</tbody>
</table>

Note: The class copy can be made in immersion meetings and students can create their own personal copies to have in their folders. Students can create them independently or teacher can help students create their own in small groups.
Dear Mom,

I think Knuffle Bunny is the best book. I love how Trixie goes boneless. I also like when Trixie says, "Aggle Flaggle Klabble!" My favorite part is the ending because Trixie is so happy when she finds Knuffle Bunny. This book will make you laugh. You should read it!

Love,
Danielle
Goal 1 - Develop Background Knowledge - Open-Ended Listing Chart

**SAMPLE CHART**

<table>
<thead>
<tr>
<th>Informational Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>An informational book teaches or shares interesting information about a topic.</td>
</tr>
</tbody>
</table>

People write informational books to teach their readers a lot of information as well as to make readers interested in their information. People read information to learn interesting information and find out about new topics.

**Noticings:**

- Different layouts – list of facts, different kinds of something, parts of something, questions and answer, how-to
- The title introduces the topic
- Uses text features – table of contents, labels, captions, headings, bold print, diagrams, etc.
- Each page has different information about the topic
- Teaching voice
- Some books have endings – name the topic again, share opinion or feeling

**Personal Expertise Additional Noticings:**

- About one topic – person, place, activity, thing
- Uses qualifiers - sometimes, always, some, all
- Some books use comparing language – a *something* is like *something else*, but not like, etc.
How-to Additional Noticings:

- About one topic – something you know how to do at school, at home, outside
- Sequential order of steps first, next, last
- Precise words specific to topic
- Warnings and tips
- Text features – zoom in, arrows, action line

Text Features Noticings

**Text Features**

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Bold Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossary</td>
<td>Captions</td>
</tr>
<tr>
<td>Index</td>
<td>Diagrams</td>
</tr>
<tr>
<td>Headings</td>
<td>Maps &amp; Graphics</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Labels</td>
</tr>
<tr>
<td>Photos</td>
<td></td>
</tr>
</tbody>
</table>

**The Noticing Chart with Columns could be used here to help name the text features that were noticed and why the authors used them to share information.**
Goal 2 - Generate Possible Writing Ideas

Make your list based on what you know a lot about and could teach others

<table>
<thead>
<tr>
<th>Home</th>
<th>School</th>
<th>Outside</th>
</tr>
</thead>
</table>

NAME: ____________________

Things I know about and can teach others how to do

NAME: ____________________

My Personal Topics

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Activities</th>
<th>Things</th>
</tr>
</thead>
</table>

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Goal 3 - Shared Class Writing

How to Draw a Turtle

Materials
- paper
- pencil
- crayons

By Mrs. Davenport

How have you ever wanted to learn how to draw a turtle? Let me show you how. First you draw a half circle. Then you draw a full circle for the head. Don’t forget to add an eye and mouth.

Feet and Tail

Next you draw a tail. You make it in the shape of a triangle. Then you draw two feet.

Scales

Last you need to draw the scales. You need to draw a bunch of loops. Now you know how to make a turtle.
FIRST GRADE APPENDIX
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Goal #2: Generate Possible Writing Ideas

Goal #3: Shared Class Writing

Glossary of Terms for Samples

Goal # ___ and title: see list above
Chart type: (see Goal #1 above)
Grade: ___ Unit # ___ and Unit Name
Text type – where applicable
Small Moments:

- story about 1 thing/time
- true story
- has BME
- story told in order
- 2 or more events
- pictures & words go together
- we can hear characters talking in speech bubbles 😊 and dialog “hello”
- often times the person telling the story is the main character
- where when the story takes place
- uses different punctuation !?...”
- end in the moment
- physical description (5 senses)
- internal thinking
Goal 1 - Develop Background Knowledge - Noticing chart with columns

<table>
<thead>
<tr>
<th>Book</th>
<th>Notice</th>
<th>Name</th>
<th>How it helps reader/write</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Wanna Be an Iguana</td>
<td>Dear Mom (write to someone) I should have an iguana (tell what they want) Lunch will eat it if I don't keep it (say why they should get something) Thank you for reading this letter (thank the reader) Signed Your Sensitive Son Alex (tell who the letter is from)</td>
<td>Greeting/Audience Opinion Mini Moment Strong Reasons Solution Closing Signature</td>
<td>Helps the writer identify who can make a change Tells the reader what they think or feel Convinces the audience to change their mind Be polite Reader knows who wants the change made</td>
</tr>
</tbody>
</table>

Small Moments

- How do these stories/books/texts tend to go?
  - Narrow topic vs. All About
  - Single/Small Moment vs. Many Moments
  - Follows a Sequence of Events Beginning, Middle, End
  - Details, Details
  - Ex. Song and Dance Man is about one afternoon with grandpa not all about grandpa
  - Ex. When Sophie gets Angry is about Sophie getting angry not then she ate dinner played with her family and went to bed
  - Ex. Joshua's Night Whispers
  - Ex. Rollercoaster Whoosh! Most people scream. Some people can't make a sound. And one person can't even open her eyes

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Goal 1 - Develop Background Knowledge - Noticing chart with visuals

<table>
<thead>
<tr>
<th>Picture or sketch of item from text</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
</table>
| • One event/Short period of time    | Zooming in/Small Moment | • Make connections  
• Entertain reader/keep reader interested |
| • Shows how characters act and feel and didn’t just tell us | Show, not tell | • Helps us picture what happened |
| • Time words such as and, then, so, after, next, first, finally | Temporal/time words (CCSS vocabulary) | • Signals new idea or event |
| • Tells how things look, feel, smell, hear, sound | Physical Description | • Helps us picture what is happening |
| • Characters talking | Dialogue | • Helps us picture/hear what is happening |
| • Where the story happens | Setting | • Helps us picture where the character is |
| • What the character is thinking inside his/her head | Internal Thinking | • Helps us picture what the character is thinking and feeling |
| • What character is doing with his/her body | Character Action | • Helps us picture what the character is doing with feet, hands, and face |
Goal 1 - Develop Background Knowledge - Mark up or sticky note text

When she opens the door, shout:
“Grandma, your babysitter is here!”

Dialogue
Goal 2 - Generate Possible Writing Ideas

**My Small Moment Ideas!**

<table>
<thead>
<tr>
<th>Places</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>McDonald's</td>
</tr>
<tr>
<td></td>
<td>downtown Royal Oak</td>
</tr>
<tr>
<td></td>
<td>ice cream (Dairy Queen)</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>Buffalo Wild Wings</td>
</tr>
<tr>
<td></td>
<td>Jungle Java</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>baby</td>
</tr>
<tr>
<td></td>
<td>mom</td>
</tr>
<tr>
<td></td>
<td>dad</td>
</tr>
<tr>
<td></td>
<td>grandma</td>
</tr>
<tr>
<td></td>
<td>grandpa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frog</td>
</tr>
<tr>
<td></td>
<td>hamster</td>
</tr>
<tr>
<td></td>
<td>dog</td>
</tr>
<tr>
<td></td>
<td>cat</td>
</tr>
<tr>
<td></td>
<td>snake</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things</th>
<th></th>
</tr>
</thead>
</table>
Goal 2 - Generate Possible Writing Ideas

- Famous people
- People in our lives (mom, dad, sister, brother)
- Friends
- Places we go to eat
- Places we go to visit
- Places we go to play
- Places we go to shop
- Things we do at home
- Things we do at school
- Things we do outdoors
- Things we do during a special day
- Things we know a lot about
- Pets
- Houses
- Dogs
- Bikes
- Our families
Goal 1 - Develop Background Knowledge - Open-ended listing chart

What do How-To Books Have?

• a cover with a title, picture, author
• table of contents
• introduction
• ingredients / supplies
• first, second, third, fourth, fifth
• steps - first, then, next, after that, finally
• conclusion
• teaching picture that match
• signs
• page numbers
• labels
• pictures that compare
• tip

How-To books have

BEGINNING
• title that says How To...
• introduction - invite the reader in
• list of things you will need

MIDDLE
• steps in order
• first, second, third
• first, next, then

END
• conclusion
• now...
Goal 1 – Develop Background Knowledge – Open-ended listing chart

What makes a How-To text?

• Title
• Materials ~ things you need
• Introduction ~ beginning
• Steps in order ~ directions
  How are the steps shown?
  First, second, third, forth, fifth, sixth
  Next, then, before, after that, at last, finally
• Conclusion
Goal 1 - Develop Background Knowledge - Noticing chart with columns

How-To Books

Notice
- List of ingredients or supplies
- Step 1, 2, 3
- First... Next... Then...
- Pictures
- Punctuation: . ! ?
- Capital letters
- Finger spaces
- Idea at the end of book

Name
- To know what we need
- Specific
- Give a specific order to follow
- Another way to explain the order to follow
- Show how to make, draw, or play something
- Ends a sentence
- Tells us how to read the sentence
- Breaks up the directions
- To start a new sentence
- Separates words
- Conclusion
Goal 1 - Develop Background Knowledge - Noticing chart with visuals
Goal 1 - Develop Background Knowledge - Noticing chart with visuals
Goal 1 - Develop Background Knowledge - Mark up or sticky note text

Let’s make some butter! It will be a blast! Here are the things you will need.

- heavy whipping cream
- empty jar with a lid
- salt

Steps
1. First pour some cream into the jar. Fill the jar about half full of cream.
Goal 2 - Generate Possible Writing Ideas

**How-To Ideas**

**School**
- morning routines
- check out book at library
- order lunch
- in great room: walk quietly in the hallway
- log in on the computers

**Home**
- Unpacking from school
- Doing laundry
- change a diaper
- feed pets
- make bed
- make yogurt
- make a craft

**Things I know How to do**
- draw pictures: pig, monkey, star
- grow a plant
- take care of a pet: dog, cat, fish, bird
- make a paper hat, airplane
- read, write, math, paint a picture
- ride a skateboard, ski, rip stick
- do a flip into the water, dive
- brush your teeth, take a shower
- get to school

**How To**

**Books**

**Ideas**

**Let’s get cooking**
- spread
- cut
- flip
- peel
- mix
- pour
- stir
- open

**ART FOR KIDS**
- fold
- color
- glue
- draw
- tape

**How-To Ideas**

**Home**
- make bed
- clean room
- ride a bike

**School**
- get ready for recess
- play games
- find a workable space
- morning math
- play playdoh
- get dressed
- shoot baskets
- and do sports
How-To: Make pizza

First, spread the sauce on the dough.

Next, sprinkle the cheese on top of the sauce.

Then, add some toppings on the cheese.

*Tip: Bake the pizza for 10 minutes.

Finally, slice the pizza and eat it. *Warning: The pizza will be hot!

Yummy!
Goal 1 - Develop Background Knowledge - Open-ended listing chart

Ways to add DETAILS to writing

- Setting: Describe the weather: season, place.
- Internal thinking: I was thinking...
- Physical description: Use your 5 senses to describe how does it look, smell, touch, feel, sound?
- Character: What were you doing with your feet, hands, face?
- Show not tell: Show what you did/felt
- Tell: I was happy
- Show: I smiled from ear to ear as I jumped up and down.
### Goal 1 - Develop Background Knowledge - Noticing chart with columns

#### Notice | Name | How it helps
--- | --- | ---
S-l-o-w-l-y | Dashes | * Stretches out the word
All-i-r-l-i | | * Slow down when reading
And then... again | Ellipses | * More to come, suspenseful
| | | * Gives extra information
Faces of the people | Parentheses | * Shows how people feel
| | | * Hear and feel the action
Whenever, Wherever, Clickity, clackity | Sound effect | * Makes the words stand out (emphasis)
Up, Up, Up | Short Sentences | |

#### Writing Like Authors

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Action Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Load 'em up!&quot;</td>
<td>Dashes</td>
</tr>
<tr>
<td>Sound Effects</td>
<td>clickity, clackity, clickity, clackity</td>
</tr>
<tr>
<td>details</td>
<td></td>
</tr>
<tr>
<td>when everyone was buckled in, the operator rang a bell and the train jerked forward</td>
<td></td>
</tr>
</tbody>
</table>

To help the reader know what was said.
To add feelings or emotions.
To make the reader read it slow.
To help the reader see and feel the action.
To make stories more interesting.
Goal 1 - Develop Background Knowledge - Noticing chart with columns
Goal 1 - Develop Background Knowledge - Noticing chart with visuals

<table>
<thead>
<tr>
<th>Example(s)</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-I-o-w-l-y</td>
<td>Lines between letters</td>
<td>Dashes</td>
<td>• Stretches out a word telling the reader to slow down</td>
</tr>
<tr>
<td>All-I-I-I-I-I-I</td>
<td></td>
<td></td>
<td>• Tells reader it is an important word</td>
</tr>
<tr>
<td>And then...</td>
<td>Dot dot dot</td>
<td>Ellipsis</td>
<td>• Leaves the reader in suspense</td>
</tr>
<tr>
<td>Again...</td>
<td></td>
<td></td>
<td>• Slows the reader down</td>
</tr>
<tr>
<td>(</td>
<td>Parenthesis</td>
<td></td>
<td>• Tell the reader there is more coming</td>
</tr>
<tr>
<td>STOP AHHHHH!</td>
<td>Uppercase letters</td>
<td>Text to match meaning</td>
<td>• Puts emphasis on the words or action, movement or feeling</td>
</tr>
<tr>
<td>I love hotdogs!</td>
<td>Colored/bold letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheeee, whoosh</td>
<td>Words that make sounds</td>
<td>Sound words/effects (onomatopoeia)</td>
<td>• Helps reader feel and hear the action</td>
</tr>
<tr>
<td>Up. Up. Up.</td>
<td>Repeats same word or lines</td>
<td>Repeated words/lines</td>
<td>• Important words or lines</td>
</tr>
<tr>
<td>Finally, now, when, then</td>
<td>Words tell time</td>
<td>Temporal words</td>
<td>• Emphasis on that word or lines</td>
</tr>
<tr>
<td>I limped onto the bus</td>
<td>Action words</td>
<td>Precise words (verbs)</td>
<td>• Author trying to make a point</td>
</tr>
<tr>
<td>“Grandma, I want them.”</td>
<td>People talking</td>
<td>Dialogue</td>
<td>• Tells the reader exactly what someone said</td>
</tr>
<tr>
<td>Strawberries, apples, and</td>
<td>,</td>
<td>Comma</td>
<td>• Helps the reader get to know the character</td>
</tr>
<tr>
<td>bananas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As mom called my name, I</td>
<td>What someone thinks or feels</td>
<td>Internal thinking</td>
<td>• Helps the reader to get know the character</td>
</tr>
<tr>
<td>hope I’m not in trouble.</td>
<td></td>
<td></td>
<td>• Understand what the character is thinking and feeling</td>
</tr>
<tr>
<td>My hands were clapping, my</td>
<td>Describes what the character is doing</td>
<td>Character action</td>
<td>• Helps the reader picture the story in their minds</td>
</tr>
<tr>
<td>feet were jumping, and I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>had a giant smile on my face.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use them as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample in the units. Many of these sample charts are cumulative charts – from Immersion as well as additional information students added as they progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something recently learned/discovered about that text type.
Goal 1 - Develop Background Knowledge - Mark up or sticky note text

- **Ellipsis**: makes you want to keep reading.
- Tilted letters and italics: emphasis on emotion.
- Dashes: slows reader down.

---

When everyone is buckled in, the operator rings a bell, and then he releases the brake.
The train jerks forward on the tracks.
(Now it is too late for anyone to change their mind.)

parentheses
Goal 2 - Generate Possible Writing Ideas

More Ideas:

**School**
gym art
music recess
library
field trips

**Family**
go out to eat
sports
zoo
game night

**Holidays**
Christmas
Halloween
Easter
St. Patrick's Day
Valentine's Day
Thanksgiving

**Emotions**
mad
sick
happy
sad
scared
excited
lonely
upset

Writers Gather Story Ideas

- A time you learned a lesson
- A time you will never forget
- Pet stories
- A time you felt... happy, scared, sad, excited, worried, mad, surprised
- About something that happened during the day... mixed-up
- Things you have done with your friends (play dates)
Goal 1 - Develop Background Knowledge - Open-ended listing chart
**Goal 1 - Develop Background Knowledge - Noticing chart with columns**

<table>
<thead>
<tr>
<th>Book</th>
<th>Notice</th>
<th>Name</th>
<th>How it helps reader/write</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Wanna Iguana</td>
<td>Dear Mom (write to someone)</td>
<td>Greeting/Audience</td>
<td>Helps the writer identify who can make a change</td>
</tr>
<tr>
<td></td>
<td>I should have an iguana (tell what they want)</td>
<td>Opinion</td>
<td>Tells the reader what they think or feel</td>
</tr>
<tr>
<td></td>
<td>Lunch will eat it if I don’t keep it (say why they should get something)</td>
<td>Mini Moment</td>
<td>Convinces the audience to change their mind</td>
</tr>
<tr>
<td></td>
<td>Thank you for reading this letter. (thank the reader)</td>
<td>Strong Reasons</td>
<td>Be polite.</td>
</tr>
<tr>
<td></td>
<td>Signed, your sensitive son, Alex (tell who the letter is from)</td>
<td>Solution</td>
<td>Reader knows who wants the change made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing chart with columns

<table>
<thead>
<tr>
<th>Name of Mentor Text</th>
<th>Notice</th>
<th>Name</th>
<th>How It Helps the Reader and Writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click, Clack Moo Cows That Type</td>
<td>They are writing to someone.</td>
<td>Greeting Audience</td>
<td>It helps the writer identify who can help them make a change.</td>
</tr>
<tr>
<td></td>
<td>They tell what they want.</td>
<td>Opinion</td>
<td>It tells the reader what they think or how they feel.</td>
</tr>
<tr>
<td></td>
<td>They say why they should get what they want.</td>
<td>Reasons</td>
<td>They help the writer convince their audience to make a change.</td>
</tr>
<tr>
<td></td>
<td>They thanked you for reading their letter. They asked to write back.</td>
<td>Closing</td>
<td>It helps the writer end their letter smoothly.</td>
</tr>
<tr>
<td></td>
<td>They told who the letter is from.</td>
<td>Signature</td>
<td>It tells the reader who wants a change to be made.</td>
</tr>
<tr>
<td></td>
<td>There are different parts. It's not like a story.</td>
<td>Letter Format:</td>
<td>Greeting, body, closing, signature, date</td>
</tr>
</tbody>
</table>

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Goal 1 - Develop Background Knowledge - Noticing chart with columns

<table>
<thead>
<tr>
<th>Mini-moment</th>
<th>Transitional words/phrases</th>
<th>Show not Tell</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinion Letters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It tells a story in the letter.</td>
<td>Words that help go from one part to another.</td>
<td>Use lots of details to tell what happened.</td>
<td>Tells how to help solve a problem or make a change.</td>
</tr>
<tr>
<td>Helps the reader make a point.</td>
<td>Helps connect the writer's reasons.</td>
<td>Helps create a picture in their mind</td>
<td>Possible ways to help make a change or solve a problem.</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing chart with visuals
Dear Farmer Brown,
The barn is very cold at night.
We’d like some electric blankets.
Sincerely,
The Cows

Name your opinion
Goal 2 - Generating Possible Writing Ideas

<table>
<thead>
<tr>
<th>Ideas For Opinion Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
</tr>
<tr>
<td>- My brother should do a chore</td>
</tr>
<tr>
<td>- Play before dinner</td>
</tr>
<tr>
<td>- Change basement into a play area</td>
</tr>
<tr>
<td>- Get an allowance for doing chores</td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>- Daily assemblies</td>
</tr>
<tr>
<td>- No bullies</td>
</tr>
<tr>
<td>- Art supplies in the workroom</td>
</tr>
<tr>
<td>- Rollercoaster</td>
</tr>
<tr>
<td>- Nurses office</td>
</tr>
<tr>
<td>- ½ days on Wed.</td>
</tr>
<tr>
<td><strong>Community</strong></td>
</tr>
<tr>
<td>- Need a sidewalk</td>
</tr>
<tr>
<td>- Speed bumps</td>
</tr>
<tr>
<td>- Dinosaur park</td>
</tr>
<tr>
<td>- More police in neighborhoods</td>
</tr>
<tr>
<td>- Allergy friendly restaurants</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Open-ended listing chart

- Informational Writing
  - to teach
  - or inform

Beginning
- Introduction or lead
- Hook the reader
- Ask a question
  - Describe the setting
  - Sound words
  - Have a voice
  - Analyze

Middle
- Body
- Chapters or subtopics
- Facts
- Examples

End
- Conclusion
- Rename your topic

Characteristics of Informational Books
- Title - identifies topic
- Table of Contents - gives headings and where to find information
- Text features - bold words, captions, diagrams
- Introduction - introduces what the topic is about
- Organized into categories
Goal 1 - Develop Background Knowledge - noticing chart with columns
Goal 1 - Develop Background Knowledge - noticing chart with visuals

- Introduction
- Lead
- Hook the Reader
- Name your topic
- Ask a question
- What season starts in March and ends in June?
- Give Hints or Clues
- What does it play in the water all day?
- Action Words
- Part, pass, run, tackle!
- A List
- Stream, train, freight
- Hears train, cold train
- Sound Words
- Splash, splash.
- Tell Reader to do something
- Look out the window
- What do you see?
Goal 1 - Develop Background Knowledge - Mark up or sticky note text

Introduction

How do we feel a warm bath?
Or see our friends and hear a song?
How do we smell a flower
and taste an apple?

Our brain uses our five senses
to tell us things about our world.
Sound can be quiet or **LOUD**.
Our ears send sounds to our brain.
Our brain tells us what we hear.
What are you hearing now?
Conclusion

Our brain takes in information about the world we live in. Then our brain tells us what we are seeing, hearing, smelling, tasting, and feeling!
Goal 2 - Generate Possible Writing Ideas

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Activities</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom</td>
<td>Starr Park</td>
<td>soccer</td>
<td>flags</td>
</tr>
<tr>
<td>Dad</td>
<td>Lazer Warp</td>
<td>gymnastics</td>
<td>RC cars</td>
</tr>
<tr>
<td>Grandpa</td>
<td>home</td>
<td>baseball</td>
<td>electric scooters</td>
</tr>
<tr>
<td>Sister/Brother</td>
<td>Oak Ridge</td>
<td>video games</td>
<td>trains</td>
</tr>
<tr>
<td>famous person</td>
<td>restaurants</td>
<td>drawing/art</td>
<td>cars</td>
</tr>
<tr>
<td>Aunt/Uncle</td>
<td>Greenfield Village</td>
<td>performing</td>
<td>dogs/cats</td>
</tr>
<tr>
<td></td>
<td>Cedar Point</td>
<td></td>
<td>Nerf guns</td>
</tr>
</tbody>
</table>
Goal 2 - Generate Possible Writing Ideas

People Places Activities Things

Topics we are experts on...
- people in our lives (Mom, Dad, sisters, etc.)
- friends
- famous people
- places we go to eat
- places we go to visit
- places we go to play
- places we go to shop
- places we go to learn
- things we do at home
- things we do at school
- things we do outdoors

Things we know a lot about:
- rabbits
- frogs
- dogs
- airplanes
- bikes
- cooking
- gardening
- reading
- special
- writing
Goal 3 - Shared Class Writing

*THIS IS A SAMPLE OF SHARED WRITING OF INTRODUCTIONS ONLY

**Introduction**

**Pet Store**

Do you like cleaning? Check if you do read this book to learn how to vacuum, sweeping, and mopping.

**Introduction**

**Pet Store**

bark bark that's the sound of a dog barking.

Do you want to learn more about dogs?

Read this book to learn about where and how to get a dog and how to take care of one.

**Introduction**

**Cat**

Meow Meow Meow do you know about cats? Cats are a pet you can find them at a pet store.

Read this book to learn about cats fun facts, where they are born, and what they do.
SECOND GRADE APPENDIX

General Information

Teachers only need to download their corresponding grade level to view samples for each MAISA writing unit. However, it is suggested to preview all grade levels to gather ideas of different ways to study and record information. For example, Kindergarten does not study reviews, but a teacher may like how a particular chart was organized in the 2nd grade appendix and chose to try that format with a Kindergarten unit.

Purpose of Appendices

This is a collection of artifacts from teachers in the field to serve as possibilities. The intent is not for teachers to replicate them exactly as they are, but to provide ideas of how different teachers studied these areas with their students. Please “shop around” for ideas that might work for your students based on their background knowledge and experience with text types, various forms of writing, and Immersion.

Teacher notes that apply to ALL charts:

- These charts should be co-constructed with students based on how they would describe things, mentor texts that have been read, and Immersion activities completed.

- For kindergartners or for emergent writers, teachers should have a visual representation of the noticings in front of the words. The purpose of including words in Immersion charts at the kindergarten level is to assist teachers in facilitating discussion and explaining these concepts. It is not expected that students would be able to read these words.

- Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different texts and text types, as well as builds writing discourse (academic vocabulary per Michigan Academic Standards or Writing Pathways by Lucy Calkins).

- Teachers may spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during Immersion. Use what students notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts – from Immersion as well as additional information students added as the unit progressed and students learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
Appendix Organization

Each unit is organized based on the simplified goals of Immersion. Please see Packet #1: Background Information for more detailed information.

**Goal #1: Develop Background Information**

- Charting Discoveries – Option A: Open-Ended Listing Chart
- Charting Discoveries – Option B-1: Noticing Chart with Columns
- Charting Discoveries – Option B-2: Noticing Chart with Advanced Columns
- Charting Discoveries – Option C: Noticing Chart with Visuals
- Charting Discoveries – Option D: Mark-Up or Stick Note Text

**Goal #2: Generate Possible Writing Ideas**

**Goal #3: Shared Class Writing**

---

**Glossary of Terms for Samples**

<table>
<thead>
<tr>
<th>Goal # ___ and title:</th>
<th>see list above</th>
<th>Chart type:</th>
<th>(see Goal #1 above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: ___</td>
<td>Unit # ___ and Unit Name</td>
<td>Text type</td>
<td>– where applicable</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Open-Ended Listing Chart

SAMPLE
Open-Ended Listing Noticing Chart from a 2nd grade classroom

True Stories or Small Moments from our Lives

A small moment is a true story from our lives.

Authors write small moments to share with others strong memories they have of things that they did or happened to them. Readers read small moments because they are interested in these true stories and can often relate to them or make connections to them.

Noticings:
- True story from author’s life
- The author valued that tiny moment from his/her life
- The author stretched out the moment across the pages bit-by-bit...and used a storyteller’s voice
- Introduction or Lead—the author intentionally chose a good beginning through action, talk or setting
- Most of the time the author uses the word “I” (First Person voice)
- The author told their story in order by using temporal words (transition words) such as when, then, and after.
- The author may have used temporal words (transition words) to signal to the reader that time has passed such as a little later, after that, the next day etc.
- Structure—Beginning (introduction), middle (body) and ending (conclusion)
- Ending—the author brought the story to a close; ending types we noticed: action, talk, feeling...
- Title—gives a sneak preview of the storyline
- Organization—Story was told in order in which it happened (events). The events were stretched out across several pages in the book
- Narrow focus—not an all about story, told about one time did something
- Details, details, details—dialogue, internal thinking, physical description, exact action helped to bring the character to life (add as students notice)
- Show, Not Tell—painted a picture in the reader’s mind
- Heart of the Story—the author had a message, not just a retelling
- Strong words—especially verbs, nouns, adjectives (helps paint picture in reader’s mind)
- And other aspects as noticed
What Makes A Good Small Moment Story...

- Sound effects: 'Bang!', 'Crash!', 'Splat!', 'Beep'
- Zoomed in on 1 topic
- Dialogue
- Pictures match the words
- **BOLD** words
- Beginning, Middle, End
- Repeating lines
- Details to help the reader picture what is happening
- Punctuation: '?', '!', '.', '...', '''', ""
<table>
<thead>
<tr>
<th>Picture or sketch of item from text*</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>• True story from the author’s life, important to them</td>
<td>Small moment</td>
<td>To share stories and make connections with readers</td>
<td></td>
</tr>
<tr>
<td>• Story told bit-by-bit</td>
<td>Storyteller’s voice</td>
<td>Helps us picture of what happened like a movie in your mind</td>
<td></td>
</tr>
<tr>
<td>• Opens with talk</td>
<td>Dialogue lead</td>
<td>Introduces character</td>
<td>Grabs reader’s attention</td>
</tr>
<tr>
<td>• The author started pages with words like then, next, after</td>
<td>Organization Temporal words (CCSS vocabulary)</td>
<td>To tell the events of the story in order</td>
<td></td>
</tr>
<tr>
<td>• The author starts sentence with word then a comma: finally, suddenly, the next morning...</td>
<td>Temporal words (CCSS vocabulary)</td>
<td>Signals new idea or event</td>
<td></td>
</tr>
<tr>
<td>• Lots of way the author said more about...</td>
<td>Details (hand) [Depending on students’ needs, teachers may want]</td>
<td>Helps us picture what is happening</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(dialogue, description...)</th>
<th>to put each type of detail as a separate noticing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Used words to show what is happening and not tell</td>
<td>Show, Not Tell</td>
<td>Paints a picture in the reader’s mind.</td>
</tr>
<tr>
<td>• The author used words like peeled and began</td>
<td>Strong words</td>
<td>Helps readers paint a picture in their minds</td>
</tr>
<tr>
<td>• There is an overall or main message</td>
<td>Heart of the Story</td>
<td>The author has a main message that he/she wants the readers to learn or feel.</td>
</tr>
</tbody>
</table>
Personal Narratives

Purpose: Share a small moment from your life with strong feelings

- ZOOM in on one moment and important parts
- Write it the way you would tell someone with a storyteller’s voice

- Like a movie in your mind. True, exact, details stretched out bit-by-bit...

- Structure: Beginning, Middle, End

- Catchy Lead - hook your reader
- Ending - bring story to a close

Details - Details - Details
- Show, not tell
- Dialogue
- Interesting Words
- Internal Thinking
- Action
Screeeeek scraaaaawk. Screeeeek scraaaaawk. Our porch swing hangs by two chains. Its slats are warm with sunshine. The paint is peeling. Specks of green stick to the backs of our legs. But we don’t mind. Our porch swing can be anything we want it to be. Today it is our throne.

I’m Queen Lucille. My brother is King Natt. We’re licking orange Popsicles, because that’s what kings and queens do.
Writers’ craft—a particular way of HOW an author does something with words and structure.

Why study craft? What did the author do that I could try?

SAMPLE
Open-Ended Listing Noticing Chart from a 2nd grade classroom

Noticings from Mentor Text  Puddles by Jonathan London

- True story
- The story is told bit-by-bit
- Narrow focus
- Words match the meaning - Words look like puddles, words were all over the page in different places, bold face and big, etc.
- Extra spaces in between words
- Sound words (Onomatopoeia) – drip, splash, slop, flop—plop, Ka-BOOM,
- Rhyming at the end of lines
- Lots of punctuation (., ... - )
- Repeated verse/line – Puddles! Big ones, little ones, long ones, on page 13, then repeats on p. 25
- Action words (verbs) that are about rain – trickling, snaking, squirm, slog, rattling,
- Describing words
- Dialogue – not used a lot
- Compared things using the word like
- Made up words like puddle-jump
- And other aspects as noticed
Goal 1 – Develop Background Knowledge – Open-ended listing chart

- Puddles
  - Stretched out his small moment.
  - Patterns and Rhyming
  - Strong Ending
  - Sound Words
  - Pictures matched Words
  - Dialogue – choose wisely
  - Setting – details
  - Details / Juicy Words
  - Repeated Lines
  - Words – sideways BOLD
  - Compares 2 things (like)

- Like Butter on Pancakes
- When the Fireflies Come
  - Gives you a feeling – with show not tell
  - Describing Words
  - Rhyming / Repeated Lines
  - Punctuation!
  - Stretched the Small Moment

- Our Mentor CRAFT
  - Jonathan London

- Hurricane!
### Anchor Chart – Sample Chart with Columns
#### 2nd grade Craft Unit Sample

<table>
<thead>
<tr>
<th>Book: <em>Green Eggs and Ham</em></th>
<th>Author: Dr. Seuss</th>
</tr>
</thead>
</table>

**Notice**  
- **Name**: Create a picture  
  - **Why**: Helps us notice what is happening  
  - **Connections**: Include in the chart either the title of a book or specific examples from the book that show an example. Ask, “Have you seen this anywhere else?”  
  - **Try it!**: Bright as the sun, tall as a building.

<table>
<thead>
<tr>
<th><strong>Book: <em>Green Eggs and Ham</em></strong></th>
<th><strong>Author: Dr. Seuss</strong></th>
</tr>
</thead>
</table>

**Notice**  
- **Name**: Express your feelings  
  - **Why**: Helps us notice what is happening  
  - **Connections**: Include in the chart either the title of a book or specific examples from the book that show an example. Ask, “Have you seen this anywhere else?”  
  - **Try it!**: Bright as the sun, tall as a building.

<table>
<thead>
<tr>
<th><strong>Book: <em>Green Eggs and Ham</em></strong></th>
<th><strong>Author: Dr. Seuss</strong></th>
</tr>
</thead>
</table>

**Notice**  
- **Name**: Describe character  
  - **Why**: Helps us notice what is happening  
  - **Connections**: Include in the chart either the title of a book or specific examples from the book that show an example. Ask, “Have you seen this anywhere else?”  
  - **Try it!**: Bright as the sun, tall as a building.

<table>
<thead>
<tr>
<th><strong>Book: <em>Green Eggs and Ham</em></strong></th>
<th><strong>Author: Dr. Seuss</strong></th>
</tr>
</thead>
</table>

**Notice**  
- **Name**: Describe setting  
  - **Why**: Helps us notice what is happening  
  - **Connections**: Include in the chart either the title of a book or specific examples from the book that show an example. Ask, “Have you seen this anywhere else?”  
  - **Try it!**: Bright as the sun, tall as a building.

<table>
<thead>
<tr>
<th><strong>Book: <em>Green Eggs and Ham</em></strong></th>
<th><strong>Author: Dr. Seuss</strong></th>
</tr>
</thead>
</table>

**Notice**  
- **Name**: Describe action  
  - **Why**: Helps us notice what is happening  
  - **Connections**: Include in the chart either the title of a book or specific examples from the book that show an example. Ask, “Have you seen this anywhere else?”  
  - **Try it!**: Bright as the sun, tall as a building.

<table>
<thead>
<tr>
<th><strong>Book: <em>Green Eggs and Ham</em></strong></th>
<th><strong>Author: Dr. Seuss</strong></th>
</tr>
</thead>
</table>

**Notice**  
- **Name**: Describe object  
  - **Why**: Helps us notice what is happening  
  - **Connections**: Include in the chart either the title of a book or specific examples from the book that show an example. Ask, “Have you seen this anywhere else?”  
  - **Try it!**: Bright as the sun, tall as a building.

<table>
<thead>
<tr>
<th><strong>Book: <em>Green Eggs and Ham</em></strong></th>
<th><strong>Author: Dr. Seuss</strong></th>
</tr>
</thead>
</table>
### Goal 1 - Develop Background Knowledge - Noticing chart with visuals

<table>
<thead>
<tr>
<th><strong>Craft</strong></th>
<th><strong>Notice</strong></th>
<th><strong>Name</strong></th>
<th><strong>Why?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notice</strong></td>
<td>Started story with action, talk or setting</td>
<td>Good Beginning</td>
<td>To hook the reader</td>
</tr>
<tr>
<td><strong>Words like Finally, suddenly, The next day....</strong></td>
<td>Transition Words</td>
<td>To show time has passed</td>
<td></td>
</tr>
<tr>
<td><strong>Comparing something to something else</strong></td>
<td>Simile</td>
<td>Paints a picture in the reader's mind</td>
<td></td>
</tr>
<tr>
<td><strong>Sound Words</strong></td>
<td>Onomatopoeia</td>
<td>Sounds like the real thing</td>
<td></td>
</tr>
<tr>
<td><strong>People in the story are talking</strong></td>
<td>Dialogue</td>
<td>Helps reader's picture what is happening</td>
<td></td>
</tr>
<tr>
<td><strong>Unfreezing Characters Describing a moment bit-by-bit-by-bit</strong></td>
<td>Details</td>
<td>Readers feel like they are right there!</td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Exclamation Marks!</td>
<td>Shows strong feelings</td>
<td></td>
</tr>
<tr>
<td><strong>Ellipsis ....</strong></td>
<td></td>
<td>Makes the reader pause</td>
<td></td>
</tr>
<tr>
<td><strong>Ended the story with action, talk or feeling Describing Words</strong></td>
<td>Good Ending</td>
<td>Leaves the reader feeling satisfied</td>
<td></td>
</tr>
<tr>
<td><strong>Adverbs Adjectives</strong></td>
<td></td>
<td>To help paint a picture in the reader's mind</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Mark up or sticky note text

- Rhyming Words
  - glisten - listen
  - eaves - leaves

- Metaphor
  - Puddles! Big ones, little ones, long ones, drizzly ones - pieces of sky on the ground.
  - It's time to puddle-jump!
  - Splash, splash, splash!

- Vivid Verbs
  - Slog, slip, skip
  - We slog through wet grass and suck mud with our boots.

- Repeated Word
  - Onomatopoeia
  - drip, drip, drip

- Figurative Language
  - The leaves are whispering secrets.
**Sample Noticing Anchor Chart of a Review**

- The review has a title and reveals the type of review.
- The author gave an opinion and used strong words to persuade the audience.
- The author supported their opinion with reasons.
- The author wrote a structure that included an introduction, body, and conclusion.
- The author included different categories for their review. (Examples of Restaurant Review categories: taste, service, atmosphere, price)
- The author crafted a catchy lead.
- The author wrote some background information to give the reader a sense of their review.
- The author crafted a strong ending.
- The author told about their overall experience.
- The author used voice and specialized language/show-not-tell
- The author used at least one quote from another person to support their opinion.
- The author used linking words or phrases such as also, because, I believe, you should... etc.
- The author included a title for their review.
- The author used language of comparison to inform readers. For example, If you liked__ then you will love.....
- The author described the target audience of who might like the ____ etc./
Goal 1 – Develop Background Knowledge – Noticing chart with visuals

An "Ear" For Book Reviews

Introduction
- Title
- Author/illustrator
- Genre (what kind of book)
- Comparisons between one book and another

Body
- Gist of the book (don't give it away!)
- First part of the book
- Favorite/least favorite part

Conclusion
- Theme or Message
- Restate Opinion
- Rating
- Audience: who's it for?

Reviewers give advice: "You will need to get this book right away!"
"Stick with the book. The first part is slow."

Reviewers write like they are talking directly to the reader: "Trust me, you will love this book!"
Goal 1 - Develop Background Knowledge - Noticing chart with columns

<table>
<thead>
<tr>
<th>MOVIE</th>
<th>GAME</th>
<th>PLACE</th>
<th>BOOK</th>
<th>RESTAURANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>RATING</td>
<td>TYPE (genre)</td>
<td>CHARACTERS</td>
<td>Intro.</td>
</tr>
<tr>
<td>PLOT / SUMMARY</td>
<td>HOW TO PLAY / POINT OF GAME</td>
<td>APPEARANCE / THINGS TO DO</td>
<td>PLOT / SUMMARY / CHARACTERS</td>
<td>FOOD</td>
</tr>
<tr>
<td>VISUAL EFFECT</td>
<td>DIFFICULTY / LEVELS</td>
<td>ACTIVITIES / ENTERTAINMENT / SERVICE</td>
<td>FOOD</td>
<td>AUDIENCE</td>
</tr>
<tr>
<td>LESSON LEARNED / AUDIENCE</td>
<td>PLAYERS / AUDIENCE</td>
<td>FOOD</td>
<td>AUDIENCE</td>
<td>FOOD</td>
</tr>
<tr>
<td>RATING</td>
<td>RATING</td>
<td>RATING</td>
<td>RATING</td>
<td>RATING</td>
</tr>
</tbody>
</table>

Dr. Sandra M. Biondo and Oakland Schools, 2018
A Book Review of Officer Buckle and Gloria

Are you interested in a career as a police officer? Do you love dogs? If your answer is yes, then I have a book recommendation for you. I loved Officer Buckle and Gloria by Peggy Rathman and if you are like me, you will like it too!

Officer Buckle collects safety tips. He goes to schools and reads them to children, but the children have trouble staying awake. Then Officer Buckle gets a buddy, a police dog named Gloria. Now, while Officer Buckle reads the safety tips, Gloria acts out the accidents behind his back. Suddenly, his speeches are a huge hit. One day he sees his speech on the news and decides that the kids love Gloria not him. He is devastated. To find out if their friendship survives...read the whole book.

The illustrations are really interesting because they are bright and colorful. Whether Gloria’s hurling herself in the air or pretending to be electrocuted, nowhere will you find a dog with more expression! The pictures even have handwritten safety tips.

I also like the book because it is so funny. On many pages, there is something hilarious like someone slipping on a banana peel. They are also funny because Gloria is always doing silly things like cartwheels and headstands in the background.

The book has a good message. The book teaches kids about safety and friendship. When asked about the book, Mrs. DiMaggio said, “I read it to my kids every year, it has so much to teach kids of all ages.” Most parents would let their kids read this book (the only reason they wouldn’t is because it does show some kids misbehaving).

Officer Buckle and Gloria is a really great book!

If you like Good Night Gorilla, also by Peggy Rathman, you are also going to love this book. I give it 5 stars out of 5 stars. You should go to the library and check it out right NOW!!!!
Goal 1 - Generate Possible Writing Ideas

Possible Categories For Reviews (BODY)

Restaurant
- Food/Drinks (menu, pricing, favorite foods/special food items etc)
- Cleanliness
- Service (fast, slow, friendly, rude)

Place to Have Fun
- Things to do
- Audience (ages/who it's mostly for)
- Cleanliness
- Price/Cost (How much it costs per person/cheap or expensive)

Book
- Synopsis (get the basic idea)
- Ages/who should read it
- Illustrations, writing, artwork

School
- Learning (What do you learn? Cool projects, special learning assemblies... etc)
- Kids/Staff (friendly, kind, mean, helpful...)
- Cleanliness
- Things to do (Lunch, key, playground, homework...)

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Goal 3 - Shared Class Writing

Froggy Series by Jonathan London
Reviewed by Room 103

Have you ever read a Froggy book by Jonathan London? Do you like funny books that have frogs that talk and act silly? If so, you should read a Froggy book. We think Froggy books are superb! We like Froggy books because of the characters, the funny parts, and the illustrations. We hope after reading this review you will want to read the Froggy books.

We enjoy the characters in the Froggy books because they are hilarious! Froggy is the main character in the books and he is ridiculously funny. For example, in Froggy Goes to Hawaii, “Froggy” forgot his bathing suit and we thought that was crazy! Also, the other characters like mom, dad, his sister, and friends are all animals and are humorous. Froggy’s little sister is always asking Froggy to do things and his friends are helpful. We all think that the characters are hysterical!

Do you like to laugh uncontrollably? There are many funny parts in the Froggy books that will knock your socks off! In all the Froggy books, you will hear, “Froggy… WHAT?!” “Yeah, right!” “Why?” “I’m not sure!” We like it when we hear this because it makes us giggle and use expression in our voice. Have you ever been embarrassed? Well, Froggy always gets embarrassed and turns red in the face, and it says, “You see the face slather green. Our favorite funny part is when in Froggy Gets to School, the principal asks in Froggy ‘Where are you going to be, in trouble? We have all had a time like that! If you want to laugh a lot, you should read Froggy books.

We think the illustrations in Froggy books are bright like the sunshine. In the illustrations, the frogs look so and look like they will jump out at you. There are sound words that are bright and bold above the pictures. For example, “Froggy, What?” and “Flop, Flop, Flop!” Also, Froggy is always having expression, he is active across the pages, and you should see his head! Finally, there are bright bold colors and not a lot of gray. The color that happens the most is green. The illustrations make us feel like we are right there with Froggy and we get lost in the book. Once you see the illustrations you will want to read more Froggy books.

After reading this review we hope you think Froggy books are superb. We recommend that you try a Froggy book. You can find them at the library, in a bookstore, or online. If you enjoy Ivy Gay or Little Critter books, you will absolutely love Froggy books. We rate Froggy 5 out of 5 stars! Now, we hope you go read one!
2nd Grade Informational Writing: Personal Expertise, Unit 5

Noticing Chart

- The writer narrowed their focus on a particular topic
- The writer is an expert on __________
- The writer provided lots of informational about __________
- The writer expanded on their topic by putting information about _______ into categories
- The writer crafted a beginning that named the subject and hooked the reader
- The writer told more about their subject by adding layouts and structures (*do separate noticing chart for layouts and structures)
- The writer made their facts specific by using names, numbers, sizes etc....
- The writer used Show, Not Tell to help readers get pictures in their mind
- The writer used personal responses and exclamations to show their reader how they think or feel about their information
- The writer used nonfiction language, words and phrases, like some, most, one example is, on the other hand, since, because... etc...
- The writer used important words to help the reader understand what they are reading. Examples: bold face, text box, defined in context...
- The writer interviewed an expert to add more information about their topic
- The ended with a powerful conclusion
Goal 1 – Develop Background Knowledge – Noticing chart with visuals
Goal 1 – Develop Background Knowledge – Open-ended noticing chart

Personal Expertise - All About

A writing piece (book) that you are an expert at a topic.
Topics - Animals, Sports, World, Things, Space, Insects, Earth (rocks/minerals)

Notice - All About Include:
- Table of Contents
- Headings
- Bold Words/Print
- Photographs
- Map
- Close-Ups
- Diagram (lifecycle)
- Captions

- Introduction
- Paragraphs - Headings
- The Facts
- Conclusion

- Index
- Glossary
- Labels
- Fact Box
### Personal Expertise

Purpose: to teach and describe a topic you already know a lot about

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>a list of headings, with page numbers</td>
<td>Table of Contents</td>
<td>to help the reader find where information can be found</td>
</tr>
<tr>
<td>page at the front of the book that tells what book is about</td>
<td>Introduction</td>
<td>lets reader know what they will be learning and encourages them to keep reading</td>
</tr>
<tr>
<td>Bigger bolder words, usually at the top of the page</td>
<td>Headings</td>
<td>words or phrases that tell the reader what the paragraph will be about</td>
</tr>
<tr>
<td>Words like most, some, one</td>
<td>Clarifying</td>
<td>makes facts more clear and specific</td>
</tr>
<tr>
<td>Exact numbers, names and sizes</td>
<td>Language</td>
<td>tells you a word is important in the book</td>
</tr>
<tr>
<td>Words that are darker</td>
<td>Fact Specific</td>
<td>tells the reader about the parts of the picture and what they are called</td>
</tr>
<tr>
<td>Pictures that have lines or arrows pointing to parts</td>
<td>Bold Faced Words</td>
<td>words that give the reader more information about the picture</td>
</tr>
<tr>
<td>Words in the picture or right next to it</td>
<td>Diagram</td>
<td>organize information that matches what they want to share...</td>
</tr>
<tr>
<td>Words and pictures are organized differently</td>
<td>Captions</td>
<td>...wonder and cared about too...</td>
</tr>
<tr>
<td>page at the end of the book that gives you a sense of closure</td>
<td>Layouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing Chart with Visuals

Informational Writing: Personal Expertise

The writer focuses on **one topic**.
The **title** tells what the book will be about.

The writer expands on the topic by putting information into categories. (Table of Contents)

The writer uses a lead to introduce the topic and hook the reader!

The writer teaches lots of information about the topic using special layouts and structures.

The writer uses non-fiction words and phrases: *most, some, because, one example is...*
The writer uses **bold** print to highlight important vocabulary.

The writer ends with a powerful **conclusion** using personal responses to show how they feel or think!
Goal 1 - Develop Background Knowledge - Mark Up or Sticky Note Text
Goal 1 - Generate Possible Writing Ideas

All About - Personal Expertise

Possible Topic Ideas & Categories:

- Animal/Insect
  - Food (eat & drink)
  - Live
  - What they are?
  - Mammal
  - Female/Male
  - Life Cycle
  - Babies to Adults
  - Size
  - What they can do
  - Endangered

- Sport
  - Equipment
  - How To Play/Do
  - Positions
  - People (players, coaches, instructors)
  - Teams
  - Places
  - Leagues
  - Timeline

- World/Earth
  - Places (planet)
  - What is it?
  - Land
  - Listing and telling about places or planets
  - Where?
  - Unique Things

- Hobbies
  - Materials/Needs
  - What To Do? How
  - Types (Different)
  - What To Do Next? Say
Goal 1 - Develop Background Knowledge - Open-ended Listing Chart

2nd Grade Shared Research & Informational Writing: Descriptive Reports, Unit 7

Noticings Chart

- The writer wrote a title that identified what is being described
- The structure of the writing is organized into topics and subtopics. Chunks of information are organized by topics and subtopics.
- The information is grouped in categories—paragraphs and/or subheadings
- Table of Contents shows what information is included and where to find it
- The writer crafted an effective lead to grab their readers’ attention and introduce a topic.
- The writer included text features such as headings, bold print, labels, captions, diagrams to say more about the topic
- The writer included layouts such as how-to, question and answer format, different-kinds-of-something, lists, etc...
- The writer used linking words or phrases to continue and idea or introduce another idea such as also, another, and, more, or but.
- The writer used qualifying words such as some, most, many, as all...to be more precise about information
- The writer used a variety of sentence beginnings to make the information more interesting.
- The writer included a quote or interview from a person knowledgeable about ______
- The writer crafted an effective concluding statement or section
Goal 1 – Develop Background Knowledge – Open-ended noticing chart

What do we notice from Report-like books?

- Title
- Includes lots of info and facts
- Sorts all the info into different categories
- Includes text features
  - Table of contents shows what info and where to find it
  - Organized by headings (big idea)
  - Maps
  - Fun fact
  - Photograph
diagram labels
- Q & A
- T-chart
- Side bar

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Goal 1 - Develop Background Knowledge - Noticing Chart with Columns
Goal 1 - Develop Background Knowledge - Noticing chart with visuals
Introduction
Have you ever heard of a community? There are all different types of communities to live in. What kind of community do you live in? Communities are interesting to learn about. You will learn the types, people, buildings, and jobs in a community.

What Is A Community?
A community is a place where people live, work, and play. Communities can be big or small and include neighborhoods with houses and businesses. There are three types of communities: urban, suburban, and rural. Urban is the largest and includes big cities. Suburban is neighborhoods spread out and a medium size. Rural is the smallest with farms and fields. What type of community do you live in?

Different Community Buildings
In your community, you will find different types of buildings. First, there are many homes in a community like apartments, condos, and houses in a small community. In an urban community, you'll find skyscrapers that are apartment buildings. Also, there are office buildings found all throughout the community. Finally, the most important building is the school. There are a lot of different buildings in a community.

Different People That Live and Work in Your Community
Do you know that people in your community do different things? The worst people are called citizens in a community. You are a citizen too! There are people like police and firefighters that keep you safe. Did you know that the mayor of your community is a leader? There are also many leaders in our community like teachers, buses, business, and social workers. People or citizens in the community are very important.

Types of Jobs In The Community
Did you know that there are many different jobs in the community? The government is a group of people that make laws with the mayor. Police and firefighters keep you safe. Teachers are important in the community because they teach students. If they come to school, they are important to our community. Finally, there are other jobs like cleaning and maintenance. All of these jobs are important in our community.

Conclusion
Communities are different in many ways. You learned the different types of communities and you may know what community you live in. Communities are actually everyday. I bet you are no expert knowing about communities!