Immersion Phase: Creating a Vision for Writing

Part 2: 3rd Grade Level Appendix

By: Dr. Sandra M. Biondo

Please also read Part 1: Background Information Packet
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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

Goal # ___ and title: see list above
Chart type: (see Goal #1 above)
Grade: ___ Unit # __ and Unit Name
Text type – where applicable
Goal 1 - Develop Background Knowledge – Open-ended listing chart
Goal 1 - Develop Background Knowledge – Open-ended listing chart

Option A: Open Ended Chart

Personal Narrative

Beginning: hook the reader
- action
- dialogue
- sound word
- setting
- introduce the character

Middle: events
- problem & solution
- plot of story
- dialogue
- simile
- internal story (thoughts/feelings)
- external story (action, description)

End: conclusion
- lesson learned
- transition words
- paragraphs
- new event
- new person telling

Personal Narrative

What: A true story about one time
I did something.

Why read them?... to be entertained
Why write them?... to entertain and
share stories of our lives, make connections
How do narratives tend to go?
Goal 1 - Develop Background Knowledge – Noticing chart with columns

<table>
<thead>
<tr>
<th>Text Example</th>
<th>Notice It!</th>
<th>Name It!</th>
<th>Why is It Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's at the beginning of the story and gets our attention.</td>
<td>Hook or Lead</td>
<td>A writer includes a strong lead to grab the reader's attention, so she wants to keep reading!</td>
<td></td>
</tr>
<tr>
<td>The character is telling the story by using words like &quot;I,&quot; &quot;me,&quot; &quot;my,&quot; and &quot;we.&quot;</td>
<td>Storyteller's Voice</td>
<td>When the story is written this way, it makes you as the reader feel like the writer is talking to you and keeping you interested.</td>
<td></td>
</tr>
<tr>
<td>The story has a lesson in it the author wants you to remember.</td>
<td>Heart of the Story</td>
<td>An author includes an important message in the story so you can learn something to use in your own life.</td>
<td></td>
</tr>
<tr>
<td>The story has a beginning, a middle, and an end.</td>
<td>Structure</td>
<td>The writer tells the story with the events in order, so it makes sense to the reader and is easy to understand.</td>
<td></td>
</tr>
<tr>
<td>The story has descriptions, action words, sound words, dialogue, and thoughtknotes.</td>
<td>Details</td>
<td>The writer includes many different kinds of details in the story to make the writing exciting for the reader.</td>
<td></td>
</tr>
</tbody>
</table>

Notice What Author Did | Name | Why? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the end...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lesson (heart of story)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>share feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>character trying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>something new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>character changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learn from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in case we have the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>same problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more interested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>let us know what</td>
<td></td>
<td></td>
</tr>
<tr>
<td>characters are thinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal 1 - Develop Background Knowledge – Noticing chart with columns

#### Notice What Author Did | Name | Why?
---|---|---
In the middle...<br>· author describes<br>· apple<br>· people talking<br>· adds sound<br>· like ka chunk<br>· drip, drip, drip | descriptive words | picture the story, feel a part of the story<br>understand characters better<br>more exciting for the reader<br>feel like you're there |

#### Reading Like A Writer

| Notice What Author Did | Name | Why? |
---|---|---|
In the beginning...<br>· got the readers attention, interested<br>· met the characters<br>· learn the setting<br>· characters talk<br>· dialogue | Hook | to interest the reader<br>reader learns who & where<br>conversations, get to know characters |
Goal 1 - Develop Background Knowledge – Noticing chart with visuals*

In **Shortcut**, the author hooked the reader with **action** in the lead.

We looked...

We listened...

We decided to take the shortcut home.

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**Details:**
- **Thoughts:** Blushing Nate pulled the sketchbook from his backpack and handed it to Aunt Phil. He didn’t think it was good enough to show people.
- **Dialogue:** “What will they do?”
- **Description:** As she held the drawing up for the crowd to see, the villagers talked excitedly again.
- **Action:** She rifled through her pack, drew out a large pouch, and held it up.

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**Come on, Rain**
- **Simile:** Her long legs, like two brown string beans.
- **Details:** Sweat trickled down her neck and wet the front of her dress and under her arms.
- **Cameback line:** Come on, rain.
- **Detail:** Gray clouds, purple sky.
- **Action:** Flair of their shoes, smell of their hose, pressed her nose against the screen.
- **Dialogue:** “We sure did get a soaking, Momma,” I say.
- **Lead:** “Come on, Rain!” I say.
- **Setting:** Neighborhood/Home
Goal 1 - Develop Background Knowledge – Mark up or sticky note text
Red Clay Heroes

He knew he had to tell the kids of their vacation were almost over. School would be starting next week, and he was looking forward to it. "Mama," he whispered to his quiet voice. "Do I have to go to school next week?"

"Just wait by the house with you." He was not quite sure what to say. His mom's voice was soft and gentle, but his heart was racing. "Yes, school is a wonderful place where you'll meet new friends, learn new things, and have fun. Why don't you want to go to school next week?"

There were so many things running through his mind that he didn't know where to start. "Who, is it...um...oh, now I just wait by the house with you."

Today worked out just as he had planned. The kids were excited to see the memory's top-secret place and began to cry. Mama told him he was back for a while watching for the right words to say when suddenly she had an idea. "Oh, the idea! I'll do it!"

Judy held on to the joy in the air, being careful not to bump the lamp on the table. The kids were almost out of the darkness and opened the lid. The clock ticked to the beats of music that were hundreds of years old. Gently "Please, don't wake up."

"I know it's late somewhere." Mama pointed at the back, quickly tucking the lamp. "He has a sound?"

"No," she asked. Running back down the main road, the clock now covered the corner and the imagined as need to fix on the clock."

"Close your eyes and hold out your hands," Mama said encouragingly. "As long as we're in this world, whenever the clock ticks the way in the hour A head usually turned out great, so the children did the..."
Goal 2 - Generate Possible Writing Ideas

<table>
<thead>
<tr>
<th>Text</th>
<th>Possible Writing Idea</th>
<th>My Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come</td>
<td>Person or friend</td>
<td>Classmate: caught a bird</td>
</tr>
<tr>
<td>On Rain</td>
<td>that is special</td>
<td>Popcorn with that</td>
</tr>
<tr>
<td>One Green Apple</td>
<td>A place that is special</td>
<td>Kruger: 1st time buying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>something</td>
</tr>
<tr>
<td>Pecan Pie Baby</td>
<td>An emotion or memory</td>
<td>Target: sale!</td>
</tr>
<tr>
<td></td>
<td>A time you changed</td>
<td>Favorite toy</td>
</tr>
<tr>
<td>Gettin' Through Thursday</td>
<td>A special thing...</td>
<td></td>
</tr>
</tbody>
</table>
Mr. Gualtieri said, "Staff an students it is time for our tornado drill. Please go to your shelter." We got in line in number order. Quietly and fast we went to the PTA room.

When we walked into a small crowded room we noticed equipment everywhere. We thought, "How on Earth are we all going to fit in here?" Our class sat down criss-cross applesauce, bent our heads, and laced our fingers together behind our heads. Wow it was really painful! Trust me it did not feel good. Suddenly, four other classes showed up to squish into the same tiny room. After that, Mr. Gualtieri checked the room to be sure we were in the correct place and we had enough room for all of the classes.

After what felt like an hour we heard the ding of the announcement speaker.

Mr. Gualtieri's voice boomed, "Thank you for a wonderful job on our first tornado drill." Finally, we got up and stretched. Mrs. Moscovic followed us back to class.

Conclusion

As I moved to the back corner and watched Drew sit down, my eyes got huge and I gasped at what I saw. Right there was a mouse trap. I whispered to Drew, "I hope nothing is in there."
Goal 1 - Develop Background Knowledge – Open-ended listing chart

**Persuasive Essay**

A persuasive essay is one in which the writer shares his/her opinion and reasons with others to assist them in making an informed decision.

- Transition words: First, Next...
- Paragraphs
- Capitals - Punctuation - Spelling
- Facts
- 3 reasons
- Dialogue
- Internal thinking
- Examples

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Goal 1 - Develop Background Knowledge – Noticing chart with columns

<table>
<thead>
<tr>
<th>Notice</th>
<th>Hook</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a question or shares a thought about something.</td>
<td>Hook</td>
<td>Interests you to keep reading. Get you curious!</td>
</tr>
<tr>
<td>States opinion about something in the community.</td>
<td>Claim</td>
<td>Lets the reader know how you feel or think about something.</td>
</tr>
<tr>
<td>Explain why feels or thinks a certain way.</td>
<td>Reason</td>
<td>To support your opinion. To convince others.</td>
</tr>
<tr>
<td>Shares other people's thoughts about the opinion.</td>
<td>Survey</td>
<td>Lets the reader know other people agree or think it is a good idea.</td>
</tr>
<tr>
<td>has a story from an interview to support opinion.</td>
<td>Interview</td>
<td>Help readers make a connection that helps persuade them.</td>
</tr>
<tr>
<td>Encourages you to do something.</td>
<td>Mini Story</td>
<td>Gets the reader to do something to make a change.</td>
</tr>
<tr>
<td>Presents reader of opinion</td>
<td>Call to Action</td>
<td>Remind the reader to do something to persuade.</td>
</tr>
</tbody>
</table>
### Goal 1 - Develop Background Knowledge – Noticing chart with columns

**Persuasive Essay**  
*Reading through writerly eyes!*

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the introduction...</strong></td>
<td>indent</td>
<td>new paragraph</td>
</tr>
<tr>
<td>Interested me to read the essay</td>
<td>HOOK</td>
<td>“Hook” the reader into reading, get interested</td>
</tr>
<tr>
<td>Different ways to interest the reader</td>
<td>Variety of Hooks</td>
<td>Example from text/essays:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I believe...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I’m going to explain...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- _____ is wonderful and we can all agree</td>
</tr>
<tr>
<td>Author’s opinion</td>
<td>States claim (opinion)</td>
<td>Author wants you to know their opinion (strong feeling)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the body/middle</strong></td>
<td>indent</td>
<td>new paragraph for each reason that supports the opinion</td>
</tr>
<tr>
<td>At least 2 paragraphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Sentence</td>
<td>Reason</td>
<td>Supports the author’s opinion</td>
</tr>
<tr>
<td></td>
<td>at least 2 but usually 3</td>
<td>Share with the reader why feel strongly about the opinion</td>
</tr>
<tr>
<td>Examples</td>
<td>Evidence</td>
<td>supports the reason in the topic sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Types of evidence:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Facts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Story (mini-story)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Quotes from everyday</td>
</tr>
<tr>
<td>Restate reason</td>
<td>Concluding sentence</td>
<td>Restate reason in a different way and remind readers of the author’s opinion.</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge – Noticing chart with columns

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the end or conclusion</td>
<td>appeal</td>
<td>Urges reader to do something, change their mind, etc.</td>
</tr>
<tr>
<td>Ask the reader to do something</td>
<td>Concluding sentence</td>
<td>Restates opinion in a different way</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge – Noticing chart with columns

**Persuasive Essay Noticings Chart**

<table>
<thead>
<tr>
<th>Text Example</th>
<th>Notice It!</th>
<th>Name It!</th>
<th>Why is It Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th paragraph</td>
<td><strong>Reason #3 and supporting details</strong></td>
<td><strong>Same</strong></td>
<td>The writer is trying to convince or persuade the reader to have the same opinion.</td>
</tr>
<tr>
<td>Last paragraph</td>
<td>Writing is stating his/her opinion one last time.</td>
<td><strong>Conclusion</strong></td>
<td>The writer is trying to convince or persuade the reader to have the same opinion.</td>
</tr>
<tr>
<td>First reason paragraph</td>
<td>Writers include these usually at the beginning of a paragraph.</td>
<td><strong>Transition words</strong></td>
<td>The writer uses them to present ideas to the reader in order and in a way that makes sense.</td>
</tr>
</tbody>
</table>

**Persuasive Essay Noticings Chart**

<table>
<thead>
<tr>
<th>Text Example</th>
<th>Notice It!</th>
<th>Name It!</th>
<th>Why is It Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV on the Weekends</td>
<td>The title gives you a clue about the author’s opinion.</td>
<td>Title</td>
<td>When you read the title, you want to read to find out why the author feels this way.</td>
</tr>
<tr>
<td>More than one reason in an essay</td>
<td>Reasons (3 or more)</td>
<td></td>
<td>Reasons convince your reader to feel the same way to have the same opinion.</td>
</tr>
<tr>
<td>1st paragraph</td>
<td>The writer tells the reader what he/she thinks about the topic.</td>
<td>Opinion claim position</td>
<td>The writer gives an opinion so the reader will want to find out the reasons.</td>
</tr>
<tr>
<td>2nd paragraph</td>
<td>The writer gives the first reason and an explanation about it.</td>
<td>Reason #1 and supporting details</td>
<td>The writer is trying to convince or persuade the reader to have the same opinion.</td>
</tr>
<tr>
<td>3rd paragraph</td>
<td>Same</td>
<td>Reason #2 and supporting details</td>
<td>Same</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge – Mark up or sticky note text

- **Reason #1**: First, cars could get in an accident. Second, buses can’t drive in the snow. Third, walking to school could be dangerous.

- **Reason #2**: First, cars could get in an accident. A car could get in an accident because it can’t drive well on icy roads.

- **Reason #3**: Another reason cars can get into accidents is parking lots are icy, and cars can’t stop easily. Also, snow and ice can cover windshields and street signs, and a car could get into an accident.

- **Reason #4**: Second, buses can’t drive in the snow. Buses could lose control on the road with kids in them. A bus could skid on the ice and get into an accident. When it’s too cold, the buses engines might start to freeze, and if this happens, kids can’t get to school.

- **Reason #5**: In a neighborhood or snow bank, thinking walking to school could be dangerous. For example, sidewalks can be icy, and kids could slip and fall on them. If that happens, they could break an arm or a leg. Also, don’t shovel the snowmam, kids can’t walk on them. Once, when I was walking on a snowy sidewalk that wasn’t shoveled, I slipped and fell on the ice.

- **Reason #6**: Another example is kids who walk to school could get frostbite in cold temperatures.

- **Reason #7**: A lot of snow makes getting to school dangerous, so students should stay home for a snow day.
Goal 2 - Generate Possible Writing Ideas

Coats were on the ground. 
Students should hang their coats in their locker.

Lost and found was a disaster. 
Items should be placed in the lost and found neatly.

Ants in the cafeteria. 
Students should make sure all food is thrown away.

Floors in the hallway were a mess. 
Students should be responsible for ensuring the hallway is neat.

Loud kids in the hallway. 
Students should be quiet in the hallway.

Lack of self control in the hallway. 
Students should show self control in the hallway.
## Goal 2 - Generate Possible Writing Ideas

<table>
<thead>
<tr>
<th>Text</th>
<th>Big Idea/Writing Territory</th>
<th>My Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Much Television Should We Watch?</td>
<td>Home topic</td>
<td>How much time should kids have to play video games? How much time should kids have to be on the computer?</td>
</tr>
<tr>
<td>Should Children Have Homework?</td>
<td>School topic</td>
<td>Should kids have recess? Should candy be sold to students at lunch? How long should the school day be?</td>
</tr>
<tr>
<td>Should We Wear School Uniforms?</td>
<td>School topic</td>
<td>Should students have to take tests at school? How many?</td>
</tr>
<tr>
<td>Why Is It Important To Exercise?</td>
<td>Self topic</td>
<td>Should kids have to take gym class? Should kids be able to buy pop at lunch?</td>
</tr>
<tr>
<td>How Can We Help Out In Our Community?</td>
<td>Community Topic</td>
<td>How can kids help to clean up their neighborhoods? Should people have to recycle?</td>
</tr>
</tbody>
</table>

### Generating Ideas

**Problem at School** My writing idea/Opinion

- Bully being mean
- Making good choices, even when teacher is not around
- Too loud/distracting during work time
- Manners
- Recess to shift more than one

**My writing idea**: Some people need to make noise to focus. When other people are loud or making noise it is distracting.
Goal 3 - Shared Writing

Homework… Yes, Please!

Are you eager to practice skills to become even better or smarter? Just like an athlete practices to master the big game, a student uses homework to practice and master their skills! Homework should be assigned.

One reason why homework should be assigned is to help students become smarter. One example is when I was doing homework to prepare for a test. The day of the test I got all of the answers right. I think the homework helped me become smarter! In a survey of 25 third graders, 21 students felt that homework helped them understand a math topic better because of the extra practice. They felt smarter the next day in class. When you complete homework, you have time to practice skills, this helps you get smarter.

Another reason why homework should be assigned is because it helps you become more responsible. One time I had practice and homework after school. When I got home I completed the homework right away before I had to leave for practice. My mom told me I was being responsible for getting my work done. I felt proud. Another way homework helps with responsibility is students have to remember to complete and turn in assignments on time. Being responsible is an important character trait.

A final reason why homework should be assigned is because it can help you get into a good college. One way homework helps prepare students for college is that it can be hard. It is important that we learn how to work on hard problems and solve them because college can be hard. Another way homework helps prepare you for college is that it helps you manage your time. In college you have to manage school, homework, and work. School is a good time to learn to manage school and homework.

Even though homework is hard, it does help students in many ways! Homework helps you become smarter, more responsible, and prepares you for college. Homework is important.
Goal 3 - Shared Writing

Oh No! Homework?

Students work hard all day at school 5 days a week. They deserve to relax when they get home not do more work. Homework should not be assigned.

One reason why homework should not be assigned is students are busy after school. One example is when I have swim practice after school. My coach gets V-E-R-Y mad when I am late. The only time I am late is when I have homework and then my coach isn’t happy with me. Another example is when I have to do my chores at home and homework, I am too busy to get it all complete.

Another reason why homework should not be assigned is because we work hard all day in school and need a break at home. One time I had so much homework after school when all I wanted to do was relax in the family room. I was tired from working hard all day and I just wanted to have a break. In a survey of 25 third graders, 17 agreed that students need time to relax and have fun after school-not do more work.

A final reason why homework should not be assigned is because it can be stressful. One way it can be stressful is when you don’t have time. When I have gymnastics, I only have one hour from getting off the bus and leaving for practice. It is stressful getting my homework done and eating in such a short time. Another way it is stressful is when I do my math homework I usually get frustrated. Then my dad gets upset with me. Both my dad and me get stressed out over homework. My dad said, “I wish you didn’t get homework because it is so stressful for our family”

Homework can take time out of our busy schedules or after school activities. It also stops us from relaxing at home or playing and lead to stress. Homework is a waste of time!
Goal 3 - Shared Writing

More Time to Play

Have you ever thought that we should have two recesses every single day? Most kids think recess is fun. But did you know it can help you become a better student? There are many reasons to support this opinion. One reason is that exercise is great for the brain. Another reason is that students are asked to do some very deep thinking. Students can think better after a short break like a recess. Finally, students that are active have healthier bodies.

For example, one night I was working on my division math homework. “This is really hard,” I said. I started to think why it felt so hard. I remembered that I hadn’t really exercised in a while. We had just gotten a new treadmill. I hopped on and ran for 15 minutes. When I was finished running I went back to do my homework. Wow, that really made a difference. My mind was clear and the equations seemed much easier. Now I know that exercise is great for the brain. That is why I think we should have two recesses each day.

Did you know that there is research that supports short breaks to help students think? They are called, “Brain Breaks.” There is also something called a, “Mindful Minute.” These are proven strategies to keep students engaged in their assignments. Now I know that not only has it been scientifically proven that taking a break can help you think, but I also tested it and it worked!

Finally, students that are active have healthier bodies. I once saw a commercial that said that people who exercise have healthy hearts and bodies. I thought to myself, “Kids in school should have at least two recesses. That way they can start their young lives with a healthy heart and body.” Getting into the habit of exercising at a young age has been proven to carry over into adulthood. Don’t you want a healthy heart and body? I know I do.

These are the many reasons that students should have two recesses each day. Not only will it help you think and make your work easier, you will have a healthy body, too.
Goal 3 - Shared Writing
As a class, we wrote this persuasive essay at the end of our immersion. After, we boxed and marked it.

- Thesis: Students should have a snow day during bad weather. There are many reasons why. First, cars could get in an accident. Second, buses can't drive in the snow. Third, waiting to school could be dangerous.
- Detail #1: First cars could get in an accident. A car could get in an accident because it can't drive well on icy roads. Once, I had to stay home from my cousin's birthday party, because the roads were too slippery. And my mom didn't want to drive on them. Another reason cars can get into accidents is parking lots are icy, and cars can't stop easily. Also, ice and snow can cover windshields and street signs, and a car could get into an accident.
- Detail #2: Second buses can't drive in the snow. Buses could lose control on the road with kids in them. A bus could skid on the ice and get into an accident. If it's too cold, the buses engines won't start. If this happens, kids can't get to school. For example, the buses could get stuck in a neighborhood or on snow bank.
- Detail #3: Third, waiting to school could be dangerous. For example, sidewalks can be icy, and kids could slip and fall on them. If that happens, they could break an arm or a leg. And if you don't shovel them yourself, kids can't walk on them. Once, while I was walking on a snowy sidewalk that wasn't shoveled, I slipped and fell on the ice. Underneath it another example is kids who walk to school could get frostbite in cold temperatures.

- Opinion: A lot of snow makes getting to school dangerous, so students should stay home for a snow day.
Goal 3 - Shared Writing

A Snow Day is a Safe Day!

Students should have a snow day during bad weather. There are many reasons why. First, cars could get in an accident. Second, buses can’t drive in the snow. Third, walking to school could be dangerous.

First, cars could get in an accident. A car could get in an accident, because it can’t drive well on icy roads. Once, I had to stay home from my cousin’s birthday party, because the roads were too slippery and my mom didn’t want to drive on them. Maybe other drivers would have because they wanted to go to the party, but my mom is a safe driver, and she thought it was too dangerous. Also, cars can get into accidents if parking lots are icy, and cars can’t stop easily. Also, snow and ice can cover windshields and street signs, and a car could get into an accident.

Second, buses can’t drive in the snow. Buses could lose control on the road with kids in them. One day, Bus #12 was driving in snowy, blizzard-like conditions, and the bus slid and went into a ditch. This shows that driving in snowy conditions could be dangerous to the passengers. Additionally, if it’s too cold, the buses’ engines won’t start. If this happens, kids can’t get to school. The buses could get stuck in a neighborhood or snow bank if the engine suddenly stops working.

Third, walking to school could be dangerous. For example, sidewalks can be icy, and kids could slip and fall on them. If that happens, they could break an arm or a leg. Also, if people don’t shovel their sidewalks, kids can’t walk on them. Once, when I was walking on a snowy sidewalk that wasn’t shoveled, I slipped and fell on the ice underneath it. Another example is, kids who walk to school could get frostbite in cold temperatures, even if it’s a short walk to school.

A lot of snow makes getting to school dangerous for many reasons, so students should stay home for a snow day. As our school principal always says, “Student safety is our number one priority.” A snow day is a SAFE day!
Goal 3 - Shared Writing

All dogs should be on leashes when out in public.

- Dogs should be on leashes for safety.
- Dogs should be on leashes because people are scared of dogs.
- Dogs should be on leashes because dogs can get lost.

In my opinion, all dogs should be on leashes when out in public. I feel strongly about this because dogs need to be safe. Also, some people are scared of dogs and unleashed dogs will approach people and frighten them. Finally, dogs could get lost if they are not on leashes. This is why I think all dogs should be on leashes in public.

The first reason I think dogs should be on leashes in public is because dogs are not safe when they can just run free. When our dog Mary was a puppy, Derek was trying to train her to “come” in the front yard. Mary had done really well thus far. Derek gave her the command to “stay!” However, she heard a car coming and took off toward the road. He was too far away to get her when she started sprinting toward the road. The car slammed on his brakes but it was too late. Mary lay in the road with a broken leg. She needed surgery. This is why all dogs should be on leashes. It will keep them safe.

The second reason dogs should be on a leash is because some people are scared of dogs. One time when I was 7, I was at my dad’s friend’s house. He had a really mean little dog. It barked and growled at me for an entire hour. I was trapped behind the front door and couldn’t move. When my dad finally found me, I was crying. From that day on I am always frightened when I see loose dogs. However, I feel safe when the dog is on a leash. That is why dogs should be on leashes.

Have you ever noticed those signs hanging on trees around neighborhoods? I have. They have pictures of lost pets on them with phone number. Sometimes even a reward is offered. If you keep your dogs on leashes I bet it would help keep them from getting lost so easily.

I feel very strongly that dogs should be on leashes. As an owner it is your responsibility to keep them safe. Having control of them will make other people feel safe, too. Leashes also help keep pets from getting lost. Please follow these rules and keep your dog on a leash.
Goal 3 - Shared Writing

Most people believe that the bathrooms at Hillside have high quality. Most people believe that the bathrooms are treated well. I think that they are completely wrong. I believe that the bathrooms at Hillside Elementary should have higher quality and should be given more respect.

One reason I think this is that the stall security is terrible and provides a low level of privacy. For example, once I was in a stall and a kid opened my stall door from the outside! I had to go to the bathroom with another person in the stall and embarrass myself. Kids can also crawl under the stall and easily watch you go to the bathroom. Going to the bathroom in a stall is no more private than going out in the open!

Another reason is that people always rush and trash the bathroom. Kids commonly make messes and do not bother to clean them up. For example, one time I went into the bathroom and there was wet paper towel over the floor and the trashcan was only half full. Another time I saw someone wash their hands, not turn the faucet off, and leave their wet paper towel on the ground! There is always a mess in the bathroom.

The most important reason is that I think people have no respect or integrity for the bathroom. Kids always misbehave in the bathroom when they think no teachers are there. For example, I was in the bathroom and there was a bunch of 4th graders throwing wet toilet paper in the stalls and at the walls. I bet they wouldn’t have acted like that if a teacher was around!

As I look back I realize that the bathrooms at Hillside Elementary are clearly mistreated. I have stated my reasons and said my examples. We need to pitch in and help to make Hillside’s bathrooms as beautiful as all of its parts! Hillside shine, shine Huskies shine!
Goal 1 - Develop Background Knowledge – Open-ended listing chart

- Paragraphs
  - Introduction
  - Middle
  - End
  - Subtopics

- Text Features
  - Table of Contents
  - Glossary
  - Map
  - Photograph
  - Table
  - Heading
  - Caption

- Transition Words
  - Sequential
  - Cause and Effect
  - Because
  - Before
  - After

- Elaboration
  - Examples
  - Observations

- Craft
  - Expert Words

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Goal 1 - Developing Background Knowledge – Noticing chart with columns

<table>
<thead>
<tr>
<th>Text Example</th>
<th>Notice It!</th>
<th>Name It!</th>
<th>Why is it Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A title is on the front cover and title page in a book.</td>
<td>title</td>
<td>A title will tell a reader the topic of a book right away.</td>
<td></td>
</tr>
<tr>
<td>Headings can be in the top or in the middle of a page. It is in a different print.</td>
<td>heading</td>
<td>A heading tells the reader about the topic in the paragraphs below it.</td>
<td></td>
</tr>
<tr>
<td>A photograph is realistic and it is taken with a camera.</td>
<td>photograph</td>
<td>A photograph allows real life details to the reader.</td>
<td></td>
</tr>
<tr>
<td>A caption is close to a photograph. It could be written in a different font or color.</td>
<td>caption</td>
<td>A caption helps a reader to learn something about the topic and the picture.</td>
<td></td>
</tr>
<tr>
<td>A vocabulary word can be braced in a sentence. It could be in a different color.</td>
<td>vocabulary</td>
<td>Vocabulary words teach you specific words that are about the book's topic.</td>
<td></td>
</tr>
<tr>
<td>The question was boxed in. It is in a different color. It is close to the text.</td>
<td>question box</td>
<td>The question connects to the topic. The question has the reader stretching thoughts/ideas about the topic.</td>
<td></td>
</tr>
<tr>
<td>It is a picture of something with labels. There are lines from the labels to different parts.</td>
<td>diagram</td>
<td>A diagram helps the reader to see how parts of something fit together.</td>
<td></td>
</tr>
<tr>
<td>A pronunciation will have hyphens that separate a word into chunks. It might have some capital letters.</td>
<td>pronunciation</td>
<td>A pronunciation helps a reader to read a big word that she might not know.</td>
<td></td>
</tr>
<tr>
<td>The fact box is usually in a different color and is close to the text. Could have a comparison picture.</td>
<td>fact box</td>
<td>A fact box will give a reader more details about a topic.</td>
<td></td>
</tr>
<tr>
<td>An animal that eats other animals.</td>
<td>word box / mini glossary</td>
<td>A word box tells the reader a definition for a vocabulary word.</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Developing Background Knowledge – Noticing chart with visuals*

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>facts</td>
<td>Descriptions</td>
<td>Help reader know about the topic.</td>
</tr>
<tr>
<td>Sketch</td>
<td>Photograph or Illustration</td>
<td>Know what it looks like.</td>
</tr>
<tr>
<td>Caption</td>
<td>Caption with an observation sentence</td>
<td>Add or describe the photographs.</td>
</tr>
<tr>
<td>Photo w/ labels</td>
<td>Diagram</td>
<td>Know the parts/name of it.</td>
</tr>
<tr>
<td>4 photos of wolves</td>
<td>Comparison</td>
<td>Connect to something you know and shows kinds of ex. Wolves.</td>
</tr>
<tr>
<td>red word</td>
<td>Bold print</td>
<td>Important word and definition.</td>
</tr>
<tr>
<td>100 lbs - 400 ib</td>
<td>Comparison sentence</td>
<td>Reader understand better. Connected to something known.</td>
</tr>
</tbody>
</table>
Text Structure Noticings
Goal 1 - Developing Background Knowledge – Mark up or sticky note text

Introduction Noticings

Conclusion Noticings
Goal 2 - Generate Possible Writing Ideas

- Person
  - Favorites
  - Childhood
  - Adult life
  - Sports/Hobbies

- Place
  - Weather - where located
  - What do they do?
  - History
  - How people live

Water and Climate

- temperature
- definition
- evaporation
- size of bead and speed
- gravity
- absorption or repelled (beaded)
- containers - closed or open
- flow fast and slow
- location

- Heat and cold water
- thermometer
- Solid liquid gas
- properties

- slope, speed and incline
- slope, speed and inclination
- effect of rain materials
- sponge

- Sports
  - Foot ball
  - Hockey
  - Soccer

- Fish
  - Poshins
  - Baseball
  - Basketball

- Fox
  - Games
  - Card games
  - Outside

- Boys
  - Games

Look back into your notebook and pick a topic you know a lot about.
1. Brainstorm everything you know about the topic using a web.
2. Look at your web, can you narrow your topic?
3. Get topic approved from the teacher before you begin your notes and bullets.
Goal 3 - Shared Writing

On Your Mark, Get Set, Go

Table of Contents:
  1. Introduction
  2. Training
  3. Gear
  4. Race Day
  5. Conclusion

Introduction:
Are you looking to improve your overall health and wellness? A healthy heart is very important. One activity you can do to accomplish this is to run. Running requires very little equipment and you can get started at any time or anywhere. Here is some helpful information if you are considering becoming a runner.

Training:
**Training** to be a runner is very important. By following a proper running schedule, you will avoid injuries and frustration. Start by deciding what your goal will be. Do you want to run a **race**, or just join friends to be social? I would recommend if you are just beginning, to pick a race. Having an end goal will keep you motivated to keep running. However, expect that not every day your training will not go as expected. Just keep your goal in mind. Start small. A 5k (3.1 miles) is a good starting distance. If you are looking for more of a challenge, try a 10k (6.2 miles), half marathon (13.1 miles) or a full marathon (26.2 miles). Look on the internet for different training schedules and try to stick to it as best as you can. After you have decided you are choosing this type of exercise you may want to get some gear.

Gear:
Running doesn’t require a ton of special gear. You just need some shorts, a t-shirt, and a pair of running shoes. First, make sure you have shoes that are comfortable and not too worn. You need good shoes so you don’t get blisters. Try going to a specialty store. The people that work there are very helpful with getting the best shoe for you. Next, wear what is comfortable for you. The weather is a huge factor when determining what clothes to wear. Personally, I like capri running pants and a tank top. That is always my base layer. I will add a running coat when the weather is especially chilly. A hat or headband are also helpful to keep you warm. But two things I never forget are my phone and headphones. I like to listen to books while I run. But some people like to listen to music. You can decide what you like. I bring my phone to track my distance. However, it is there in case of an emergency. As you can see, there are very few things you need to get started with running.

Race Day:
The day is finally here! You have been working so hard toward your goal and now you get the reward… the big race. Remember to eat smart. I would suggest something small such as a yogurt or banana. You may also want to bring a granola bar with you to eat about a ½ hour before the race. You may pack your water bottle to stay hydrated. However, most races will have water stations set up for your drinking convenience.
My second piece of advice is to not buy new clothes for this day. Wearing something new could end up being uncomfortable. Pick something that you have trained in and you know for sure it will be comfortable and appropriate for the weather. Layering is a great idea.
Also, the shoes. **DO NOT** get new shoes for the race. Blister city for sure.
Plan to arrive about an hour early to register, check-in, and use the restroom. Finally, enjoy and just run. You have prepared for this for months. There is no better feeling than running across the finish line and hearing the crowd cheering. Enjoy it.
Goal 1 - Develop Background Knowledge – Open-ended listing chart

How to Write Literary Essay

- Generate ideas. — BIG IDEAS from reading!
- Select a seed idea.
- Create a strong CLAIM
- Test your claim.
- Brainstorm & rehearse REASONS
- PLAN - Boxes & Bullet examples
- Gather EVIDENCE - quotes micro-story

- Plan draft.
- DRAFT paragraphs. — transitions & reasons evidence
- REVISE - clear? — convincing? — Do I prove my claim?
- EDIT - use a checklist!
  - spelling, punctuation!
Goal 1 - Develop Background Knowledge – Noticing chart with columns

<table>
<thead>
<tr>
<th>Notice Said more...</th>
<th>Name</th>
<th>Elaboration</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td></td>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>Claim was in every paragraph</td>
<td>Claim statement</td>
<td></td>
<td>To get the reader to get what the author is thinking</td>
</tr>
<tr>
<td>Claim was worded differently</td>
<td>Claim statement</td>
<td></td>
<td>Helps the reader read with fluency</td>
</tr>
<tr>
<td>Used Paragraph</td>
<td></td>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Detail</td>
<td></td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
<td>Transition words</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>Quotes</td>
<td></td>
<td>Quotes</td>
<td></td>
</tr>
</tbody>
</table>

Opinion Writing

<table>
<thead>
<tr>
<th>Persuasive</th>
<th>Both</th>
<th>Literary</th>
</tr>
</thead>
<tbody>
<tr>
<td>about a topic I care about or something I want to change</td>
<td>Purpose Share strong feelings, opinion</td>
<td>about a book or short story (something I have read)</td>
</tr>
<tr>
<td>Introduction</td>
<td>Hook reader</td>
<td>Introduction</td>
</tr>
<tr>
<td>Claim</td>
<td>Transitions</td>
<td>Reasons</td>
</tr>
<tr>
<td>3 reasons evidence: survey, interview</td>
<td>Body</td>
<td>2 reasons evidence: quotes</td>
</tr>
<tr>
<td>Ending/Signature</td>
<td>Restate claim</td>
<td></td>
</tr>
</tbody>
</table>

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Goal 1 - Develop Background Knowledge – Mark up or sticky note text
Goal 2 - Generate Possible Writing Ideas

<table>
<thead>
<tr>
<th>Character</th>
<th>Traits</th>
</tr>
</thead>
</table>
| Patricia  | • determined  
            • brave  
            • irresponsible |

Lesson/Theme:
1. If you are determined, don’t give up, you can accomplish your goals.
2. Out doing someone isn’t always worth it in the end.

<table>
<thead>
<tr>
<th>Character</th>
<th>Traits</th>
</tr>
</thead>
</table>
| Julian    | • independent  
            • secretive  
            • angry |

Lesson/Theme:
1. Doing things with friends is more fun than doing things without friends.
Goal 3 - Shared Writing

In the book Because of Winn-Dixie by Kate DiCamillo, Opal is very brave. At the very beginning of the story, Opal saves Winn-Dixie from going to the pound. She also ran into Gloria Dump’s yard to find Winn-Dixie even though the Dewberry Boys told her that it was a witch’s yard.

One important event that shows that Opal was brave was when she walked into the grocery store to buy macaroni and cheese, white rice, and two tomatoes and ended up walking out with a dog. As she entered the produce section she noticed vegetables all over the floor and the manager yelling and waving his arms. A dog jumped up on the manager and knocked the manager over. The manager yelled, “Someone call the pound!” This is when Opal showed she was very brave because she hollered, “That’s my dog. Don’t call the pound.” That is one-way Opal was brave.

Another time Opal was brave in the book was when she ran into an overgrown jungle of a yard to get Winn-Dixie. She and Winn-Dixie were going for a bike ride when Winn-Dixie started to run into the yard of Gloria Dump. The Dewberry Boys started yelling at Opal that she better get her dog before he goes into the witch’s yard and she eats him. Opal decides that she is more scared of losing Winn-Dixie than “having to deal with a dog eating witch.” This shows just how brave Opal really is.

Opal, in the book Because of Winn-Dixie by Kate DiCamillo, proves over and over that she is brave. She first saves the dog from going to the pound by claiming the dog is hers. Another way she shows bravery is when she enters the yard of Gloria Dump who is thought to be a witch. These two examples show that people can be brave because of something they love.
In the story, “Give a Fish a Home,” a girl named Bink adopts a fish, but her friend, Gollie, isn’t happy about it. Gollie is a jealous friend in the story.

One reason why Gollie is a jealous friend is because she says mean things about Bink’s fish. For example, she says, “That fish is incapable of being a marvelous companion.” This shows that Gollie doesn’t like the fish and says mean things. Another time that Gollie shows that she says mean things about Bink’s fish is when they are walking home from the pet store. Gollie doesn’t act very happy that Bink got a new fish. Instead, Gollie says that Bink has an “unremarkable” fish, and that is rude. This shows that Gollie is jealous because the fish is getting Bink’s attention instead of her.

Another reason that shows Gollie is a jealous friend is that she ignores Bink’s fish. For instance, Bink wants to bring Fred roller-skating with them, because he “longs for speed.” Gollie says, “Fish know nothing of longing.” This is evidence that Gollie is ignoring the fish, because she doesn’t want him to go roller-skating with them. Another example of this is when Gollie is skating away from Fred in the picture. The thought I have about this is since Gollie is skating away from Fred, she doesn’t want to be with him and is ignoring him.

Gollie, a character in the story, “Give a Fish a Home,” is a jealous friend. She says mean things about Bink’s fish and ignores it. Reading this story made me realize that instead of feeling jealous and being mean, Gollie should have talked to Bink about her feelings. Friends should treat each other the way they want to be treated.
Goal 3 - Shared Writing

Have you ever been jealous of Gollie? Gollie is a jealous friend. Gollie is jealous of Bink because she ignores Bink’s fish. She says mean things, too.

An example that shows that Gollie is a jealous friend is when she ignores Bink. In the story, Bink went to Gollie’s house to eat pancakes. When she arrived, Gollie told Bink that she only made enough pancakes for herself. This really shows that Gollie ignored Bink and didn’t make him any pancakes.

Another example to show that Gollie is a jealous friend is when she says mean things about Bink’s fish. Gollie states that Bink’s fish is “incapable of being a marvelous companion.” This statement tells the reader that she is jealous that her friend has a new playmate.

In the story, “Give a Fish a Home,” Gollie definitively states that Bink is a jealous friend. She ignores Bink and says mean things. Both of these examples show that Gollie is jealous.

In my opinion, I would feel very bad for my friend if we showed up at someone’s house and they didn’t include my friend. I know I get hurt feelings if someone says mean things about one of my friends.
In the story, The Rhinoceros and the Bird, the bird’s actions changed the Rhinoceros.

First, the bird talked to the lonely Rhinoceros. Second, the bird found out the problem that caused the rhinoceros to be so grumpy and he solved it.

One reason the bird helped the rhinoceros was when he continued to talk to him even though he did not want to be talked to. According to the text, the bird chirped to the rhinoceros and asked, “What in the world makes you so grumpy?” The rhinoceros could not believe the bird just kept on talking to him so he answered. He said he was grumpy because his back was itchy. The bird was persistent and did not give up until he knew what was wrong. This started to change the rhinoceros.

Another way the bird helped the rhinoceros was that the bird came up with a solution to his problem and that changed the Rhinoceros. In the story, the bird said, “You are itchy and I am hungry. Those bugs look delicious. If you let me ride along on your back, I can get rid of those unwelcome visitors for you.” Because the bird solved the itchy problem, the rhinoceros became less grumpy.

In conclusion, the bird’s actions in the story helped change the rhinoceros. By taking the time to talk to the rhinoceros and by solving his bug problem. Both of these actions turned the rhinoceros from grumpy or lonely to pleasant.
Goal 1 - Develop Background Knowledge - Open-ended listing chart
**Goal 1 - Develop Background Knowledge - Noticing chart with columns**

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captions</td>
<td>Captions</td>
<td>Tell what is in the real picture related to the topic</td>
</tr>
<tr>
<td>Photographs</td>
<td>Photographs</td>
<td>Give more information specific to the topic</td>
</tr>
<tr>
<td>Description</td>
<td>Text structure</td>
<td>Separate subtopics and organize like different topics</td>
</tr>
<tr>
<td>Dates</td>
<td>Date</td>
<td>Tell what the topic is about</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Paragraph</td>
<td>Tells what the paragraph says</td>
</tr>
<tr>
<td>Subtopics</td>
<td>Subtopics</td>
<td>Give more information about the topic</td>
</tr>
<tr>
<td>Subtitles</td>
<td>Subheading</td>
<td>Leave the reader with a main topic</td>
</tr>
<tr>
<td>Topic</td>
<td>Topic</td>
<td>Main idea</td>
</tr>
<tr>
<td>Topic Sentence</td>
<td>Supporting Details</td>
<td>Supporting details</td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Titles</td>
<td>Leave the reader with a conclusion</td>
</tr>
<tr>
<td>Titles</td>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing chart with visuals*

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>Map</td>
<td>Let reader know where located.</td>
</tr>
<tr>
<td>Questions with topic</td>
<td>Lead/Intra Hook</td>
<td>Questions hook the reader, then introduce topic.</td>
</tr>
<tr>
<td>All capitals</td>
<td>Use of first or upper case</td>
<td>Makes a strong point, interesting change voice.</td>
</tr>
<tr>
<td>Sequence, Cause Effect</td>
<td>Text Structure (Introduction)</td>
<td>Help reader better remember or understand.</td>
</tr>
</tbody>
</table>

*Use Noticing chart with visuals from Personal Expertise Unit to build on during Informational Research Unit.
Goal 1 - Develop Background Knowledge - Mark up or sticky note text
Goal 2 - Generate Possible Writing Ideas

### Possible Writing Ideas

- **Science**
  - hazardous weather
  - adaptation
  - beetles
  - plants

- **Social Studies**
  - explorers
  - Great Lakes
  - geography

- **Native Americans**
  - Michigan focus

- **Natural Resources**
  - food chain
  - crayfish

- **People**
  - Dr. Martin Luther King Jr.
  - Helen Keller
  - Native Americans
  - Europeans

- **Places**
  - Michigan (Upper Peninsula & Lower Peninsula)
  - Cincinnati

- **Things**
  - Plants
  - Crayfish
  - Legos
Why do we need Natural Resources?

- Food
- Clothing
- Shelter

People need natural resources for their basic needs of food, clothing, and shelter. Food is a resource which nourishes our bodies and gives us energy. Clothing keeps us safe and warm. Shelter is important because it keeps us protected from the changing weather.
Goal 1 - Develop Background Knowledge - Open-ended listing chart

<table>
<thead>
<tr>
<th><strong>Structure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feeling or mood</strong></td>
</tr>
<tr>
<td><em>About something</em>: Big idea *</td>
</tr>
<tr>
<td><em>metaphor</em>: comparing something that we know to help us understand</td>
</tr>
<tr>
<td><em>Alliteration</em>: words start with same letter or sound</td>
</tr>
<tr>
<td><em>Vivid verbs</em>:</td>
</tr>
<tr>
<td><em>Catachres</em>:</td>
</tr>
<tr>
<td><em>Free verse</em>: doesn’t rhyme</td>
</tr>
<tr>
<td><em>Capitalization</em>: each line is capitalized; transition words</td>
</tr>
<tr>
<td><em>Conveys mood</em>:</td>
</tr>
<tr>
<td><em>creates a mental image</em>:</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing chart with columns

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>to tell the reader what the poem is about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To make the reader read smoothly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So we know that someone is saying something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To help someone better understand or visualize something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Underline what they mean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It was a long poem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You can't order a poem like you order a taco.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walk up to the counter, say, “I'll take two.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They are the shadows of our arms stretching out before we wake up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And he was serious. He was a serious man</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check your garage, the off sock drawer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a list</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeated Words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Metaphor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quote</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Valentine for Ernest Mann</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stan Soa</td>
</tr>
<tr>
<td>To elaborate on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>Unit 6: Poetry: Discovering the Voice Inside Your Heart</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Mark up or sticky note text
Goal 2 - Generate Possible Writing Ideas

What do we care about?

- what I love to do
- what I can’t see, but they really matter to me!
- Special moments
- Special places

What has really affected your heart?

- What secrets have you kept in your heart?
- What are your dreams?

There are many poems in our heart waiting to be written!
Goal 1 – Generate Possible Writing Ideas
Goal 3 - Shared Writing

Pencils

Pencils
yellow
hard
sharp or dull
scattered on the floor.

Pencils
under chairs
behind desks
hidden in bins
all around the room.

Pencils
BEWARE!
you may trip
as you
going out the door!

Time

Time for math
Time for SNACK
Time for share circle
Time for read aloud
Time for journal
Time for LUNCH
Time for RECESS
Time for planners
Time for science
Time for SPECIALS
Time for social studies
Time for SNACK
Time for reading
Time for writing
Time to GO!