

Primary Literacy Resources

Writing Connects!

- Guided Reading
- Robust Work Stations
- Academic Language
- Speaking and Listening
- Parent Involvement

Polk Bros. Foundation Center for Urban Education

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Writers think more!

They think about...

- ✓ What they know.
- ✓ What they want to share.
- ✓ How they will say it.
- ✓ What words they will use.
- ✓ How they will help people understand those words.

The Reading/Thinking/Writing Connection

Common Core Literacy Standards: A Concise Listing

Reading Standards

Ideas and Information

1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

Craft and Structure

4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer's purpose?

Integration of Ideas and Information

7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme.

Writing Standards

Text Types and Purposes:

1. Argumentative
2. Explanatory
3. Narrative

Production and Distribution of Writing

4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

Research to Build and Present Knowledge

7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

For the complete standards, go to
<http://www.corestandards.org>.

English Language Arts Standards

Writing

Text Types and Purposes:

OPINION

First Grade: CCSS.ELA-Literacy.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Second Grade: CCSS.ELA-Literacy.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

EXPLANATORY/INFORMATIVE

First Grade: CCSS.ELA-Literacy.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Second Grade: CCSS.ELA-Literacy.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

NARRATIVE

First Grade: CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Second Grade: CCSS.ELA-Literacy.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing:

IMPROVE

First Grade: CCSS.ELA-Literacy.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Second Grade: CCSS.ELA-Literacy.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SHARE

First Grade: CCSS.ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Second Grade: CCSS.ELA-Literacy.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

SHARE RESEARCH AND WRITING

First Grade: CCSS.ELA-Literacy.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Second Grade: CCSS.ELA-Literacy.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

RESEARCH TO RESPOND

First Grade: CCSS.ELA-Literacy.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Second Grade: CCSS.ELA-Literacy.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Models

Use the Gradual Release of Responsibility to Guide Student Writing Development.

Gradual Release of Responsibility

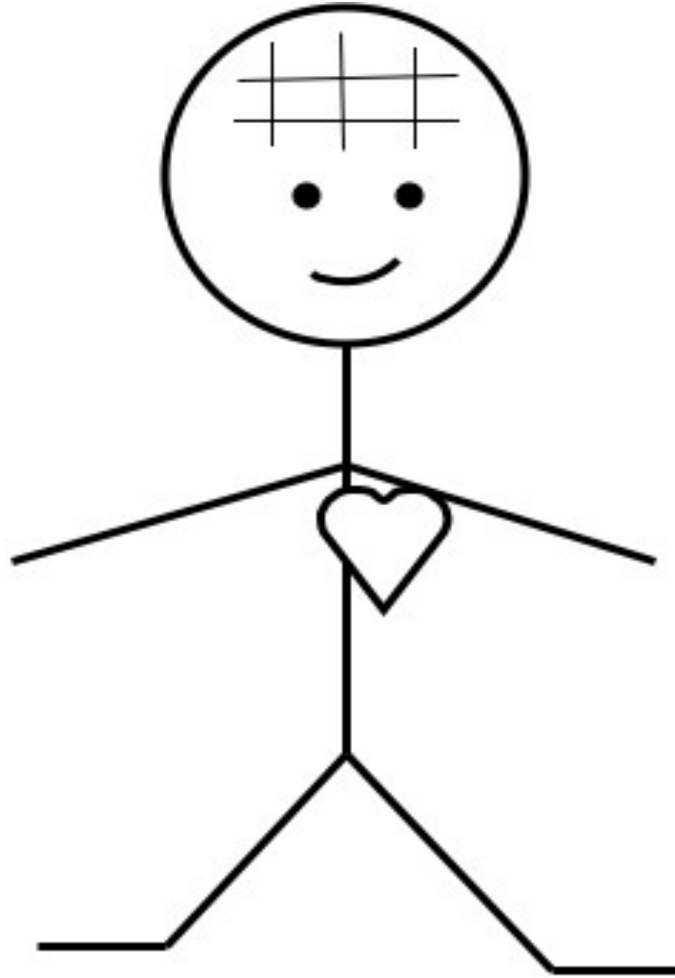
with Structure for Integrated Collaborative Learning

What will I teach this week?

How will I help students learn more?

The Gradual Release of Responsibility!

- ✓ Show me!
- ✓ Help me!
- ✓ Watch me!
- ✓ Let me...!



Explain Explicitly

This is what it means to ...

This is why I do this.

This is what I think about when I ...

Here are the words you need to know to understand how to do this:

Demonstrate Sequentially

Step to step—

How do you...

First,

Then...

Then...

Then...

Then...

Writing Lesson Plan taking Gradual Increase of Competence Across the Week

This Week's Writing **Focus**: _____

This Week's writing **Format**: _____

Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
<p>I DO Model how to write well with this week's skill/strategy and format</p> <p>We do: Identify examples in a reading.</p> <p>YOU DO Start to use this week's writing skill.</p> <p>Independently: Tell what you learned.</p>	<p>I DO "Write out loud"—model how to write well with this week's skill/strategy</p> <p>We do: Complete examples.</p> <p>YOU DO Make more examples.</p> <p>Independently: Improve an example</p>	<p>I DO Revisit the writing skill and format of the week with student-created example.</p> <p>We Do: Construct another model</p> <p>YOU DO List ways to improve writing based on this week's model.</p> <p>Independently: Improve this week's writing.</p>	<p>Students will... write with this week's skill and format</p> <p>I DO clarify based on how they respond to the assessment. __List the steps to write __Re-model the writing skill __student models the skill</p> <p>ADVANCED: Write how to write—include example and steps you took to write well.</p>	<p>I DO Guides students needing support—guided practice</p> <p>ADVANCED Students who "meet" move to "exceed" --making more examples or improving their examples.</p> <p>Synthesis: Students make examples for class "writing exhibit".</p>

CRITERIA FOR CLEAR COMMUNICATION

CCSSW4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Element of Clear Communication	<i>What it Means to a Writer</i>
Focus	⇒ Your writing is all about one idea.
Support	⇒ You include information that helps your reader understand your idea.
Organization	⇒ Make a plan before you write. ⇒ Check your plan after you write—make sure you followed it.
Integration	⇒ You fit it all together so it tells your idea clearly.
Conventions	⇒ You spell as well as you can.

Words with words: Sentences!

Writing helps build vocabulary.

Writing starts with words

Words you learn:

words you read

words you hear

Words you use:

words you say

words you write

Math Vocabulary Second Grade

above – arriba de	across – a través de	activity - actividad
activities - actividades	add - sumar	addend - sumando
addition sentence – oración de suma	alter – alterar o cambiar	afternoon – la tarde
agree - concordar	almost - casi	already - ya
altogether – todo junto	always - siempre	amount - cantidad
another – otro u otra	answer - respuesta	around – alrededor de
arrange - arreglar	attributes - atributos	back – el lado dorso o atrás de algo
bar graph – gráfica de barras	because - porque	before – antes (de)
begin - empezar	behind - atrás	belongs – pertenece(n)
below – abajo (de)	beside – al lado de	best – el o la mejor
between - entre	black - negro	blank - blanco
blocks - bloques	blue - azul	book - libro
both - ambos	bottom – el fondo o la parte de abajo	bought – comprado
brown – marrón o de color café	build - construir	buy - comprar
calendar - calendario	cent - centavo	cents - centavos
centimeter (cm) - centímetro	certain - cierto	change - cambiar
chart - diagrama	check - revisar	choose - escoger
circle - círculo	clock - reloj	closest – el o la más cerca
comes next – viene(n) después	compare - comparar	completely - completamente
cone - cono	congruent - congruente	contents - contenidos
corner - esquina	correct - correcto	cost - costo
could – podría(n)	count - contar	cube - cubo
cup (c) - taza	cylinder - cilindro	data - datos
day - día	days of the week – días de la semana	decimal point – punto decimal
decrease – disminuir	describe - describir	difference - diferencia
different - diferente	digit - dígito	digital clock – reloj digital
dime – moneda de diez centavos	directions - direcciones	distance - distancia
divide - dividir	division sentence – oración de división	dollar - dólar
dollar sign – signo del dólar	doubles – dobles o duplicados	down - abajo
dozen - docena	each - cada	edge – arista
eight - ocho	eighteen - dieciocho	elapsed time – tiempo ocurrido
eleven - once	else - más	enough - suficiente
equal – equivalente o igual a algo	equal groups – conjuntos equivalentes	equal to – equivalente a
equals sign – signo igual	equation - ecuación	estimate - estimar
even – igual o parejo	evening – la noche	every - cada
exactly - exactamente	explain - explicar	expression - expresión
extra – extra (que sobra)	face - cara	fact family – familia de operaciones
Fahrenheit (OF) – grados Fahrenheit	false - falso	far – lejos
favorite - favorito	fewer than – menos de	fifteen - quince
fifth - quinto	find - encontrar	found - encontrado
first - primero	five - cinco	foot (ft) - pie
four - cuatro	fourteen - catorce	fourth - cuarto
fraction - fracción	Friday – viernes	from - de
front – frente	graph - gráfica	greater than – más grande que
greatest – el más grande	green - verde	group - grupo
guess - adivinar	half – la mitad	half-dollar – moneda de 50 centavos

Source: Modesto City Schools District;
<http://www.monet.k12.ca.us/math/vocabulary.htm>

For more math words in English/Spanish, go to that school district’s website.

WORD CHART

word	picture
word	picture
word	picture

Use your words to write sentences.

I know my numbers from to .

CCSS Math Practice Standard 2. Reason abstractly and quantitatively.
This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Directions: Teachers tell students which numbers to write on the chart. It can be individualized based on different levels of student knowledge of numbers. Then students write those numbers and their names and draw circles to show them. It can be used to check on knowledge of number patterns such as adding by 10s or even, odd. For larger numbers students use different symbols. For example, circle stands for 10s, line stands for 1s.

Number	Word	Draw symbols to show how many this number means.

Exceed: Write a sentence using one of these numbers.

**You can write sentences with FRY SIGHT WORDS
PLUS math words!**

First 100 Words to Know

a	about	after	again	all	an
and	any	are	as	at	be
been	before	boy	but	by	can
come	day	did	do	down	eat
for	from	get	give	go	good
had	has	have	he	her	here
him	his	how	I	if	in
is	it	just	know	like	little
long	make	man	many	me	much
my	new	no	not	of	old
on	one	or	other	our	out
put	said	see	she	so	some
take	that	the	their	them	then
there	they	this	three	to	two
up	us	very	was	we	were
what	when	which	who	will	with
work	would	you	your		

Second 100 Words to Know

also	am	another	away	back	ball
because	best	better	big	black	book
both	box	bring	call	came	color
could	dear	each	ear	end	far
find	first	five	found	four	friend
girl	got	hand	high	home	house
into	kind	last	leave	left	let
live	look	made	may	men	more
morning	most	mother	must	name	near
never	next	night	only	open	over
own	people	play	please	present	pretty
ran	read	red	right	run	saw
say	school	seem	shall	should	soon
stand	such	sure	tell	than	these
thing	think	too	tree	under	until
upon	use	want	way	where	while
white	wish	why	year		

I had _____ red apples.

I am _____ years old.

Everyone has _____ ears.

SIGHT WORDS

Source: Forsyth County Schools; <http://www.forsyth.k12.ga.us/forsyth/site/default.asp>

Esta lista de palabras de vista debe ser memorizada por los niños. Las palabras están escritas en Ingles pero la (pronunciación esta entre comías en Español) para que los padres que no hablan Ingles las puedan pronunciar para los niños.

1-50

go (<i>gou</i>) ir	help (<i>jelp</i>) ayudar	look (<i>luc</i>) mirar
at (<i>at</i>) en	run (<i>ruan</i>) correr	me (<i>mi</i>) yo
here (<i>jir</i>) aquí	come (<i>cam</i>) ven	get (<i>get</i>) agarra / irse
down (<i>daun</i>)abajo	jump (<i>jamp</i>) brincar	said (<i>sed</i>) decir
and (<i>and</i>) y	I (<i>hai</i>) yo	no (<i>no</i>) no
you (<i>iu</i>) tú	can (<i>can</i>) poder	that (<i>dat</i>) eso
not (<i>nat</i>) no es	is (<i>is</i>) es	to (<i>tu</i>) a
with (<i>uit</i>) con	play (<i>plei</i>) jugar	did (<i>did</i>) hice
find (<i>faind</i>) encontrar	the (<i>da</i>) el / la	away (<i>a-uai</i>) retirado
we (<i>ui</i>) nosotros	see (<i>si</i>) ver	want (<i>uant</i>) querer
this (<i>dis</i>) esto(a)	ride (<i>raid</i>) paseo	in (<i>in</i>) en
will (<i>wil</i>) voluntad	for (<i>for</i>) para	one (<i>uan</i>) uno
do (<i>du</i>) hacer	who (<i>ju</i>) quién	a (<i>ai</i>) la
like (<i>laic</i>) gustar	what (<i>uat</i>) qué	up (<i>ap</i>) arriba
it (<i>it</i>) lo	has (<i>jas</i>) haber / hecho	now (<i>nau</i>) ahora
work (<i>uork</i>) trabajo	my (<i>mai</i>) mio	little (<i>litol</i>) pequeño
have (<i>jav</i>) tener	two (<i>tu</i>) dos	

51-100

red (<i>red</i>) rojo	three (<i>tri</i>) tres	big (<i>big</i>) grande
funny (<i>fani</i>) chistoso	its (<i>its</i>) su / sus	but (<i>bat</i>) pero
from (<i>fram</i>) departe de	first (<i>furst</i>) primero	be (<i>bi</i>) estar
as (<i>as</i>) mientras / cuando	blue (<i>bliu</i>) azul	after (<i>after</i>) despues
call (<i>cal</i>) llamar	yellow (<i>jelou</i>) amarillo	where (<i>uer</i>) dónde
yes (<i>jes</i>) sí	thank (<i>tanc</i>) dar gracias	out (<i>aut</i>) fuera
eat (<i>it</i>) comer	good (<i>gud</i>) bueno(a)	are (<i>ar</i>) estar/son/ser
there (<i>der</i>) aya / hay	too (<i>tu</i>) también	put (<i>put</i>) poner
on (<i>an</i>) en / sobre	don't (<i>dont</i>) no lo	please (<i>plis</i>) por favor
fast (<i>fast</i>) rapido	take (<i>teic</i>) tomar	read (<i>rid</i>) leer
know (<i>nou</i>) saber	she (<i>chi</i>) ella	let (<i>let</i>) dejar
how (<i>jou</i>) cómo	all (<i>al</i>) todo	make (<i>meic</i>) hacer
he (<i>ji</i>) el	they (<i>dey</i>) ellos	ran (<i>ran</i>) corrió
went (<i>uent</i>) ir	was (<i>uas</i>) fue	white (<i>uait</i>) blanco
black (<i>blac</i>) negro	pretty (<i>prueti</i>) bonito(a)	try (<i>traí</i>) tratar
got (<i>gat</i>) tener	her (<i>jer</i>) ella / la / lo	him (<i>jim</i>) él / le / lo
came (<i>queim</i>) venir	new (<i>niu</i>) nuevo	

101-220

many (<i>meni</i>) muchos	sleep (<i>slip</i>)	long (<i>lang</i>) largo
brown (<i>braun</i>) café	four (<i>for</i>) cuatro	cut (<i>cat</i>) cortar
give (<i>gib</i>) dar	may (<i>mei</i>) poder	every (<i>everi</i>) cada
hot (<i>jat</i>) caliente	grow (<i>grou</i>) crecer	done (<i>dan</i>) hecho
again (<i>aguen</i>) otra vez/de nuevo	fall (<i>fal</i>) caer / otoño	going (<i>go-in</i>) yiendo
into (<i>intu</i>) en	any (<i>eni</i>) cualquiera	found (<i>faund</i>) encontró
his (<i>jis</i>) su / sus	just (<i>jast</i>) acaba de	laugh (<i>laf</i>) reir
could (<i>cud</i>) poder / podría <pasado>	five (<i>faiv</i>) cinco	green (<i>grin</i>) verde
an (<i>an</i>) a	buy (<i>bai</i>) comprar	some (<i>sam</i>) algunos / unos
made (<i>meid</i>) hacer / hecho <pasado>	about (<i>a-baut</i>) sobre / más o menos	of (<i>ov</i>) de
wish (<i>uich</i>) deseo	when (<i>uen</i>) cuando	very (<i>veri</i>) muy
round (<i>raund</i>) redondo	under (<i>ander</i>) debajo de	show (<i>chou</i>) demostración
which (<i>uich</i>) qué	tell (<i>tel</i>) decir	off (<i>af</i>) quitar / apagado
old (<i>old</i>) viejo	pull (<i>pul</i>) jalar	verbo
once (<i>uans</i>) una vez	over (<i>over</i>) encima de / sobre de	sit (<i>sit</i>) sentarse
think (<i>thinc</i>) pensar	wash (<i>uach</i>) lavado(a)	our (<i>aur</i>) nuestro
cold (<i>cold</i>) frío	does (<i>das</i>) hace	why (<i>uai</i>) por qué
goes (<i>gos</i>) va	before (<i>bifor</i>) antes	around (<i>a-round</i>) alrededor
keep (<i>kip</i>) mantener / quedarse	kind (<i>caind</i>) bueno / tipo	live (<i>liv</i>) vivir
always (<i>al-uais</i>) siempre	both (<i>both</i>) los/las dos	best (<i>best</i>) el/la mejor
far (<i>far</i>) lejos	if (<i>if</i>) si	bring (<i>bring</i>) traer
fly (<i>flai</i>) volar	because (<i>bicas</i>) porque	better (<i>beter</i>) mejor
six (<i>six</i>) seis	been (<i>bin</i>) estar	clean (<i>clin</i>) limpio(a)
ten (<i>ten</i>) diez	start (<i>start</i>) empezar	light (<i>lait</i>) luz
or (<i>or</i>) o	much (<i>mach</i>) mucho	pick (<i>pic</i>) escoger
would (<i>uold</i>) ¿puede / podría?	only (<i>onli</i>) solamente	those (<i>dos</i>) aquellos
today (<i>tu-dai</i>) hoy / ahora	their (<i>deir</i>) de ellos/ pertenecer a ellos	never (<i>never</i>) nunca
full (<i>ful</i>) lleno	use (<i>ius</i>) usar	say (<i>sei</i>) decir
draw (<i>drau</i>) dibujar	carry (<i>cari</i>) cargar	small (<i>small</i>) pequeño / chico
eight (<i>eit</i>) ocho	drink (<i>drinc</i>) tomar	ate (<i>eit</i>) comí / comió
myself (<i>mai-self</i>) yo mismo	own (<i>oun</i>) propio / (poseer, tener) ser dueño	hold (<i>jold</i>) detener / parar
these (<i>dis</i>) éstos	seven (<i>seven</i>) siete	shall (<i>shal</i>) are / tendré (verbo auxiliar)
open (<i>open</i>) abierto	together (<i>togeder</i>) juntos (as)	sing (<i>sing</i>) cantar
then (<i>den</i>) entonces	write (<i>rait</i>) escribir	warm (<i>uarm</i>) caluroso(sa), tibio(a)
well (<i>uel</i>) bien	were (<i>uer</i>) estar (verbo auxiliar)	upon (<i>apan</i>) sobre (sobre algo)
transitivo pasado.)	stop (<i>stap</i>) parar	ask (<i>asc</i>) preguntar
us (<i>as</i>) nosotros	hurt (<i>jurt</i>) hacer dano / herir / doler	gave (<i>geiv</i>) dar / dedicar (en

Show What You Know: Animal Alphabet

For each alphabet letter, draw or name an animal that starts with that letter.

Letter	animal
a	
b	
c	
d	
e	

Then write a sentence that tells about your favorite animal.

Sentence Writers

Make your own sentence frames.

The _____ said _____ .

The _____ is _____ .

_____ has a _____ .

Narrative Writers tell...

Sequence

Cause-effect

What happens next

A lesson or moral

Story Planner—Teacher Demonstration Guide

Show Me: Complete this guide based on a story your students read.

Help Me: Then with them plan a story.

Watch Me: Then give them a story planning guide (see the pages with the boxes) and let them plan their own stories.

CCSSW3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Write a story that teaches a lesson.

For example, the story “The Little Engine that Could” teaches that if you believe in yourself and try hard you can do great things.

Decide what lesson you want people to learn from your story.

Then plan it.

The Lesson My Story Will Teach: _____

Who will be in your story?

What will happen?

First: _____

Then: _____

Then: _____

Then: _____

How will your story end?

What Happened, When?

CCSSR1—read carefully. CCSSR3—analyze events and causes and effects.

Put what happens in a story into these boxes. You can draw pictures or write.

First

Next

Last

What happened, why?

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; then analyze how the actions of one character show traits. (CCSSR3)

Draw pictures and use words to show what someone did in the story.

<p>_____ did this.</p>	<p>This is why. _____ wanted _____.</p>
<p>_____ did this.</p>	<p>This is why. _____ wanted _____.</p>

My Story Plan

CCSSW3—narrative writers organize the sequence of events.

Where: The Place

--

Who: Characters

--	--

What Happens

CCSSW3—narrative writers organize the sequence of events.

1

2

3

Write what happens next.

CCSSR3. Trace the plot, then predict the next part of a story.

CCSSW3. Write **the next part of a story**.

Draw a picture that shows what happens at the end of a story.



What will happen next?

Nonfiction Writers Explain the World

The Language Experience Approach is a bridge between learning and writing.

From *The Language-Experience Approach to Reading: A Handbook for Teachers*, by Denise D. Nese. New York: Teachers College, Columbia University, 1981.

“An important advantage to this approach is that, from the start, students learn to recognize words in print that are orally very familiar to them. ... Because students compose the account, comprehension is inherent to their interaction with the text, leading them to expect written language to make sense. As a result, they expect other-author texts to contain meaningful ideas and comprehensible language. Dictation also develops and strengthens students’ skill at composing their thoughts in writing.”

Step 1. Discuss an experience.

Step 2. Teacher guides students to construct a dictated report, which the teacher records, selecting and adjusting students’ statements. Teacher or students may add illustrations.

Step 3. Teacher reads the text, modeling fluent reading with expression.

Step 4. Students read the text themselves so they can read it fluently.

Students may expand on the report as they think about it, guided by the teacher.

The skills students learn are transferrable to:

- Reading “other-author” texts.
- Expanding vocabulary to describe a situation or express a feeling.
- Writing.

Teacher Presentation Guide

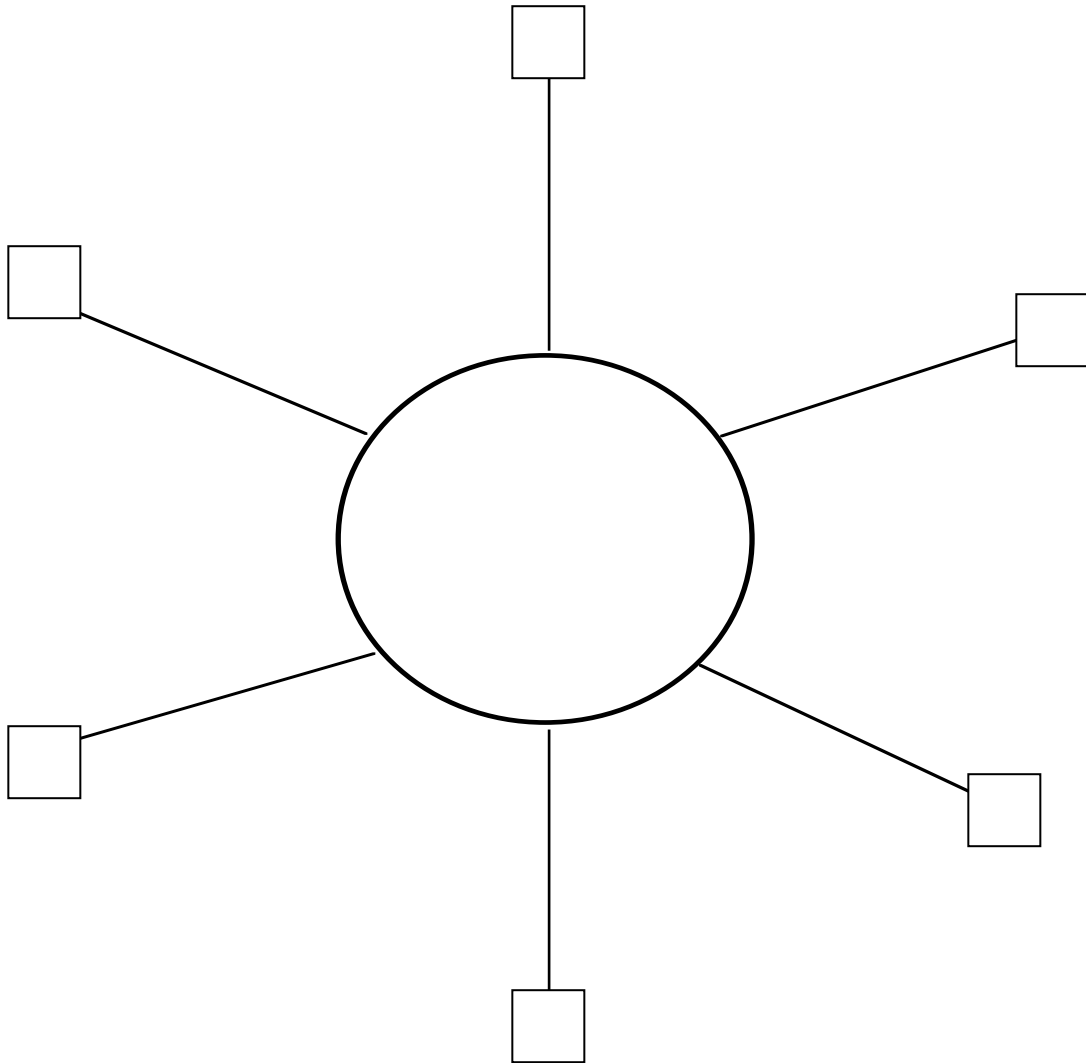
CCSSW.2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Use this guide to organize writing or speaking about any topic.

What's the topic? _____

What's the focus—my idea? Write it in the circle.

*What information is important to explain to make that idea clear? **Note it on the lines.** Number the lines—in the box at the end—in the order you will say or write this information.*



How will I start?

How will I conclude?

Describe a Person

CCSSW2—expository writing with details

Who is the person? _____

Draw the person here.

Tell about the person.

Knowledge Connector

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

This can be a pre-writer as well as a learning note-taker.

Topic: _____

What I Knew

What I Learned

PARAGRAPH WRITER

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the Main Idea I will explain?

What information can I use to support it? Write it on these rows. Or use small pieces of paper and write one fact on each piece.

Number the facts in the order you will put them in your paragraph.

Science Writer

Topic: _____

What are some important words to know to understand this topic?

Word	What It Means

What's important to know about this science topic?

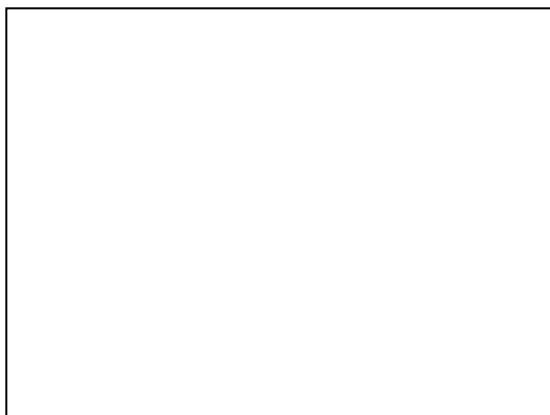
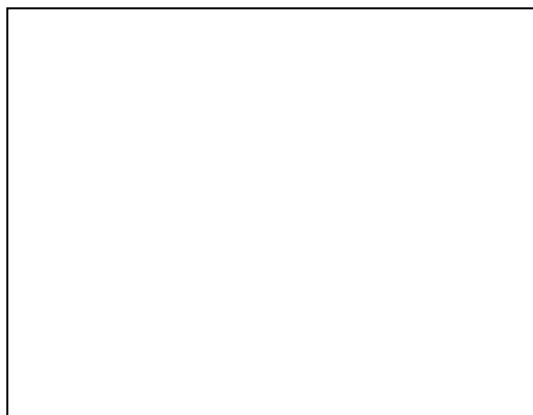
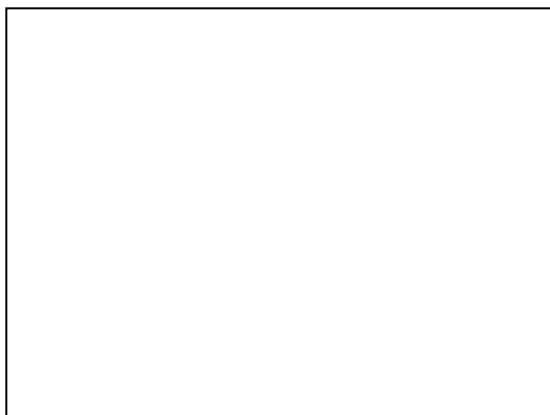
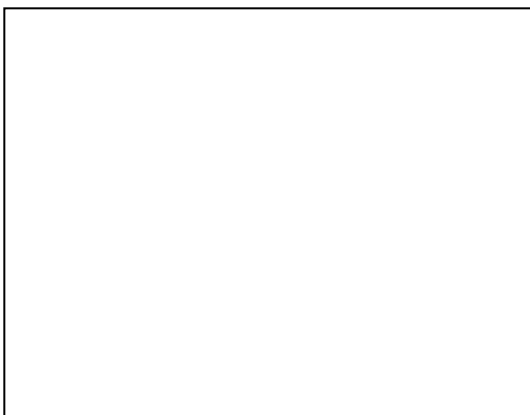
Explanatory Writer

CCSSW.2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What will you explain?

How will you start?

List or draw what you will tell.



How will you end?

BOOK PLANNER

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the Topic?

What will I explain on each page?

1	
2	
3	
4	

My Opinion is ...!

Teacher Guide Graphic

Topic: _____

How I feel about this.

Why I feel that way.

My Opinion!

I like _____.

This is why I like it.

This is better than that!

Here are two _____s.

_____ and _____

I think _____ is better.

Here are two reasons.

My Book Review

I am writing to tell you about a book I like. I like this book so much I want to read it again.

These are things I like about the book.

I hope you will read this book.
I know you will like it, too.

Chicago Poem

CCSSW.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What do I like about Chicago?

Chicago needs a poem.
It should tell about the city.

To write the poem, list what you like about your community and the city.
Then write the poem.

What I Like about My Community	What I Like about Chicago

My Poem

Poesía de Chicago

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

¿Qué es lo que me gusta de Chicago?

Chicago necesita una **poesía**.
Debe decir sobre la ciudad.

Para escribir la **poesía**, haz una lista de lo que te gusta sobre tu comunidad y la ciudad.
Después escribe la **poesía**.

Lo Que Me Gusta de Mi Comunidad	Lo Que Me Gusta de Chicago

Mi Poesía

Opinion Frame

Poem Writing Guides

Haiku Writer

Common Core Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Students at Pocantico School in Sleepy Hollow, New York, wrote these poems. They wrote them in three lines. They are haiku poems.

Directions:
Read their poems.
Then write your own haiku poem.
Write about the Chicago environment or another environment.

Butterflies hatch. Bees drink the juice from flowers. Bees fly everywhere. By Andrea	Butterflies are flying Their orange wings touch the sun They perch on fresh leaves! By Jaya	Baseball is starting Spring is finally here yes! The bees are buzzing. By: Kaydee
--	---	--

My haiku will be about _____.

Here is my haiku.
The first line has five syllables.
The second line has seven syllables.
The third line has five syllables.

Topical Song Writer

Choose a topic. _____

List words that are important to understanding the topic.

What is the idea or theme of your song?

How do you want your listener to feel about this topic?

Describe your song—what should it sound like?

Write the song.

Escritor de Canciones de Actualidad

Escoge un tema _____

Haz una lista de palabras que te ayuden a comprender el tema.

¿Qué es la idea o el tema de tu canción?

¿Cómo quieres que el lector se sienta con respecto a este tema?

Describe tu canción—¿cómo debe sonar?

Escribe la canción.

PRIMARY READING/WRITING CHICAGO

Most of these activities combine reading and writing. They all will produce written materials for other students to read.

A Chicago Glossary

- Make a list of words that people need to know to travel in the city. These include: street, car, taxi, boat [for traveling on the river], downtown, neighborhood.
- Have children find pictures in the newspaper and/or draw pictures that illustrate these words with Chicago scenes.
- Make a list of words that people need to know to get a job in the city. Include names of jobs and places people work. Then help children make a job chain--put words on pieces of paper they arrange to tell the story of getting something made, like a cake.

Chicago People

- Have students use pictures and words to tell about a day in the life of a Chicago person. First, they should interview that person. Then they should put the events of a day into a story. They can add clock faces or time notes to show the progress through the day.
[You could ask a school worker or a parent to help with this project.]

Chicago Places

- Every time your child goes to a new place, like a museum, have them write about it. Then put those stories into a book.

A Chicago Alphabet

- Make a Chicago alphabet book. For every letter, have your child draw for use a newspaper photo) a Chicago person or place that starts with that letter, from Addison Street (where the Cubs play) to the Zoo.

Word Builder: Neighbors

CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Talk about what each one means.
2. Then write a sentence or draw pictures for each word.

WORD: **neighbor**

WORD: **family**

WORD: **parents**

WORD: **grandparents**

WORD: **friend**

On the back of this page, write words or draw pictures that tell about one person in your neighborhood. Use words that tell what you like about that person. Write the words as “clues” so people can guess your person.

Constructor de Palabras: Vecinos

CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que significa cada una de estas palabras.
2. Ahora escribe palabras o haz dibujos de cada palabra.

PALABRA: **vecino**

PALABRA: **familia**

PALABRA: **hijos**

PALABRA: **padres**

PALABRA: **abuelos**

PALABRA: **amigo**

En el reverso de esta página, escribe palabras que describan a alguien en tu vecindad. Usa palabras que expresen lo que mas te gusta de esta persona. Escribe las palabras como pistas para que la gente pueda adivinar de quien estas hablando.

Word Builder: My Street

CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Talk about what each one means. Talk about why each of these things is a part of your street.
2. Then write a sentence or draw pictures for each thing. Write why each of these things is on your street.

home

automobile

sidewalk

traffic

street sign

What other things do you see on your street?
Make a list of ten other things.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

On the back of this page, write about a day on your street. Use some of the words from your list.

Constructor de Palabras: Mi Calle

CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que significa cada una de estas palabras. Habla del porque cada una de estas cosas se encuentra en tu calle.
2. Ahora escribe palabras o haz dibujos de cada cosa. Di porque cada una de estas cosas se encuentra en tu calle.

casa

automóvil

banqueta

tráfico

señal de carretera

¿Qué otras cosas ves tú en tu calle?
Haz una lista de diez otras cosas.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

En el reverso de esta página describe un día ordinario en tu calle. Utiliza algunas de las palabras de tu lista.

Word Builder: School Places

CCSSR4—expand academic vocabulary.

1. Each of these words is a place in a school. Talk about these words one at a time. Talk about what people do in each place.
2. Then write a sentence or draw pictures to tell what this means.

classroom

Sentence/Pictures:

office

Sentence/Pictures:

kindergarten room

Sentence/Pictures:

gym

Sentence/Pictures:

library

Sentence/Pictures:

lunchroom

Sentence/Pictures:

On the back of this page, write a story about a day at your school. Use as many of the words on your list and on this list as you can.

Constructor de Palabras: Lugares en la Escuela

CCSSR4—expand academic vocabulary.

1. Cada una de estas palabras trata de un lugar en la escuela. Habla acerca de lo que significa cada palabra. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que la gente hace en cada uno de estos lugares.
2. Ahora escribe una oración o haz dibujos para diga que lo significa cada palabra.

salón de clase

Oración/Dibujos:

oficina

Oración/Dibujos:

salón de kinder

Oración/Dibujos:

gimnasio

Oración/Dibujos:

biblioteca

Oración/Dibujos:

sitio del almuerzo

Oración/Dibujos:

En el reverso de esta pagina escribe la historia de un día en la escuela. Utiliza tanto de las palabras de tu lista como puedes.

Word Builder: Learning

CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Talk about what each one means.
2. Then write or draw about each word. Tell how you learn.

school

What kinds of things I learn at school:

book

What kinds of thing I learn from books:

museum

museums in Chicago:

What kinds of things I learn at museums:

zoo

What kinds of things I learn at the zoo:

library

What kinds of things I learn at the library:

On the back of this page, write a story about learning.
Tell how and where you learned something this week.

Constructor de Palabras: el aprender

CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que significa cada una de estas palabras.
2. Ahora escribe palabras o haz dibujos de cada palabra. Di como tú aprendes.

escuela

Cosas que aprendo en la escuela:

libro

Cosas que aprendo en libros:

museo

museos que hay en Chicago:

Cosas que aprendo en museos:

parque zoológico

Cosas que aprendo en el parque zoológico:

biblioteca

Cosas que aprendo en la biblioteca:

En el reverso de esta página escribe una historia que se trate del aprender. Di cómo y dónde lo aprendiste algo esta semana.

Word Builder: Choices

CCSSR4—expand academic vocabulary.

Each of the people on this page make choices every day.

1. Talk about each person. Talk about the choices that person makes.
2. Then write a sentence or draw pictures telling one choice.

teacher

principal

parent

grocery store owner

school crossing guard

librarian

baker

On the back of this page, add five more words that tell **people who make choices**. Talk about each one. Then write a sentence or draw pictures that tells about the choices that person makes.

Constructor de Palabras: Opciones

CCSSR4—expand academic vocabulary.

Cada una de las personas en esta página escoge, de entre muchas opciones, lo que más le conviene.

1. Habla acerca de las opciones que tiene cada una de estas personas.
2. Ahora escribe una oración que trate de una de sus opciones.

maestro

director

padre de familia

dueño de una tienda de comestibles

guardia de cruce de calle escolar

bibliotecario

panadero

En el reverso de esta página escribe cinco palabras que describan **personas que tienen opciones**. Habla acerca de estas personas. Ahora escribe una oración o haz un dibujo que indique que opciones tiene esta persona.

Word Builder: Jobs

CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Each one is a kind of job. Talk about what kind of work each worker does.
2. Then write words or draw pictures that tell the work that person does.

teacher

Tell the work a teacher does

doctor

Tell the work a doctor does

cook

Tell the work a cook does

day care worker

Tell the work a day care worker does

home repair worker

Tell the work a home repair worker does

parent

Tell the work a parent does

Think of another worker. Then write words that tell about this worker's job. Use the back of this page for those words. Do not write the name of the job. Ask other people to guess who this worker is.

Constructor de Palabras: Trabajos

CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Cada una de estas palabras trata de un tipo de trabajo. Habla acerca de lo que la gente hace en cada uno de estos trabajos.
2. Ahora escribe palabras o haz dibujos que describan el trabajo de cada persona.

maestro

di lo que hace un maestro

doctor

di lo que hace un doctor

cocinero

di lo que hace un cocinero

trabajador de guardería infantil

di lo que hace un trabajador de guardería infantil

mecánico del hogar

di lo que hace un mecánico del hogar

padre de familia

di lo que hace un padre de familia

Piensa en otro trabajador. Ahora escribe palabras que describan el trabajo que él hace. Utiliza el reverso de esta página para escribir las palabras. No escribas el nombre del trabajo. Pregúntales a tus amigos que adivinen tu trabajador.

Word Builder: Stores

CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Each one is the name of a kind of store. Talk about what people buy in each place. Talk about the jobs people do in each place, too.
2. Then make two lists for each kind of store. One list is of things people buy at the store. The other list is of jobs people do there.

WHAT PEOPLE BUY HERE

JOBS PEOPLE DO HERE

bakery

grocery store

hardware store

toy store

On the back of this page, write about a store in your neighborhood. Tell the kinds of things on sale there and the jobs people do there.

Constructor de Palabras: Tiendas

CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Cada una de estas palabras es el nombre de una tienda. Habla acerca de lo que se vende en cada lugar. Habla acerca de los tipos de trabajo que la gente hace en cada una de estas tiendas.
2. Ahora haz dos listas para cada tipo de tienda. Una lista es lo que se vende en la tienda. La otra es una lista de los trabajos que la gente hace ahí.

COSAS QUE SE VENDEN AHÍ

TRABAJOS QUE LA GENTE HACE AHÍ

panadería

tienda de comestibles

ferretería

juguetería

En el reverso de esta página escribe acerca de una tienda en tu vecino. Di las cosas que se venden y los trabajos que la gente hace allí.

Word Builder: Place Words

CCSSR4—expand academic vocabulary.

Each of these words tells a place in Chicago.

Make a word or picture list that tells about each place.

Those words are adjectives. They are words that tell about what something looks like, feels like, sounds like.

neighborhood

adjectives: _____

river

adjectives: _____

lake

adjectives: _____

downtown

adjectives: _____

park

adjectives: _____

aquarium

adjectives: _____

On the back of this page, write a paragraph about Chicago. Use words from your own word lists in it.

Constructor de Palabras: Palabras de Lugares

CCSSR4—expand academic vocabulary.

Cada una de estas palabras trata de un lugar en Chicago.

Haz una lista de palabras o dibujos que describan cada lugar.

Estas palabras son adjetivos, es decir, son palabras que describen la apariencia, la textura, el olor o el sabor de algo.

vecindad

adjetivos: _____

río

adjetivos: _____

lago

adjetivos: _____

el centro de la ciudad

adjetivos: _____

parque

adjetivos: _____

acuario

adjetivos: _____

En el reverso de esta página escribe un párrafo que describa Chicago. Utiliza las palabras que tienes en tu lista.

Word Builder: My City

CCSSR4—expand academic vocabulary.

Now it is your turn.
Choose words that you think are important about your neighborhood and city. Write them on the top lines.
Then write or draw what those words mean.
Make up your own word builder kit.

Constructor de Palabras: Mi Ciudad

CCSSR4—expand academic vocabulary.

Ahora te toca a ti.

Escoge palabras que tú crees son importantes al describir tu vecindad y tu ciudad.

Escribe estas palabras en los renglones cortos.

Ahora escribe o haz dibujos de lo que significan estas palabras.

Haz tu propio constructor de palabras.
