Focusing on Standards-Based Writing

Pressure Joy

Common Core Writing Text Types Across Grade Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Text Type</th>
<th>Informative/Explanatory</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Opinion</td>
<td></td>
<td>Narrative</td>
</tr>
<tr>
<td>1</td>
<td>Opinion</td>
<td></td>
<td>Narrative</td>
</tr>
<tr>
<td>2</td>
<td>Opinion</td>
<td></td>
<td>Narrative</td>
</tr>
<tr>
<td>3</td>
<td>Opinion</td>
<td></td>
<td>Narrative</td>
</tr>
<tr>
<td>4</td>
<td>Opinion</td>
<td></td>
<td>Narrative</td>
</tr>
<tr>
<td>5</td>
<td>Opinion</td>
<td></td>
<td>Narrative</td>
</tr>
<tr>
<td>6</td>
<td>Argument</td>
<td></td>
<td>Narrative</td>
</tr>
</tbody>
</table>

Common Core State Writing Shifts

- Writing Across Content Areas
- Text Types
  - Argument (Opinion)
  - Informative/Explanatory
  - Narrative
- Text-Dependent Writing
- Research and Technology

Common Core = ‘Thinking Curriculum’

Standards-Based System to Increase Student Achievement
Exploring Text Types

Argument (Opinion)

• Note: See Appendix A for more details, including “The Special Place of Argument in the Standards”

Definitions of the Standards:
Opinion vs. Argument

“Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.”

-Common Core State Standards: Appendix A-

Argument (Opinion) Writing
-Considering Multiple Perspectives-

"In an argument, the writer not only gives information but presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence."

-Common Core State Standards: Appendix A-


Considering Multiple Perspectives

“When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required; students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.”

-Common Core State Standards: Appendix A-

Argument (Opinion) Writing

- to change the reader's point of view
- to bring about some action on the reader's part
- to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem
I write argument (opinions) to...
• demonstrate an idea
• separate truth from fiction
• provide an escape
• persuade others
• make a change

Argument (Opinion) Writing

- Writing Genres -

argument
literary argument
scientific argument
historical argument
technical argument
economic argument
# Argument (Opinion) Writing Genre Definitions

<table>
<thead>
<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Argument      | • reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid | • to change the reader’s point of view  
• to bring about some action on the reader’s part  
• to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem |
| Literary Argument | • claim = worth or meaning of the literary work(s)  
• interpretations or judgments defended with evidence from the text(s) | |
| Scientific Argument | • claim = statement or conclusion that answers a question or addresses a problem  
• use data in a scientifically acceptable form  
• marshal evidence and draw on understanding of scientific concepts to argue in support of claim | |
| Historical Argument | • claim = historically or empirically situated interpretation  
• analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence | |
| Technical Argument | • claim = worth or impact of a product, application, procedure, technique, regulation, service, trend, or system in a mechanical, industrial, scientific, or technological field  
• marshal evidence and draw on understanding of specialized concepts and terminology to argue in support of claim | |
| Economic Argument | • claim = worth or impact of the production, distribution, or consumption of a product or service; 
• claim = worth or impact of an economic policy, budget, or trend  
• marshal evidence and draw on understanding of economic facts, theories and models, as well as influential social agents, to argue in support of claim | |

Highlighted terms and definitions adapted from Common Core State Standards and Common Core State Standards: Appendix A © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers.
Text Structures

Text Structures:
Authors organize the text to best convey the writer’s purpose.

Definition
Description
Procedural Sequential
Synthesis
Analysis
Comparison
Evaluation
Problem-Solution
Cause-Effect

Argument (Opinion) writing supports a position in a logical way.

Task Templates

[Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (narrative or substitute) that relates ________. Be sure to support your event sequence with effective technique and descriptive details.

“When filled in, template tasks create high-quality student assignments that develop reading, writing, and thinking skills in the context of learning science, history, English, and other subjects. Template tasks are built off of the Common Core State Standards.”


Learning Headquarters’ Second Grade Writing Task Templates -Opinion-

Analysis
Task 1: [Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that states your opinion on ________. Support your opinion with reasons.

Comparison
Task 2: [Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that compares ________ and argues ________. Support your opinion with reasons.

Evaluation
Task 3: [Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that discusses ________ and evaluates ________. Support your opinion with reasons.

Problem-Solution
Task 4: [Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that identifies a problem ________ and argues for a solution ________. Support your opinion with reasons.

Cause-Effect
Task 5: [Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that argues the causes of ________ and explains the effects ________. Support your opinion with reasons.
Sample Argument (Opinion) Task

Would a big dog or a hungry horse make a better pet? After reading *Henry and Mudge: The First Book* and *Cowgirl Kate and Cocoa,* write an essay that compares the two animals and argues which would make the best pet. Support your opinion with reasons.

Sample Argument Task

In the end, does the lord experience more advantages or perils of vanity? After reading *The Tale of the Mandarin Ducks,* write an essay that argues your position on the lord’s vanity. Support your claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
Argument vs. Explanatory

“Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.”

-Common Core State Standards: Appendix A-

Purposes

I create informative/explanatory writing to...
• inform others
• explain ideas

Informative/Explanatory Writing

-Writing Genres-

informative/explanatory text
report
literary report
art report
scientific report
historical report
technical report
economic report
summary
précis
## Informative/Explanatory Writing Genre Definitions

<table>
<thead>
<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Informative/Explanatory Text | • conveys information accurately  
• draws information from prior knowledge and from primary and secondary sources  
• addresses matters such as:  
  • types and components  
  • size, function, or behavior  
  • how things work  
  • why things happen  
College and Career Readiness Anchor Standards: “Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.” | • to increase readers’ knowledge of a subject  
• to help readers better understand a procedure or process  
• to provide readers with an enhanced comprehension of a concept                                                                                                                                   |
| Report                | • conveys information accurately, usually in detail, specific to the controlling idea                                                                                                                                                                                                 |                                                                                                                                                                                                      |
| Literary Report       | • conveys factual, objective information about a text                                                                                                                                                                                                                              |                                                                                                                                                                                                      |
| Art Report            | • conveys factual, objective information about the visual elements and/or technical form of a work of art                                                                                                                                                                            |                                                                                                                                                                                                      |

Highlighted terms and definitions adapted from Common Core State Standards and Common Core State Standards: Appendix A © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers
## Informative/Explanatory Writing Genre Definitions

<table>
<thead>
<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| **Scientific Report** | • conveys scientific observations and results  
• aligns to conventional rules  
Sample sections:  
• Title  
• Abstract  
• Introduction  
  - purpose  
  - problem  
  - proposed solution  
  - hypothesis  
  - background  
• Methods  
  - procedures  
  - materials, subjects, and/or equipment  
• Results  
  - observations  
  - data  
  - figures/graphs  
• Discussion  
  - analysis  
  - potential shortcomings  
  - conclusions  
  - broader implications  
• Works Cited | • to increase readers’ knowledge of a subject  
• to help readers better understand a procedure or process  
• to provide readers with an enhanced comprehension of a concept |
| **Historical Report** | • conveys information on a historical event, period, or progression | |
| **Technical Report** | • conveys information on a product, application, procedure, technique, regulation, service, trend, or system in a mechanical, industrial, scientific, or technological field | |
| **Economic Report** | • conveys information on the production, distribution, or consumption of a product or service; *or*  
• conveys information on an economic policy, budget, or trend | |

Highlighted terms and definitions adapted from Common Core State Standards and Common Core State Standards: Appendix A © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers
# Informative/Explanatory Writing Genre Definitions

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<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| **Summary**   | • conveys the substance of an original work in a clear and concise manner  
• recaps the main idea and key details                                                                                                                                                                               | • to increase readers’ knowledge of a subject  
• to help readers better understand a procedure or process  
• to provide readers with an enhanced comprehension of a concept |
| **Précis**    | • conveys the core essence of an original work in a compressed manner  
• typically reduced to ¼ of original length or less  
• retains dominating idea, essential facts and concepts, key vocabulary, and necessary data  
• retains author’s organization, style, emphases, and viewpoint                                                                                                           | Highlighted terms and definitions adapted from Common Core State Standards and Common Core State Standards: Appendix A © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers |
### Sample Informative/Explanatory Task

**What is intriguing about nocturnal animals?** After reading about and researching animals active at night, write an essay that describes a fascinating nocturnal animal. Support your points with facts and definitions.

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### Learning Headquarters’ Second Grade Writing Task Templates -Informative/Explanatory-

<table>
<thead>
<tr>
<th>Task</th>
<th>Definition</th>
<th>Description</th>
<th>Procedural-Sequential</th>
<th>Synthesis</th>
<th>Analysis</th>
<th>Comparison</th>
<th>Cause-Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>[Insert question]</td>
<td>After (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that defines ________ and explains ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that describes ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that relates how ________. Support your points with facts, definitions, concrete details, quotations, examples, etc.</td>
<td>[Insert question]</td>
</tr>
<tr>
<td>7</td>
<td>[Insert question]</td>
<td>After (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that defines ________ and explains ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that describes ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that analyzes ________. Support your points with facts, definitions, concrete details, quotations, examples, etc.</td>
<td>[Insert question]</td>
</tr>
</tbody>
</table>

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### Learning Headquarters’ Fifth Grade Writing Task Templates -Informative/Explanatory-

<table>
<thead>
<tr>
<th>Task</th>
<th>Definition</th>
<th>Description</th>
<th>Procedural-Sequential</th>
<th>Synthesis</th>
<th>Analysis</th>
<th>Comparison</th>
<th>Cause-Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>[Insert question]</td>
<td>After (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that defines ________ and explains ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that describes ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that relates how ________. Support your points with facts, definitions, concrete details, quotations, examples, etc.</td>
<td>[Insert question]</td>
</tr>
<tr>
<td>7</td>
<td>[Insert question]</td>
<td>After (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that defines ________ and explains ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that describes ________. Support your points with facts and definitions.</td>
<td>[Insert question]</td>
<td>(researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that analyzes ________. Support your points with facts, definitions, concrete details, quotations, examples, etc.</td>
<td>[Insert question]</td>
</tr>
</tbody>
</table>

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Adapted from Template Task Collections © 2011 Literacy Design Collaborative

Second Writing Task Templates -Informative/Explanatory © 2012 Learning Headquarters
Sample Task

How do groups of organs work together to perform a specific task? After reading about and researching biological systems, write an essay that describes an integral body system. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Narrative

Note: See Appendix A for more details, including “Creative Writing beyond Narrative”
Narrative Writing

“Whether in novel or essay form... a narrative piece transports readers into a time and space of the world portrayed by writing.”


Narrative Writing

Purposes:
- to inform
- to instruct
- to persuade
- to entertain

I write narratives to...
- share a life idea
- teach a lesson
- grab the reader’s emotion
- touch on human qualities
- provide an escape

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Narrative Writing

-Writing Genres-

narrative
narrative account
scientific account
historical account
technical account
economic account
biography
autobiography
memoir
anecdote
creative fiction
### Narrative Writing Genre Definitions

<table>
<thead>
<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Narrative     | • conveys real or imagined experiences  
• uses time as its deep structure  
• visual details of scenes, objects, or people depict specific actions (for example, movements, gestures, postures, and expressions)  
• dialogue and interior monologue provide insight into the narrator’s and characters’ personalities and motives  
• pace manipulated to highlight the significance of events and create tension and suspense  
College and Career Readiness Anchor Standards: “Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.” | • to inform  
• to instruct  
• to persuade  
• to entertain |

Highlighted terms and definitions adapted from Common Core State Standards and Common Core State Standards: Appendix A © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers
# Narrative Writing Genre Definitions

<table>
<thead>
<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Narrative Account  | • recounts real events  
• presents facts using literary style and technique  
• conveys event’s core truth as accurately as possible  
• utilizes careful selection and emphasis to build interest                                                                 | • to inform  
• to instruct  
• to persuade  
• to entertain                                                                 |
| Scientific Account | • recounts step-by-step procedures followed in investigations so that others can replicate the procedures and (perhaps) reach the same results; or  
• constructs event models of what happened; or  
• conveys science and innovation policies, especially those concerned with funding, utilizing literary style and technique so that others can understand them                                      |
| Historical Account | • conveys a narrative account about an individual; or  
• constructs event models of what happened  
• selects only the most relevant information from sources                                                                                                                                  |
| Technical Account  | • recounts step-by-step procedures in a mechanical, industrial, scientific, or technological field, so that others can replicate the procedures and (perhaps) reach the same results; or  
• constructs event models of what happened  
• presents facts about products, applications, procedures, techniques, regulations, services, trends, or systems using literary style and technique so that others can understand them |
| Economic Account   | • recounts step-by-step procedures on the production, distribution, or consumption of a product or service; or  
• recounts step-by-step procedures of an economic policy or plan; or  
• constructs event models of what happened                                                                                                                                                |
# Narrative Writing Genre Definitions

<table>
<thead>
<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Biography     | • typically literary non-fiction  
• account of a significant or interesting person’s life story written by someone else  
• includes rich details and interesting facts about what makes the person significant and specific life events which contributed to who they were/became  
• fictional biography = account of a real person’s life story with imagined events, details, and dialogue | • to inform  
• to instruct  
• to persuade  
• to entertain |
| Autobiography | • typically literary non-fiction  
• account of one’s own life story written by the individual  
• exploring the author’s journey through life  
• tied together with a common theme or life lesson  
• fictional autobiography = account of a fictional character’s life story, written in first-person as though the character were writing it | Highlighted terms and definitions adapted from Common Core State Standards and Common Core State Standards: Appendix A © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers |
# Narrative Writing Genre Definitions

<table>
<thead>
<tr>
<th>Writing Genre</th>
<th>Definition (What is it?)</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Memoir        | • typically literary non-fiction  
• collection of memories and key events surrounding a turning point in the author’s life when a life lesson was learned  
• narrowed focus from autobiography (crucial point in life vs. entire life story)  
• most often written in first person, but can also be written by a person with intimate knowledge of and/or personal contact with the subject | • to inform  
• to instruct  
• to persuade  
• to entertain |
| Anecdote      | • brief account of a real person or event  
• often amusing or humorous to engage listener  
• often retold with exaggeration over time, which can result in distortion of facts  
• conveys an underlying purpose/point | |
| Creative Fiction | • imaginary story  
Sample sub-genres:  
• adventure  
• folktale  
• legend  
• fable  
• fantasy  
• realistic fiction  
• myth  
• historical fiction  
• mystery  
• science fiction  

• creative non-fiction = literary style and techniques used to convey a factually accurate portrayal of real people, places, and events |
Narrative Writing

- ALL narrative writing (e.g., story, description, account) uses narrative elements

K-2 "Recount" 3-12 "Real" 3-12 "Imagined"

Creative Details

Facts

Weave

Literary Style and Technique

Highlight

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Narrative Writing

Purposes:
- to inform
- to instruct
- to persuade
- to entertain

Text Structures

A narrative spans time and has a plot

Procedural-Sequential

Description

Task 13: [Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) that describes ________. Support your event sequence with descriptive details.

Task 14: [Insert question] After ________ (researching, reading, learning about, experiencing) ________ (content), write a/an ________ (product) from the perspective of ________. Support your event sequence with descriptive details.

Sample Narrative Task

Have you ever had success growing a plant from a seed? After reading From Seed to Plant, write a narrative that relates how to grow a plant so that the reader can follow the steps. Support your event sequence with descriptive details.

Have you ever had success growing a plant from a seed? After reading From Seed to Plant, write a narrative that relates how to grow a plant so that the reader can follow the steps. Support your event sequence with descriptive details.

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Sample Task

How do characters and narrators provide different points of view in stories? After reading Charlotte’s Web, write a narrative for an additional chapter, Chapter 23, that relates the next adventure of one of the book’s characters. Support your event sequence with effective technique and descriptive details.

Common Core Writing

<table>
<thead>
<tr>
<th>Writing Text Types</th>
<th>Writing Genres</th>
<th>Writing Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument (Opinion)</td>
<td>• argument &lt;br&gt; • literary argument &lt;br&gt; • scientific argument &lt;br&gt; • historical argument &lt;br&gt; • technical argument &lt;br&gt; • economic argument &lt;br&gt; • workplace and functional writing</td>
<td>• editorial - A(O) &lt;br&gt; • review - A(O) &lt;br&gt; • proposal - A(O) &lt;br&gt; • advertisement - A(O)</td>
</tr>
<tr>
<td>Informative/Explanatory</td>
<td>• informative/explanatory text &lt;br&gt; • report &lt;br&gt; • literary report &lt;br&gt; • art report &lt;br&gt; • scientific report &lt;br&gt; • historical report &lt;br&gt; • technical report &lt;br&gt; • economic report &lt;br&gt; • summary &lt;br&gt; • précis &lt;br&gt; • workplace and functional writing</td>
<td>• script - N &lt;br&gt; • short story - N &lt;br&gt; • novel - N &lt;br&gt; • graphic novel - N</td>
</tr>
<tr>
<td>Narrative</td>
<td>• narrative &lt;br&gt; • narrative account &lt;br&gt; • scientific account &lt;br&gt; • historical account &lt;br&gt; • technical account &lt;br&gt; • economic account &lt;br&gt; • biography &lt;br&gt; • autobiography &lt;br&gt; • memoir &lt;br&gt; • anecdote &lt;br&gt; • creative fiction</td>
<td>• essay &lt;br&gt; • book &lt;br&gt; • newsletter &lt;br&gt; • magazine &lt;br&gt; • article &lt;br&gt; • brochure &lt;br&gt; • letter &lt;br&gt; • instructions &lt;br&gt; • memo</td>
</tr>
</tbody>
</table>
Aligning Instruction to Common Core Systems

What concepts are we learning about? (Themes: Social Studies, Science, etc.)

What texts do we have access to?

Creating a System for Designing Teaching Tasks

- Concept(s)
- Text(s)
- Text Type
- Teaching Task (with Text Structure)
- Instructional Sequence -Plan and Teach-

Teaching Task Pre-Planning

- Concept(s)
- Text(s) and/or Source(s)
- Text Type
- Teaching Task (with Text Structure)
- Instructional Sequence -Plan and Teach-

Teaching Task Cognitive Planning

- U.S. Government -rules and laws in our daily lives-
- A More Perfect Union: The Story of Our Constitution by Betsy and Giulio Maestro
- Opinion
- Informative/Explanatory
- Narrative

What do you think about the oldest written set of rules for running a country still in use in the world? After reading A More Perfect Union: The Story of Our Constitution, write an essay that states your opinion on whether the steps taken to create the Constitution were effective. Support your opinion with reasons.

How did the U.S. Constitution become a document that Americans still live by today over 300 years later? After reading A More Perfect Union: The Story of Our Constitution, that relates how the constitution was created. Support your points with facts, definitions, and details.

What was it like to create a new government and set of rules as a delegate at the convention? After reading A More Perfect Union: The Story of Our Constitution, write a narrative from the perspective of a delegate working to plan and write the Constitution. Support your event sequence with effective technique and descriptive details.
Kindergarten Informative/Explanatory Writing

Draw a picture of an animal.

What can you see?

Draw or write about what you can see.
(I can see...)

Draft

I can see a brown monkey.

Identify Task

What do you know about fruit? Draw or write information about a fruit.
Apples are fruit. They grow on trees. Apples are yummy because they are sweet. This healthy treat is good for teeth.
First Grade Narrative Writing

Identify Task
What can you do on your own? After experiencing doing things on your own, write a narrative about a time you did something all by yourself.

Prewrite

I made ravioli all by myself.

Draft, Reflect, Revise, and Edit

First, I boiled the water and poured in the raw ravioli pasta.

Next, I heated up the red tomato sauce.

Finally, I sprinkled white cheese on top.
Identify Task
Have you ever played with water? After reading Follow the Water from Brook to Ocean and Water, Water Everywhere, write a narrative about a time you had fun with water.

Prewrite

Draft, Reflect, Revise, and Edit

After I was all set up, I braved getting wet by racing through once quickly. The cold water made me shiver.

In the end, I splashed all day with my friends and played fun water games. I asked, “Can we do this again tomorrow?”

I will never forget the fantastic afternoon when I raced through the whirllybird in my backyard.

I made my writing stronger

Strengthen with more details

Strengthen with more details

Strengthen with more details

Strengthen with more details
**Identify Task**

Would a big dog or a hungry horse make a better pet? After reading *Henry and Mudge: The First Book* and *Cowgirl Kate and Cocoa*, write an essay that compares the two animals and argues which would make the best pet. Support your opinion with reasons.

---

**Prewrite**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Audience Hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wouldn't it be great to have an animal best friend?</td>
<td>Wouldn't it be wonderful to have an animal as your closest friend?</td>
</tr>
</tbody>
</table>

*Henry and Mudge (dog)*
*Cowgirl Kate and Cocoa (horse)*

**Controlling Idea**

- best pet - Cocoa

**Reasons**

<table>
<thead>
<tr>
<th>helpful</th>
<th>intelligent</th>
<th>fun to feed</th>
<th>special talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mudge waits for Henry to get back from school</td>
<td>Both have good memories</td>
<td>Mudge eats stinky dog food</td>
<td>Both are excellent smugglers</td>
</tr>
<tr>
<td>Cocoa goes to work with Kate</td>
<td>Cocoa can eat and count at the same time</td>
<td>Cocoa eats apples, grass and carrots</td>
<td>Cocoa can sing Kate to sleep with lullabies</td>
</tr>
<tr>
<td>Cocoa herds cattle</td>
<td>Cocoa can help keep track of cows</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion**

The chocolate colored horse is the best pet.

---

**Draft, Reflect, Revise, and Edit**

*Henry has a best friend dog named Mudge and Kate’s best buddy is a horse called Cocoa. They are both amazing companions, but Cocoa makes the best pet.*

**Reason #1 with Support**

Cocoa helps Kate every day. While Mudge waits for Henry to return from school, Cocoa goes to work with Kate. He herds cattle with his owner.

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Cocoa is very intelligent. Both animals have good memories, but the smart horse can eat and count at the same time. This can be very helpful to keep track of cows.

The hungry horse's food is much more pleasant to prepare. Mudge munches on stinky dog food. Instead, Cocoa nibbles on apples, grass, and carrots. Yummy!

Anybody would be lucky to have a loving friend like Mudge or Cocoa. However, Cocoa would be the best pet.
How do characters and narrators provide different points of view in stories? After reading Charlotte's Web, write a narrative for an additional chapter, Chapter 23, that relates the next adventure of one of the book's characters. Support your event sequence with effective technique and descriptive details.

**Identify Task:**

**Prewrite:**

Wilbur excited to share his new-found skills with the next generation

**Draft, Reflect, Revise, & Edit:**

With Fern's support, Wilbur returned to the Arable barn hopeful that he could share his wisdom with the next generation of five handsome hogs.
Upon meeting the unruly youngsters, Wilbur began his lessons by demonstrating how to behave like famous pigs.

He told his students, “If you really want to shine, you need to act like you shine.” The tamed animal strutted through the fresh, dry straw with shoulders back, chin up, and a proud smile spread across his face. As the spring pigs followed, he showed them how to tilt their tiny heads and glance through long lashes, just as he did for the crowds back at Zuckerman’s farm. It took some practice, but the little ones quickly progressed into runway masters.

Once they understood how to carry themselves, Wilbur trained the shy youth to be radiant by performing attention-getting tricks.

This confident teacher pointed out how to keep humans intrigued by sharing Goose’s technique of disappearing through the openings in the fence. Wilbur advised, “This keeps the people on their toes.” This tricky hog even taught the youngsters to do backflips. He topped all possibilities with a dynamic, 5-pig pyramid. The new dazzlers stood three on bottom and two on top, ready to wow the world.

As the final step, Wilbur challenged Charlotte’s daughters to create a way to draw attention to these previously unknown pigs.

He told his five students about how Charlotte’s creations saved his life. Wilbur brainstormed a powerful plan with the spiders to create three webs working together to send one, memorable message. Wilbur thought to himself, “It can’t be anything done before. Not ‘some pig,’” “radiant,” or “terrific.” The tiny arachnids wove webs that read “Absolutely Amazing Animals,” sure to gain admirers from near and far.

Through Wilbur’s transformation, he learned confidence, self-assurance, and ways to bring positive attention to himself, all skills he was proud and excited to share with the world.
Determine Task

If you had the choice to live forever, would you? After reading Tuck Everlasting, write an essay that states your opinion on whether you would drink from the spring and have everlasting life. Support your reasons with facts and details.

Prewrite

Opinion

Humans have been on a quest for everlasting life from the beginning.

Natalie Babbitt's Tuck Everlasting is centered around the pros and cons of immortality. 10-year-old Winnie Foster discovers a spring of water and the Tuck family, who have not aged in 87 years since first drinking from this miracle fountain. The story reveals how their eternal existence has hidden consequences and challenges Winnie to decide whether she will ultimately drink from the pool.

My first thought was to drink from the spring as quickly as possible to secure an everlasting journey, however I would decline and instead focus on living my remaining life to its fullest.

People need to think of consequences of living forever before drinking water. "It would be terrible" (29)

Draft, Reflect, Revise, and Edit:

Introduction

While the decision would be difficult, if faced with the opportunity to drink magical spring water and never age, I would decline and instead focus on living my remaining life to its fullest.
In lieu of a never-ending existence alone, I would opt for enjoying life surrounded by the people I love.

The only comfort the Tuck family have is that they each drank from the spring, so they will spend eternity together. Mae explains this to Winnie, "Tuck and me, we got each other, and that's a lot" (54). Everyone else, however, views them as freaks or grows old naturally and dies, leaving them extremely lonely.

What is the point of life if we don’t have our loved ones to share our adventures with? The core of human existence is based upon constant growth and change. Tuck explains the pain of his dilemma, "You can’t have living without dying. So you can’t call it living, what we got. We just are, we just be, like rocks beside the road" (64). The world would be overpopulated and society itself would be stuck if we weren’t all continually living, thriving, and moving forward to each next stage.

Moving on through life’s sequence allows younger generations to follow in our footsteps and experience the wonder of it all as well. In addition, I look forward to personally experiencing all different stages to look forward to.

Perhaps most importantly, I want to make a difference in the world and leaving a footprint on earth and leave a legacy.
Despite the excitement that surrounds the concept of a fountain of youth, if given the opportunity, I would pass on drinking the water and having eternal life.

If such a spring ever exists, society as a whole would benefit from carefully examining the potential consequences before immediately sipping out of excitement. Jesse said it best, "Believe me...it would be terrible for you if you drank any of this water. Just terrible" (29).

Good thing the spring was bulldozed in the end. From that point forward, others will not be faced with the same dilemma as Winnie encountered.
Fifth Grade Informative/Explanatory Writing

Identify Task

How do groups of organs work together to perform a specific task? After reading about and researching biological systems, write an essay that describes an integral body system. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Research

Parts of an Organ

- heart, blood, and blood vessels = circulatory system
- heart = center of system
- provides cells with essentials to survive
- mammals need healthy cells and working system to live

The Heart: Our Circulatory System

1996, 2006
HarperCollins Publishers

New York, NY

Seymour Simon

“Sixty to one hundred times every minute your heart muscles squeeze together and push blood around your body through tubes called blood vessels.”

“Cholesterol leaves plaque deposits in arteries, leaving little room for blood flow."

Electrocardiograms (EKGs) allow doctors to track the heart's electrical impulses.

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Located in the center of the chest, the never-stopping heart muscle contracts over thirty million times per year to pump blood through the vessels. This impressive organ is a ten-ounce miracle of life. "The contraction of the heart is so powerful it could send a jet of water six feet high into the air" (14). The heart is separated by the septum into two hollow halves. This organ's four chambers are the left and right atria on top of the left and right ventricles. The right side pumps blood to the lungs from the body while the left side pumps blood to the body from the lungs. Blood fills and leaves this incredible pump with each beat. Oxygen and nutrients are carried to the cells through blood vessels including the aorta, the body's largest. Blood also carries waste, such as carbon dioxide, out of the system.

The movement of the blood through the heart and around the body is called circulation and your heart is really good at it—it takes less than 60 seconds to pump blood to every cell in your body" (KidsHealth 3).

System Challenges
- Point #1
- The system's functioning is imperative to survival. Blood delivers oxygen and nutrients to all the body's cells. To stay alive, a person needs healthy, living cells. If that oxygen-rich blood doesn't circulate as it should, a person could die" (KidsHealth 3). A common occurrence is cholesterol forming plaque deposits in the arteries and leaving little room for blood and oxygen flow. Consequently, the heart doesn't receive enough oxygen and humans can experience side effects, such as Angina, a chest pain. If blood vessels become completely blocked, heart attacks can occur. If the brain doesn't get sufficient oxygen, the afflicted person could experience a stroke.

 Pretend that the circulatory system is a river—If the river can continue to flow, it will nurture the body for a lifetime.

The circulatory system is an integral process in the human body. The heart is the center of the circulatory system. It works along with blood and blood vessels to provide the cells with the essentials to thrive. Without healthy cells and precise, working systems, mammals would die.

Since the circulatory system is such a complex process, a multitude of problems can develop, especially with age.

Since there are so many possible complications with this system, maintenance and prevention are imperative.

The heart is the center of the systemic. It is an impressive organ that provides cells with essentials to survive.
Since the heart is a muscle that can be strengthened, a primary prevention technique is active exercise. It is advantageous to the system to work out at least thirty minutes daily. People can monitor healthy heart rates by checking beats per minute on a pulse. KidsHealth recommends that each person "try to eat at least five servings of fruits and vegetables each day" (4). For heart health, smoking should be eliminated completely. Finally, with regular visits to the doctor, possible problems can be potentially detected through careful listening to the heart’s rhythms. With modern technology, discovered blockages can be opened or bypassed to ward off future disasters.

Another healthy choice includes eating a plethora of fruits and vegetables while avoiding unhealthy fats and sugary drinks. Staying heart healthy is the most impactful method for maintaining this dynamic system.

Staying heart healthy is the most impactful method for maintaining this dynamic system.

The human body has a miraculously efficient blood-transporting network called the circulatory system. In order to gain full appreciation, one must understand the parts and functions, be aware of potential challenges, and be clear on how to facilitate the health of this incredible system.

The amazing sixty-thousand-mile journey of the human circulatory system best, Simon illustrates, “Within each of us flows a river unlike any river on planet Earth” (32). If the flow of this astonishing river remains open, it will nurture the body cells for an entire lifetime.
Sixth Grade Argument Writing

In the end, does the lord experience more advantages or perils of vanity? After reading The Tale of the Mandarin Ducks, write an essay that argues your position on the lord’s vanity. Support your claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Prewrite

Argument

You can't judge a book by its cover.

The Tale of the Mandarin Ducks by Katherine Paterson:

Japanese folktale, lord seeks beautiful things and dismisses everything less attractive. To fulfill his quest, he captures a magnificent male bird, a drake, to display as a prized possession, but the duck wilts and deteriorates as it longs for its life mate who was not pretty enough to attract the lord's attention. Katherine Paterson, skillfully weaves the tale of the drake’s journey back to his love, and the corresponding rage of the lord.

Throughout the story, the lord of the district is completely self-absorbed and it is evident that he is missing out on the true value of life due to the perils of vanity.

Draft, Reflect, Revise, and Edit:

Introduction

You can't judge a book by its cover is an important life lesson. EVERYONE should come to understand!

In the timeless Japanese folktale The Tale of the Mandarin Ducks, an arrogant lord seeks beautiful possessions and dismisses everything less attractive. To fulfill his quest, he captures a magnificent male bird, a drake, to display as a prized possession, but the duck wilts and deteriorates as it longs for its life mate who was not pretty enough to attract the lord’s attention. Katherine Paterson, skillfully weaves the tale of the drake’s journey back to his love, and the corresponding rage of the lord.

Throughout the story, the lord of the district is completely self-absorbed and it is evident that he is missing out on the true value of life due to the perils of vanity.

Note: Select reflections, revisions, and edits connected to teacher demonstration targets and class writing data.

The lord found pleasure in surrounding himself with dazzling items, but sadly missed out on the most amazing inner beauty that surrounded him. He was completely blind to the fact that the drake’s true beauty came from its “wild spirit” (3) and immense capacity to love, and would not thrive in a cage as a centerpiece. This self-important ruler even lost respect for people who had proven noble over time once their physical appearances altered. For instance, the master ignored his chief steward’s advice because “secretly he despised Shazo, because although Shazo had once been his mightiest samurai, the warrior had lost an eye in battle and was no longer handsome to look upon” (3). He turned his best samurai into an everyday servant, all due to an overwhelming obsession with appearances.

Since the man was so focused on surface pretenses, he missed out on many opportunities to embrace the long-lasting beauty right before his eyes.
While conceitedness does have benefits, this book illustrates the overwhelming perils of vanity gleaned from how the lord interacts with others. His greed, lack of appreciation for inner beauty, misguided concept of true power, and absence of meaningful personal connections are clear indicators of the quick demise of those who are self-centered.

After reading this folktale, it is evident that the ultimate item to be revered and honored by others is not a possession in a cage but instead intangible and undying love. Beauty on the inside is far more enduring than what you find on the outside and it is only once you understand this that you can find true happiness in the world.

3 Things I’ve Learned that I’ll Implement Immediately:

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•
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Thank You!

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