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Using American Library Association's Current Notable Literature for Younger and Middle Readers to Help Enhance the 6 + 1 Trait Writing™ Model in the Elementary Classroom

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Abstract

This study recognized that teachers perform under an incredible amount of stress daily. They feel overcome at the end of each day by stress and high expectations placed upon them for their students to achieve (Black, 2003, p. 37). In addition, the study showed that reading aloud was an important component in helping students become excited about reading and writing. Furthermore, research shows teachers need to help students make connections between what the teacher shares as a read-aloud and what is being taught in the classroom. Therefore, the media specialist is there to help teachers make the connection between award-winning literature and classroom curriculum.

This study demonstrated how the media specialist is a valuable resource in assisting teachers in reviewing current award-winning children's literature to develop the 6 + 1 Traits of Writing in their classroom curriculum. It provided teachers with minilesson ideas that relate current ALA Notable Children's Books for Younger and Middle Readers to the 6 + 1 Trait™ model that supports the Reading and Language Arts Benchmarks and Teaching Objectives in the Waukee School District.

In the conclusion of the this study the researcher found that it was an enlightening job to look closely through award-winning picture books and discuss them with the reading strategist in the district. The researcher found that simple conversations about each book sparked an amazing amount of ideas. As a media specialist, when books arrive and suit a particular part of a grade levels curriculum they are placed with a note in the teachers' mailboxes. Often without that one-on-one conversation the books are returned without seeing their full potential on correlating the book with curriculum. Today in the average school day there is so much stress placed on the teacher it is hard to find time to discuss how literature can enhance their classroom curriculum. These mini-lesson ideas will be a great start to begin a better line of communication.

Using American Library Association's Current Notable Literature for Younger and
Middle Readers to Help Enhance the *6 + 1 Trait Writing*[™] Model in the Elementary
Classroom

This Graduate Research Project
Submitted to the
Department of Curriculum and Instruction
Division of School Library Media Studies
in Partial Fulfillment of the Requirements for the Degree
Master of Arts
University of Northern Iowa

by
Debra Zwank
January 18, 2006

This Research Project by: Debra Zwank

Titled: Using American Library Association's Current Notable Literature for Middle and Younger and Middle Readers to Help Enhance the *6 + 1 Trait Writing Model™* for the Elementary Classroom

has been approved as meeting the research requirements for the degree of Master Arts.

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Chapter 1

Introduction

Books Books Books

*I LOVE TO READ!
Say those words.
Go those places.
See those sights.
Think those thoughts.
Meet those kids
who live in books,
waiting for me to find them.
-Kay Winters (Did You See What I Saw?, 1996, p. 4)*

Each year there is a vast amount of new children's literature published. In the year 2000 there were 9,195 new children's titles published (Publisher's Weekly, 2005, <http://www.publishersweekly.com/index.asp?layout=contentinfodetail&articleID=CA260302&channel=AboutUS&display=wildcard#childrens>). Every year committees meet to select award-winning literature from these titles based on specific criteria. Library media specialists look at these award-winning lists when purchasing books for their libraries. This research project intends to add quality children's literature to an ongoing literacy effort in one Iowa school district.

School library media specialists use the majority of the library book budget towards materials that will support the district's adopted curriculum (Coley, 2002, Electronic resource). A school library media specialist must become an instructional partner with the teacher to recognize ways to help students achieve. In addition, they become an informational specialist in selecting materials to fit the curricular needs of the school (American Association of School Librarians and Association for Educational Communications and Technology, 1998, p. 4, 5). This is part of the collection

management role of the school library media specialist (Coley, 2002, Electronic resource). Being able to select quality material for teachers to use in the curriculum is a responsibility for media specialists. Book selection is a process that includes analyzing a budget, understanding district goals, communicating and understanding curriculum needs of teachers, and researching to find the appropriate and quality literature that will meet the needs of the teachers and all students. Book selection can be overwhelming because of the amazing amount of literature published every year. School library media specialists use selection sources such as award-winning book lists and book reviewing journals to find quality literature (Van Orden, 2000, p. 48).

The Role of Literature in the Writing Process

Teachers can use quality literature to help students understand the writing process. Teaching the writing process can be a tremendous task for teachers. Children's writing comes at different paces for each child. Students may have educational limitations we cannot control, but we can construct an environment to help them succeed (Callkins, 1994, p. 251). "The masters of children's literature have given us their books not only to read and enjoy as readers, but to dissect and learn from as writers. They have provided us with authentic, language-rich examples to model the target skills we hope our students will master" (Anderson, et al., 2001, p. 363). *Six Traits*TM writing was developed by the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon, to help students and teachers work together in improving student writing. The researchers created a performance assessment tool that identifies criteria of "good" writing (Culham, 2003, p. 10). The researchers identified six traits that included ideas, organization, voice, word choice, sentence fluency, and conventions. Presentation was added later to allow teachers

to be more accurate in assessing since “convention scores were often overly influenced by the appearance, or the ‘look,’ of the final copy” (Culham, 2003, p. 12). *Six Traits™* became *6 + 1 Trait™* model. By sharing a common vocabulary, teachers and students can communicate their thoughts to each other as writers (Culham, 1998, p.3). When the *6 + 1 Trait™* model was introduced in Waukee two books were added to the professional libraries in each elementary school under the recommendation of the curriculum director. *Picture Books: An Annotated Bibliography with Activities for Teaching Writing and Books, Lessons, and Ideas for Teaching the Six Traits: Writing in the Elementary and Middle Grades* became valuable resources for teachers. This program shows how teachers can model using children’s literature to develop skills needed to be successful writers. It allows students to learn a shared vocabulary as they progress through school. The program can begin in the primary grades and flow with them through the years. Primary grade students might seem young, especially when discussing writing. In kindergarten conquering the written alphabet can be a large task. *6 + 1 Trait™* model can begin even before children learn how to write sentences. “We remind ourselves that students can hear and picture ideas, hear and think organization, recognize and respond to voice, love the sound of words, and both hear and feel fluency long, long before they can create these things in their own written text” (Northwest Regional Educational Laboratory, 1999, p. 4). Culham states that when students are evaluating their work using each of the six traits it “becomes a powerful revision tool. This approach to assessment is highly flexible and a natural entry into the thoughtful decision-making relating to quality instruction” (p. 3).

Waukee Community School District

The Waukee Community School District, Waukee, Iowa, chose to implement the *6 + 1 Trait™* model for all grade levels. In the Waukee School District curriculum is proposed on a “design-down, build-up” basis (E. Eckles, personal communication, June 14, 2005). When the reading language arts curriculum was on a review cycle, the district began meeting with the high school teachers first. The teachers at the high school were accustomed to *6 + 1 Traits of Writing Assessment* and were incorporating it in their classes (Eckles, 2005). The teachers wished to develop it further within their language arts classrooms in addition to introducing it at other academic levels in the district to guarantee a link in writing across-the-curriculum (Eckles, 2005). “After deciding to go with this approach at a K-12 level, the district sent a core group of 3rd – 12th grade teachers to the summer Heartland Area Educational Agency (AEA)-sponsored *6 + 1 Trait™* general training AND the train the trainer training” (Eckles, 2005). Waukee next decided to train the K – 2nd grade team so that they could set up the groundwork (Eckles, 2005). Heartland AEA partnered with the K- 2nd teachers to arrange and prepare the instruction. “Third – 5th grade district teachers delivered the training, and 6 – 12 brought in a trainer while the trained teachers served as in-house resources” (Eckles, 2005).

Bringing in a new component to the reading language arts curriculum adds to the workload of a teacher. Each day that teachers and students enter the classroom there should be a festive atmosphere about learning (Cooper, 1993, p. 606). Many though are beleaguered with their mountainous workload. With more teacher accountability to have students achieve and score higher on tests, teachers have many challenges to conquer. Not only do they have to teach students in the classroom, they have daily duties to

perform. Teachers have to learn curriculum, to assist special needs students, to overcome language barriers, to communicate with parents, to grade and evaluate, attend teacher training, to be possible trainers, to mentor new teachers, to attend professional development, to update portfolios, to complete district evaluations, and other numerous tasks. As the responsibilities increase, stress becomes overwhelming. “In a study of Midwestern teachers by Minnesota-based Optum Research, approximately 40 percent of respondents reported high levels of job stress and said it affected their personal and family life” (Black, 2003, p. 37).

The Role of School Library Media Specialists in Teaming with Teachers and Their Responsibilities

School library media specialists can help relieve some stress on teachers. School library media specialists not only select books to integrate with curriculum, they also catalog the books for teachers to locate them when searching the Online Public Access Catalog (OPAC). To help the teachers save time the media specialists in each school cataloged each picture story book that was referenced in *Picture Books and Books, Lessons, and Ideas for Teaching the Six Traits* by adding a note in the MARC record identifying the trait the book modeled and the professional book where the lesson could be found. This took a large amount of time for the media specialists to accomplish, but was essential in helping teachers locate books on the trait they were teaching quickly and efficiently. Each media specialist in Waukee had a stipend from the curriculum director to purchase children’s books that were referenced in this professional literature. Since the publishing of these two books, some of the recommended children’s literature is currently out of print and unavailable to purchase. Furthermore, since the publication of these

valuable professional resources many award-winning books have been published. Connecting current notable literature to the classroom curriculum would be a valuable and time-saving resource for teachers. Teachers work under a tremendous amount of stress on a daily basis. They repeatedly feel overpowered when school ends with the every day stress and are inundated with the expectations to make every lesson count to improve student achievement (Black, 2003, p. 37).

Problem Statement

Although the Waukee administrative team introduced the *6+1 Trait*TM model as a component to the language arts curriculum, the Waukee teachers may not find the time in the busy school day to select current notable literature to support their lessons in developing their students' writing skills.

Purpose Statement

This project will provide teachers with mini-lesson ideas that relate current ALA Notable Children's Books for Younger and Middle Readers to the *6+1 Trait*TM model of the Waukee School District's language arts curriculum.

Research Questions

This project will concentrate on the following research questions:

1. Can current ALA Notable Children's Books for Younger Readers enhance the *6 + 1 Trait*TM curriculum?
2. How can we entice teachers to use current ALA Notable Children's Books for Younger Readers?

3. How can we make it easy for the teachers to locate current ALA Notable Children's Books for Younger Readers that tie to the trait they are teaching in the classroom?

Definitions

6+1 Trait™ model: “A form of analytic assessment, a method of looking at the main characteristics of writing and assessing them independent from one another”

(Culham, 2003, p. 12).

Conventions: “The writer’s skill in using an editor’s tools (punctuation, spelling, grammar, capitalization, and layout) to clarify and enhance meaning” (Spandel, 2005, p. 2).

Current children’s notable books: Each year the Association for Library Service to Children recognizes the finest in children’s books, recordings, videos, and computer software (American Library Association, 2005, <http://www.ala.org/ala/alsc/awardsscholarships/childrensnotable/Default1888.htm>).

Design-down, build-up: “The highest grade level that is responsible for a curricular area serves as the endpoint (standard) for what needs to occur in prior grades, thus we “design down” (E. Eckles, personal communication, June 14, 2005).

Ideas: “The heart of it all, the writer’s main message and the details, evidence, or anecdotes that support or expand that message” (Spandel, 2005, p. 2).

OPAC: An on-line public access catalog (OPAC) allows the students to search the library’s collection efficiently (Follett, 2000, p. 395).

Organization: “The internal structure (skeleton, if you will) of a piece that gives support and direction to the ideas” (Spandel, 2005, p. 2).

Presentation: “Presentation zeros in on the form and layout –how pleasing the piece is to the eye” (Culham, 2003, p. 12).

Picture story book : “A book for young children in which the pictures are closely related to the text and contribute largely to the presentation of the total content (Good, 1973, p. 68).

Sentence fluency: “Rhythm and flow, the music and poetry of language, and the way text plays to the ear” (Spandel, 2005, p. 2).

Voice: “Verbal fingerprints. A mix of individuality, confidence, engagement with the topic, and reader rapport – that something that keeps readers reading” (Spandel, 2005, p. 2).

Writing process: The cycle of rehearsal, drafting, revision, and editing in writing (Calkins, 1994, p. 23).

Word Choice: “A knack for selecting the *just right* word or phrase to make meaning clear and to bring images or thoughts to life” (Spandel, 2005, p. 2).

Assumptions

This study assumes that teachers want to use current notable children’s literature in their classroom curriculum. It assumes teachers are too overwhelmed with daily duties to find time to make *6 + 1 Trait™* connections to current literature, and that the researcher will be able to identify writing traits in new children’s books.

Limitations

This study will make no attempt at making a balanced list with an even number of books for each trait. The study will use only literature that has no earlier copyright than

2002. This literature will be selected only from the ALA Notable Children's Books for Younger Readers.

Significance of the Study

This study will be significant to the media specialists, teachers, and students in the Waukee School District. Media specialists will be able to add titles from this project to their catalogs to help their teachers make literacy connections to the *6 + 1 Trait*TM model. Teachers who want to bring current notable children's literature for young readers into their classroom curriculum, but find it toilsome to find time will find assistance in this study. They will have a resource available that will provide valuable links between their curriculum and the most current notable literature for younger readers. Teachers will be able to use the online public catalog on their classroom computer to do a keyword search by trait and to identify the latest current ALA Notable Children's Books for Younger Readers that they can use to model in their *6 + 1 Trait*TM curriculum.

Chapter 2

Literature Review

The teachers of the Waukeee Community School District have been using the *6 + 1 Trait™* model to develop student-writing skills and assess their work. The teachers have a large number of daily activities and stress to make every lesson count. Exploring new literature to tie into curriculum can be very time consuming. The media specialist can help teachers by reviewing current notable children's literature and correlating it with the Waukeee School District's curriculum and educational standards. This literature review explores the related issues of how teachers choose literature and if they successfully implement the literature in their classroom curriculum. The review is divided into three parts: read-aloud practices, the relationship of reading and writing, and educational standards.

Read-Aloud Practices

Jacobs, Morrison, and Swinyard (2000) investigated primary and intermediate elementary teacher read-aloud practices. They wanted to find out what types of teachers in the elementary school are most likely to read to their students and how often they read to their students. Jacobs, et al. (2000) randomly sampled (using a professional mailing list company) 3,600 public and private elementary school teachers across all fifty states. The teachers selected filled out a four-page questionnaire. One thousand eight hundred eighty-two questionnaires came back allowable. The researchers placed the questionnaires into seven grade level categories from kindergarten to sixth grade. Two additional titles, various primary grades and various intermediate grades, were added for teachers that taught more than one grade level. Jacobs et al. identified other factors such

as age of the teacher and gender. The teachers were asked about choices of materials read aloud in their classrooms. They were given eight choices including reading picture books, short stories, children's novels, informational books, textbooks, books picked out by students, book talks, and teacher recommending specific titles (p. 178). The researchers then ranked the results in tables. The tables showed the first choice in kindergarten through second grade is reading aloud picture books. In third grade through sixth grade, it was reading aloud chapter books. Reading informational books was low in all of the grade levels. The data also showed that teachers in the intermediate grades read less. Reading from the textbook was noted as a remaining constant in all grade levels, though not often in the primary grades (p. 181). Jacobs, et al. found that there was very little use of chapter book reading in kindergarten, but that this choice was very high in third grade. The trend showed that second grade through fifth grade used chapter books more often than sixth grade (p. 181). In the end the results showed that as the "grade level increased, teachers read aloud less frequently. They read less [sic] picture books, short stories, informational books, and student-selected books. They introduced books less and recommended them less often. However, they did read more children's novels" (p. 182). Overall, the data show that reading aloud declines from five out of ten days in kindergarten to three out of ten days in sixth grade (p. 184). Other interesting findings were the demographic information on teacher's age. "We used the eight categories of reading practices as a group and found a significant relationship between teacher age and frequency of their reading to students" (p. 184). Data showed "that as the teachers became older, they were less likely to read orally to their students" (p. 184). "We were interested to note that, although age of the teacher was significantly related to teacher

read-aloud practices, years of teaching experience was not” (p. 184). There were no other demographic variables, age, years teaching, years in a particular grade, private or public school setting, teaching certificate, that showed significant results (p. 184).

Fisher, Flood, Lapp, and Frey (2004) observed the read-aloud practices of 25 expert teachers to see if there were any common ways of implementing the practices in the classroom. They wanted to find out if professional teachers known to have great read-aloud skills and high student scores read a book out loud to a classroom, or if they used guidelines to capitalize on this instructional time when selecting their book (p. 9). They decided to use two phases in selecting teachers. In phase one they sent out letters to 65 administrators throughout San Diego County (California) who were employed in urban schools. Each administrator was asked to nominate one teacher who was an exceptional reading teacher. The researchers received 56 return letters, and randomly chose 25 teachers to observe. Each teacher then was observed by two different observers to make sure there was interobserver reliability. In phase two they chose 120 teachers randomly from schools where San Diego (California) State University places student teachers. These teachers were not selected by administrators as being exceptional teachers in reading, but they were used as cooperating teachers for student teachers (p.10). As the researchers observed the phase one teachers, they collected data on the components of an excellent read-aloud. The following components were identified:

- (1) Books chosen were appropriate to students’ interests and matched to their development, emotional, and social levels;
- (2) Selections had been previewed and practiced by the teacher;
- (3) A clear purpose for the read-aloud was established;

- (4) Teachers modeled fluent oral reading when they read the text;
- (5) Teachers were animated and used expression;
- (6) Teachers stopped periodically and thoughtfully questioned the students to focus them on specifics of the text;
- (7) Connections were made to independent reading and writing. (pp. 10-11)

These components were then used in a rubric as they interviewed and observed phase two teachers (p. 10). The researchers found out that phase two “teachers were highly consistent in including animation and expression, book discussions, and text selection” (p. 13). They were consistent in establishing a purpose (p. 13). “However, the data suggest that these teachers did not consistently preview and practice the books, provide models of fluent reading, or connect their read-alouds to other literacy activities” (p. 14).

When analyzing the difference between phase one and phase two teachers the researchers described a difference between practicing the selected text before reading to their students and making connections between the text and the classroom curriculum (p. 15). “We believe that attention should be placed on ensuring that students understand the purpose for the read-aloud, both in text selection as well as when asked to apply comprehension strategies, because it is through the read-aloud experience that students can be exposed to the power of the writer’s language patterns; introduced to new vocabulary, concepts, and text structures; and “turned on” to the joy of reading” (p. 15).

Lacedonia (1999) examined the important criteria that teachers use when they select their read-aloud books for their classrooms and how they use them in their classrooms to influence students. A nine-question survey was sent out to ninety-three K-12 grade classroom teachers. Various school districts in Massachusetts were used in this

random sampling. Seventy-three surveys were returned. The survey asked teachers the following questions: The grade level they taught, how often they read aloud in their classroom, how long did they read-aloud on average per day, when they usually have read-aloud time, a checklist of factors they look for in choosing a read-aloud book, a ranking of the top three factors for choosing a read-aloud book, how often non-fiction books are selected for read-aloud time, whether they use follow-up activities, and an open-ended question about those follow-up activities. Forty-three surveys were returned from primary elementary level (K – 3rd grade) teachers, twenty surveys were from upper elementary (4th-6th grade) teachers, and the remaining sixteen were from 7th – 12th grade teachers. The results of the surveys from primary teachers showed the average rate of reading aloud was three to four times a week with 70% of them reading to the students daily. Ninety-eight percent stated they read between ten to thirty minutes at a time. Each primary teacher placed his/her read-aloud time as it worked into his or her schedule. The top reasons most often cited by primary teachers when choosing read-aloud books were: “1) relates to current theme/topic, 2) to foster a love of literature and 3) author” (p. 18). Eighty-four percent of primary teachers stated they used non-fiction books sometimes or most of the time. Upper elementary teachers also read to their students three to four times a week. All of the upper elementary teachers surveyed marked that they read between ten to thirty minutes at a time. Like primary teachers, upper elementary teachers did not have a set time (p. 17). They worked it into their daily schedule. Upper elementary teachers placed their top three factors as love of literature, author, and a tie for vocabulary and theme/topic. Ninety percent of upper elementary teachers use non-fiction books either sometimes or most of the time. Secondary teachers responded to the survey with 56%

reading one to two times a week and 37% reading at least three to four times a week (p. 17). Eighty-eight percent of secondary teachers stated their average read aloud time was ten to thirty minutes. They read during their content area subjects. The top three factors for secondary teachers using read-alouds were theme, and a tie with literary elements and fostering the love of literature. Seventy-nine percent to 94% of teachers use follow-up activities in their read-aloud programs sometimes or most of the time. Some follow-up activities they reported were journal writing, sequencing, author studies, and predictions (p. 19).

The researchers concluded that primary level teachers placed a high importance on selecting books by distinguished author and in helping students develop a love of literature. “Upper elementary teachers emphasized a connection to the theme or topic being studied, and again, a commitment to developing a love of literature. And at the secondary level, which encompasses the widest grade level span, the major focus was to develop a love of literature” (p. 19). Many researchers have stated that reading aloud to students help them develop the love of literature. Teaching them to become readers and writers can be a struggle.

Relationship of Reading and Writing

Ganske, Monroe, and Strickland (2003) surveyed 211 teachers working in education from a variety of states on the east coast of the United States to list the top three problems teachers face in focusing on the necessities of struggling readers and writers in the classroom. One hundred ninety-one surveys were completed by teachers with nearly all the surveys being completed by K- 6th grade teachers. The survey asked the grade level taught, number of years teaching, state in which they taught, to check their

district as urban, suburban, or small town. On the survey, teachers were to list their top three problems. Four hundred twenty answered questions came back from the surveys. The researchers and assistants analyzed the results and systematically placed them into category types, examining and discussing and identifying the main areas of concerns. They defined nine categories. The categories of concern for teachers from highest to lowest in percentage of questions included: Skills and strategies (31.8%), student variability (19.2%), time, organization, and management (11.9%), motivation (10.4%), family involvement (7.9%), testing and assessment (6.2%), background knowledge (4.5%), classroom environment (2.6%), materials (2.3%), other (3.2%) (p. 120). Questions that were problems outside of these nine categories were placed in an *other* category (p. 119). The researchers classified the teacher responses also by status as induction teachers, developing teachers, and seasoned professionals (p. 118). The induction teachers' key issue was working with students who had a variety of levels and abilities. Experienced teachers cited the same concern with "students' linguistic differences and their radically different literacy abilities that for some were intensified by large classes" (p. 119). Developing and seasoned professionals referred to the lack of time, organization, and management to prepare. Ganske, et al. (2003) concluded with recommendations for teachers to use to overcome these struggles.

Chambless and Bass (1995) studied how future teacher's attitudes were affected when they had positive experiences with formal instruction in process writing. The study was designed to find out if student teachers' attitudes would be influenced by modeling the process approach to writing and helping them prepare and put into practice writing lessons for their students (p. 153). Seven female students from an elementary student

teaching seminar class were chosen for the study. The seven students were asked to do a *Listed Thought Procedure*. They were asked to fill in 14 blank lines with their thoughts about writing. They were to put only one thought on each line. The students then “gained experience with writing as they developed and implemented a 10-day instructional plan for one subject during the student teaching seminar” (p. 155). During this time, the student teachers learned how to involve their students in all aspects of the writing process from selecting topics to obtaining peer responses to binding the finished product together (p. 155). It is noted that only two of the seven classroom teachers to whom the student teachers were assigned used writing activities in their classroom curriculum. After the student teaching experience, the seven student teachers were asked again to complete a *Listed Thought Procedure*.

The results showed an increase in positive attitudes about writing from all seven student teachers. “Because the process approach to writing is an integral part of a meaningful learning environment, prospective teachers must be taught how to facilitate children’s writing development. It is our belief that formal instruction in how to teach writing and a wide variety of successful experiences with writing positively affect one’s attitudes about writing, which in turn influences one’s performance as a teacher of writing” (p. 158). Chambless and Bass advocated for those educating future teachers in teacher education programs to inspect their current courses to ensure they have appropriate methods through introducing, modeling, practicing, and applying strategies to help future educators learn how to teach writing to students (p. 158). Furthermore, they conclude that teachers who are more comfortable with the writing and the process

approach the more successful they will be in the developing and implementing activities in their classroom (p. 158).

Shanahan (1984) probed the relationship in the elementary school of learning to read and learning to write through an exploratory analysis. The study was designed to recognize the particular features between the cognitive structures of the reading-writing relationship and to gauge the importance of these features. Twelve second-grade classes and nine fifth-grade classes were chosen from an area in the Mid-Atlantic state region. Tests were selected for the reason that they presented an influence on reading or writing measurement by direct teaching instruction.

The results showed overall that reading and writing should be taught separately, even though combining reading and writing can be useful. The study results also found “that the reading-writing relation changes with reading development suggest the possibility that writing curricula could be directly integrated into those materials currently used for the teaching of reading” (p. 475). The findings further state that there would be a need in such a program for teaching just reading or just writing aspects of literacy. In addition, the study states “but in those areas with substantial overlaps, integrated instruction might allow for maximum achievement in both reading and writing, with maximum efficiency” (p. 475).

Shanahan (1987) further examined the relationship in the elementary school of reading-writing relationship. It investigates the amount of common characteristics that are between reading and writing and how much they overlap. The study involved 256 second graders and 251 fifth graders. The students were given eight writing tests and four reading tests. The reading tests measured phonics, vocabulary, sentence comprehension,

and passage comprehension. The writing tests measured spelling, vocabulary diversity, sentence structure complexity, and story grammar structure.

The results showed that reading and writing are not the same. That “the correlations between the reading and writing variables examined here were significant, they were much lower than would be expected given the assumption of identity. In fact, the correlations are low enough that it would be unwise to expect automatic improvements to derive from the combination of reading and writing or from the replacement of one with the other” (p. 98). Therefore, teachers must focus on instructing reading and writing as individual components and not teaching one component and expect overlap to the other component.

Shapiro (2004) observed the importance of a shared language between teachers and students to help develop students’ writing as they advance in grade level and change classrooms. In 1995, the Bath School District in Maine began to look at improving their students’ writing. During this time Shapiro was appointed the Bath curriculum coordinator for K-8 Language Arts and the district began using the MEA rubric for the state. After the first year, the Bath School District adopted the rubric for 6 + 1 Writing Traits™ because it was more advanced. To facilitate a universal language of the traits, the teachers followed the six essential steps in their teaching:

- (1) Introduction of the concept of ‘traits’ and the specific 6-traits of writing;
- (2) Exposure to writers’ language through discussions of anonymous pieces of writing, using posters, checklists, and rubrics;
- (3) Assessment of writing with student-friendly rubrics;
- (4) Reading strong and weak pieces of writing for assessment practice or revision;

- (5) Instruction through mini-lessons to provide strategies for revision;
- (6) Focused revision, trait by trait. (p. 39)

By dividing the writing process into these essential steps, it was easier for teachers to model and teach writing skills. The results were reported to the School Board two years later. Using the 6 + 1 Trait Writing™ rubric, the students at Dike Newell School increased from an average scaled score of 155 in 1995-96 to 285 in 1997-98. Knowing the importance of a shared language between teachers and students as they progress in school was important for the school district. Therefore, school district “embraced an approach that gave the teachers and students the information they needed; the 6-Trait model became the criteria for good writing and the backbone of Bath’s writing program” (p. 40).

Valencia and Buly (2004) examined why each year countless students in the United States do not succeed on state and standardized reading tests. One hundred eight students in fifth grade who scored below standard in fourth grade were randomly selected in an average northwestern school district in the United States that had 18,000 students. About fifty percent of the fourth grade class scored below standard. None of the 108 students received special services at the school. The regular classroom teacher was accountable for their student’s reading instruction and therefore their reading success (p. 521). Each student was tested individually for about two hours over several days to collect data about their reading abilities. The students were tested on word identification, meaning, and fluency, which are vital areas of reading ability identified by experts (p. 521). To measure letter-word identification and word attack they used two tests from the *1989 Woodcock-Johnson PsychoEducational Battery-Revised*. They used the *1995*

Qualitative Reading Inventory- II to test reading accuracy, reading acceptability, rate, expression, and comprehension. The *1981 Peabody Picture Vocabulary Test*- state test selections for reading accuracy, was used for vocabulary meaning and State test selections for reading accuracy, reading acceptability, rate, and expression (p. 521). The students all fell below average in all three areas of word identification, meaning, and fluency. Using a cluster analysis designed by Aldenderfer & Blashfield (1984), Valencia & Buly found six separate types of students who failed the test. In addition, most students did not fail in all three areas. The clusters included: automatic word callers, struggling word callers, word stumblers, slow comprehenders, slow word callers, disabled readers (p. 522).

The result was “one-size instruction will not fit all children” (p. 528). Valencia and Buly state “teachers need to go beneath the scores on state tests by conducting additional diagnostic assessments that will help them identify students’ needs” (p. 528). In addition, teachers need to have “multilevel, flexible, small-group instruction” (p. 528). Lastly, the students who are second-language learners may not be receiving support from special services (p. 529). In conclusion, Valencia and Buly point out the necessity to “provide struggling readers with instruction they *really* need” (p. 530). Providing students with a positive reading environment and looking at their individual reading and writing needs is essential with *No Child Left Behind Act* (NCLB) 2001 driving school districts’ curriculum standards.

Educational Standards

Koski and Weis (2004) investigated why California’s standards-based reform is unsuccessful in making sure that all students are supplied with the essential resources and

settings to attain at the high levels set by the state's content standards. All students need the proper resources in order to meet the state's high standards. Koski and Weis (2004) read through the content standards and curriculum framework. They listed a variety of resource categories that were needed to achieve the standards. Four such categories were identified: facilities, instructional materials, teacher qualities, and technology (p. 1920). A trained assistant then looked carefully at each content standard to establish if any resources were needed to meet the standard. The researcher was instructed to be conservative. "Even if a particular standard could "best" be taught with certain resources, the researcher would choose the "minimum" resources necessary to teach the standard. Moreover, the determination of whether a standard required a given resource was based on a textual analysis of the standard and supporting documents alone; the researcher was instructed not to imply resources that were not necessarily implied or identified by the text of the standard" (p. 1921). Two additional researchers helped to maintain interanalysis integrity. The second researcher did the same analysis, but also marked the resources as being required or as being recommended. The last researcher reviewed the previous two researchers materials and noted/edited any variations (p. 1921).

Koski and Weis (2004) identified several distinct findings. "First, textbooks that are aligned to the state's content standards are indispensable. In History-Social Science, 90 out of the 104 standards require, at a minimum, a textbook or other written instructional material that provides the content of the standard" (p. 1921). Technology was required in many standards. "Thirteen of the English-language arts standards specifically require computers, while four require Internet access. Twenty-two of the Science standards require or recommend computers, while eighteen require or

recommend Internet access” (p. 1921). In the English-language arts standards they results showed that a media center that is “well-stocked” was very important and recommended in all grade levels (p. 1924). Furthermore, Koski and Weis state that “not all children in California enjoy these resources” meaning computer technology, Internet access, and well-stocked libraries/media centers (p. 1924). Therefore, “[t]he state should systemically analyze its curriculum frameworks and content standards to create, at each grade level, a basket of educational conditions and resources that all children should receive to have an adequate opportunity to learn the state’s standards” (p. 1931). Koski and Weis believe that California should provide all of these resources to students when the California standards stated it necessary for these resources to be used to be successful in learning (p. 1931).

Ogawa, Sandholtz, Martinez-Florez, and Scribner (2003) examined how a California district developed and applied its standard-based curriculum. Their four-year case study was part of a larger study that looked at the relationship of a teacher-centered project and a district’s standards-based curriculum across all grade levels in math (p. 154). To complete this study the researchers used documents such as curriculum standards and materials teachers collected at conferences and workshops, interviews including administrators and teachers, and finally they observed meetings, sessions, workshops, and other activities dealing with applying the standard-based curriculum. Ogawa, et al. (2003) found that the district decided to implement its own local standards. After interviewing teachers, they found that the teachers wanted the district just to hand the standards over to them and tell them what they want them to teach. They also found teachers thought the local standards were much too low compared to the state standards.

“This case study presents no evidence that district administrators ever intended the standards-based curriculum to be anything but a rational approach to improving the academic performance of the district’s schools” (p. 172). The researchers stated that the hindrance could be in the breakdown in using the standards as guides that teachers include in their curriculum and teaching (p. 174). In addition, standards are often written at the state and national level, but in reality, it is the schools that have the most effect and control on how standards are used in teaching (p. 174). Lastly, the “rational approach of a standards-based curriculum may actually serve more symbolic than substantive purposes, and, in cases such as this, implementation of a standards-based curriculum ironically may work against the primary aim of enhancing student’s academic achievement” (p. 174).

Standards for curricular areas tend require articulation from elementary to middle level and high school achievement. Lewis and Haug (2005) conducted a meta analysis of the measures of consistency in testing and standards alignment across grade levels. The researchers used the state of Colorado as a case study for how it approached using across-grade alignment models in reading, writing, and math in 2001 and 2002. They show that there is a need for “consistent cut scores across the grades of a content area” (p. 11). Lewis and Haug argue that *No Child Left Behind (2001) Act* gives districts a chance to clarify, “consistent standards to contiguous-grade testing programs” (p. 11). They point out the role assessment can play in this process. The researchers clarify that they would like to see another step in the setting standards in the curriculum. This step would be “the identification of an across-grade alignment model for each content area” (p. 11). The researchers believe this should be an intrinsic component to the standard-setting process. The researchers used *Colorado Student Assessment Program (CSAP)* to base their study.

Colorado has been using working with changing their policy for the last two years. The superintendents in Colorado urged their Department of Education to find a way to move away from independently set standards. The superintendents saw inconsistencies in fourth grade writing standards being harder to reach for students than seventh grade writing standards. The superintendents felt that if standards were more aligned that it would be more functional to classroom teachers. From the actions of the superintendents, the Colorado Department of Education began work on aligning the performance expectations of students across the grades. Even though the researchers concluded this was a positive step, they did note that communication is key when creating a change in standards. Keeping the community well informed as well as the media was essential. To develop this policy, the researchers added another element in the standard-setting process which was “the identification of an across-grade alignment model-that employs expert judgment to identify an expected pattern of cut scores across grades that reflect the goals of the educational system moderated by the realities of the state of the standards” (p. 22). Lewis and Haug reflected that change is not an easy process but a long evaluative process that needs to involve much communication between all parties involved. The researchers offer “an approach to foster consistent performance standards guided by informed policy” (p. 33). The researchers' concluded by stating administrators needed to do performance standard testing for grades and content areas in order to ensure proper articulation.

Summary

Jacobs, Morrison, and Swinyard (2000) found that intermediate grade teachers read less often to their students than primary grade teachers. Fisher, Flood, Lapp, and Frey (2004) concluded that teachers needed to understand the purpose of a read aloud and

to take time to have classroom discussions. Lacedonia (1999) concluded that primary educators felt they need to instill the love of literature with their students and chose books by well-known authors while intermediate teachers approached read-alouds by connecting them to classroom curriculum and the topic being studied as well as instilling the love of literature. Ganske, Monroe, and Strickland (2003) concluded teachers needed to look at their students individually to meet their literacy needs. Chambless and Bass (1995) used the *Listed Thought Procedure* to study the attitudes of teachers about the writing process. They recommend that teachers who educate future teachers need to make sure they are effectively teaching them the process on how to develop and implement writing activities successfully in the classroom for their students. Shanahan (1984; 1987) found that reading-writing instruction must be taught as separate literacy components. That one literacy component cannot replace teaching the other literacy component. They are separate entities and must be taught separately for best student achievement. Shapiro (2004) noted the importance of having the essential steps in teaching the writing process taught to all teachers to develop a shared vocabulary that was consistent in all classrooms and grade levels. Valencia and Buly (2004) wanted to find out why many students did not succeed on state and standardized reading tests. Like Ganske, Monroe, and Strickland (2003) they concluded that students have different needs. Koski and Weis (2004) looked at California's failure to give all students the necessary resources to succeed. They found that not all schools had supplies and resources that were necessary for their students to succeed. Ogawa, Sandholtz, Martinez-Florez, and Scribner (2003) also looked at California and its educators. They examined how teachers felt in a California district when they developed and applied its standard-based curriculum. They concluded that

teachers in the end are the ones that have the most influence on how standards affect teaching and in the end student achievement. Lewis and Haug (2005) conducted a meta analysis that showed the measures of consistency in testing and the need for standards alignment across grade levels.

This review shows that teachers can be overwhelmed in the classroom trying to integrate the classroom curriculum and connecting it with good quality literature. The media specialist can support teachers in finding quality literature to correlate into the curriculum. Teachers also need to use strategies of implementing and developing successful lesson plans to model reading and writing skills that will match the standards of their district. Research shows teachers need to help students make connections between what the teacher shares as a read-aloud and what is being taught in the classroom. The media specialist can assist teachers in selecting literature to use in reference to their lessons.

Chapter 3

Project Design

The school library media specialist plays a key role in the *6 + 1 Trait Writing™* component in the language arts curriculum in the Waukee School District. Classroom teachers might not find time in their schedule or have knowledge of current notable literature and how it may tie into the *6 + 1 Traits™*. This project provides teachers with a list of titles selected from the American Library Association's (ALA) Current Notable Children's Books for Younger and Middle Readers and suggestions for ways those books correlate to *6 + 1 Trait Writing™*.

Population

This project used 29 current Notable Children's Books for Younger and Middle Readers. These books are selected annually to be outstanding by a committee from the American Library Association. These picture and chapter books represent a variety of genre, cultural diversity, and may be fiction or non-fiction. The books for this study were selected by using the ALA website (American Library Association, 2005, <http://www.ala.org/ala/alsc/awardsscholarships/childrensnutable/notablecbooklist/currentnotable.htm>) to find forty current books that could be connected to *6 + 1 Traits™*. The books ranged in copyright over more than one year, but will be no earlier than 2002. The researcher began with the 2005 Notable Book list and worked backwards until 40 lessons had been identified. The Waukee Literacy Resource Strategist was consulted in the selection of the books.

Procedure

The project began by printing on a separate piece of paper each trait and its definition from the Northwest Regional Educational Laboratory. A printing of a list was done of all the ALA Notable Children's Books for Younger and Middle Readers since the year 2002. Access to this list was on the ALA web site and was downloaded on a computer and printed out. This included more than 40 books, but allowed the project manager to omit certain books if no trait was clearly visible. The list is Appendix B. The books from this list were located in Brookview Elementary's (West Des Moines, Iowa) library and other Waukee Community School District elementary libraries. The next step was to read each book and decide what trait or traits were clearly identified in the book. The trait or traits were written down on a Post-it™ note and attached to the book. A Microsoft WORD™ file was created to hold this data to manipulate it into different categories. Each book was reread; the project manager looked for the trait most strongly expressed in the book. This trait was highlighted on the Post-it™ note. The project manager reevaluated the existing books to determine if they remained on the list. The project manager received a second opinion from the Waukee Literacy Resource Strategist. The project manager placed each book in a formal category by looking at the highlighted trait; and then reread to verify the new classification. The titles were reorganized if they did not fit well in their category.

In the next stage the project manager developed a summary of each book with a mini-lesson idea. This was placed in a storyboard format (Appendix A). The storyboard format would be the Waukee Community School District lesson design. At this time, grade level(s) were determined by looking at the curriculum standards and interest level

of the book. In addition, at this time if the selected books were not in the Brookview Media Center, the books would be purchased.

The lesson plans were placed into a binder. The binder was divided into seven sections with each trait having a divider with the list of notable books and mini-lesson ideas displayed behind it. The media specialist then added a note tag in the MARC record of each book, which allowed teachers to use the library catalog to identify the trait and the professional resource to locate the mini-lesson.

The final step was to make a master copy of the mini-lessons to place in the professional library of Brookview Elementary in the Waukee School District. A notice was sent out to teachers discussing the project and how it was developed. This book may be reproduced and used in other elementary buildings in the Waukee School District.

Using American Library Association's Current Notable Literature for Middle and Younger and Middle Readers to Help Enhance the *6 + 1 Trait Writing Model*™ for the Elementary Classroom

Lessons created by Debra Zwank

**Using American Library Association's Current Notable Literature for Middle and Younger
and Middle Readers to Help Enhance the 6 + 1 Trait Writing Model™ for the Elementary
Classroom**

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technically: IT'S NOT MY FAULT: Concrete Poems
Vote!

IDEAS AND CONTENT

6 Trait: Ideas and Content

Gooney Bird Greene— 1st -3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

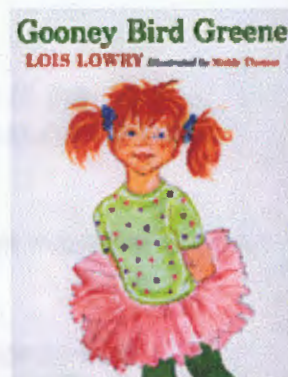
Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn the importance of unique ideas in a story.

Connection to and across Other Content Areas: Guidance – acceptance of others

Resource Materials, including technologies: *Gooney Bird Greene* by Lois Lowry



FIC LOW

Instruction:

Activation of Prior Knowledge: Ask students if they had ever heard someone tell a story before that they felt was definitely not true?

Discuss what made them feel it was not true?

Introduction (Exploration Activity): Introduce the book *Gooney Bird Greene*. Tell them that in the book Gooney Bird Greene tells several stories and she also introduces us to the elements of storytelling.

Tell them one story is called *How Gooney Bird Came from China on a Flying Carpet*.

What would make you think this story is not true?

Instructional Strategies (Model/Guided Practice):

Read Chapter 3.

Stop in the story and discuss how Lois Lowry has her character give elements of the story before starting:

I have a very exciting story to tell you. In my story there is a long journey, a mystery, and a rescue."

Discuss that Lois gives us details to increase our anticipation of the story. It intrigues us so we will listen to the details to find out what the long journey is, what mystery takes place, and who or what is rescued.

After the reading, discuss why the title seemed unbelievable, but after hearing the story it was true. Discuss if the details support the main idea. Refer to the 6 + 1 Writing Traits rubric. Did this story hold our attention?

As a class talk about how this is a unique idea. An idea is the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme (Ruth Culham).

Discuss the theme of the story. Discuss the details that support that theme and develop it.

Check for Understanding: Read the title of another story that Gooney Bird Greene is going to tell in the story – *How My Cat was Consumed By a Cow*. Since the author lets us know she only tells absolutely true stories, brainstorm what might happen.

Independent Practice/Assessment: Assign the students to write another story that Gooney Bird Greene might tell. Have the students write a title that makes it sound untrue, but the actually story is believable.

Additional Comments: This book talks about the importance of transition words, such as suddenly. It also talks about the importance a good, middle, and end to a story. Lois Lowry has a follow up book called *Gooney Bird Greene and the Room Mother*. The focus in this book is the meaning of words. When Gooney Bird Greene introduces a new word to her peers she sends the children to their dictionaries to find the meaning. This sequel could be used for word choice.

6 Trait: Ideas and Content

Knuffle Bunny: A Cautionary Tale— K – 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will use personal experience to brainstorm ideas for future stories.



E WIL

Connection to and across Other Content Areas: Guidance class can use this book to discuss communication. Media curriculum – Caldecott Award

Resource Materials, including technologies: *Knuffle Bunny: A Cautionary Tale*
by Mo Willems

Instruction:

Activation of Prior Knowledge: Ask the students they had a security item when they were younger, for instance, a blanket, toy, stuffed animal, and pacifier....

Introduction (Exploration Activity): Introduce to the students *Knuffle Bunny*. Tell students that memories make great stories. Refer them to the rubric for Ideas and Content. Tell them that writing from experience can make great stories.

In this book, a little girl named Trixie that becomes very sad when she forgets her stuffed bunny at the Laundromat.

Instructional Strategies (Model/Guided Practice): Read *Knuffle Bunny*. Discuss how Mo kept the topic narrow and manageable. Discuss the details that enhanced the story.

Ask students if they can relate to any part of this book: losing an item, throwing a tantrum, being upset when a parent does not understand, first words, etc.

Share with them a paragraph you have written about a special memory in your childhood.

Explore with them why memories make good stories.

Check for Understanding: Have students brainstorm different memories they had that they could write stories about during writer's workshop or journal time.

Assign that they must interview their parent(s) about a memory that they always like to remember that makes them smile. Have students ask delving questions to get details they might not remember.

Discuss that ideas is the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme. (Ruth Culham)

Independent Practice/Assessment: Have students write a story using one of the ideas they brainstormed.

Additional Comments: *Knuffle Bunny* would also be a great book for sentence fluency and presentation. *Knuffle Bunny* was a Caldecott Honor Book.

6 Trait: Ideas and Content

Mighty Jackie: The Strike-Out Queen—3rd - 5th Grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing.

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn about the Idea and Content trait in 6 + 1 Traits of Writing™.

Connection to and across Other Content Areas: Guidance – Determination, Physical Education – Achievement, Fourth Grade Hall of Fame unit.



796.357
MOS

Resource Materials, including technologies: *Mighty Jackie: The Strike-Out Queen* by Karen Hesse, rubric of Ideas and Content from NWREL 6 + 1 Traits of Writing™ web site.

Instruction:

Activation of Prior Knowledge: Ask students to brainstorm famous baseball players.

Ask them if they notice anything they all have in common – all men.

Ask them what they know about Babe Ruth.

Then, ask them if they know anything about Jackie Mitchell.

Introduction (Exploration Activity): Tell the students that today we are going to read a book by Marissa Moss called *Mighty Jackie: The Strike-Out Queen*.

Tell the students that sometimes getting an idea for a story can be exciting and sometimes it can be overwhelming. Writing the content for the story can be difficult.

Tell the students that today we are going to be critics. We are going to critic this book by Marissa and see if she did a great job, a good job, or a not so good job.

Instructional Strategies (Model/Guided Practice): Hand out the rubric. Review with students the rubric for Ideas and Content. Go over each item together before starting.

Tell students that as they listen to the story look for the elements on the rubric. Tell them to use check marks according to if Marissa achieved the goal. For instance:

5 - The topic is narrow and manageable.

3 - The topic is fairly broad; however, you can see where the writer is headed.

1- The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be.

Students should place a check mark next to the item they think best describes the writing. They then should make a comment or two why they believe that it should receive that mark.

They should make notes as they listen to share with the class at the end. Tell them this book is about a seventeen-year-old girl back in 1931 that pitched against Babe Ruth and Lou Gehrig in an exhibition game, and was the first female professional pitcher in the history of baseball.

Read the story.

Check for Understanding: Generate a discussion on how Marissa did in her writing. Have students share their good and bad comments.

Independent Practice/Assessment: Have students critic a piece of their own writing. Is the topic narrow and manageable?

Additional Comments: Have students list ideas that would make good stories in their journals.

6 Trait: Ideas and Content

Odd Boy Out: Young Albert Einstein – Kindergarten-5th grade

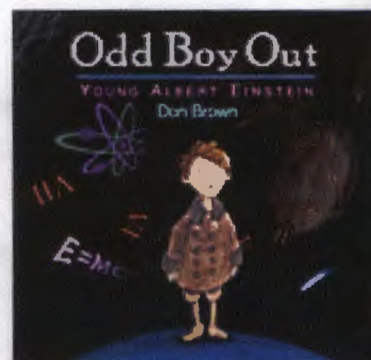
Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing:

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn about the Idea and Content trait in 6 + 1 Traits of Writing™.



921
BRO

Connection to and across Other Content Areas: Fourth Grade Hall of Fame unit, reading nonfiction and biographies

Resource Materials, including technologies: *Odd Boy Out: Young Albert Einstein* by Don Brown, rubric of Ideas and Content from NWREL 6 + 1 Traits of Writing™ web site.

Instruction:

Activation of Prior Knowledge: Ask students to brainstorm famous inventors.

Ask them what they know about each inventor that they list.

Ask them if they ever wonder what they were like as a child.

Introduction (Exploration Activity): Tell the students that today we are going to read a book by Don Brown today called *Odd Boy Out: Young Albert Einstein*.

Tell the students that sometimes getting an idea for a story can be exciting and sometimes it can be overwhelming. Writing the content for the story can be difficult.

Tell the students that today we are going to be critics. We are going to critic this book by Don and see if he did a great job, a good job, or a not so good job.

Instructional Strategies (Model/Guided Practice): Hand out the rubric. Review with students the rubric for Ideas and Content. Go over each item together before starting.

Tell students that as they listen to the story look for the elements on the rubric. Tell them to use check marks according to if Don achieved the goal. For instance:

5 - The topic is narrow and manageable.

3 - The topic is fairly broad; however, you can see where the writer is headed.

1- The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be.

Students should place a check mark next to the item they think best describes the writing. They then should make a comment or two why they believe that it should receive that mark.

They should make notes as they listen to share with the class at the end. Tell them this book is a biography about Albert Einstein. Tell them that telling someone's life story in a picture book can be hard. There is much to tell about someone's life. Discuss if Don did a good job narrowing down important information or did he include too many details and lost the attention of the reader.

Remind them to make comments on why they scored Don the way that they did.

Read the story.

Check for Understanding: Generate a discussion on how Don did in his writing. Have students share their good and bad comments. Ask them what they learned from Don in his writing.

Independent Practice/Assessment: Have students critic a piece of their own writing. Was there topic narrow and manageable?

Additional Comments: Have students list ideas that would make good stories in their journals. Have them pick one and generate an outline that would narrow the topic down further.

6 Trait: Ideas and Content

Sidewalk Circus—3rd grade – 5th Grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing



Lesson Objective(s): Students will learn that there are stories ready to be written all around us.

Connection to and across Other Content Areas: Art

E
FILE

Resource Materials, including technologies: *Sidewalk Circus* by Paul Fleischman

Instruction:

Activation of Prior Knowledge: Ask students to define the word metaphor.

Discuss what is a metaphor. (One thing used or considered to represent another.)

Introduction (Exploration Activity): Introduce *Sidewalk Circus*. Discuss what the title might mean literally and then metaphorically looking at the front cover.

Instructional Strategies (Model/Guided Practice): Read the book. (It is about a girl who watches the happenings on the street across from her bus stop become a circus in her mind.)

Read the book again. Why was a circus on her mind?

Where are the clues in the book to which act she is thinking of in the circus? (signs)

Check for Understanding: Call on students randomly to tell what each picture represents and discuss how the signs tell them what is happening.

Discuss how a wordless book still needs to have a topic that is narrow and manageable. Discuss how the pictures support the main idea of the story. Discuss what the author is trying to tell us – what insight does he want us to come away with after reading this book?

Independent Practice/Assessment: Have students go to places throughout the building and watch the activity that is unfolding in that a place. Have them list the events that are happening using vivid verbs and descriptive details. Have them use that list of words and events to make a metaphor.

For instance: Kindergartners getting ready for recess:

Loud, teacher trying to keep them quiet and in a straight line, some stragglers, someone lost, someone leaving the rest of the group and going with another group that is ready – metaphor – a sheep herder herding sheep.

When they come back to the room, assign them to write a poem or paragraph using a metaphor of what they observed.

Additional Comments: This is a great book for getting students to think outside the box and to think of ideas that are original.

6 Trait: Ideas and Content

The Turn-Around, Upside-Down Alphabet Book– K -3rd grade

Reading Language Arts Benchmarks:

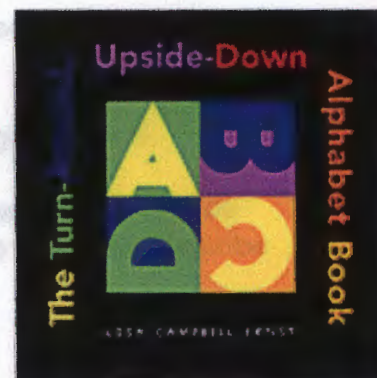
Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will discover different ways to get ideas for writing.

Connection to and across Other Content Areas: Art



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ERN

Resource Materials, including technologies: *The Turn-Around, Upside-Down Alphabet Book* by Lisa Campbell Ernst

Instruction:

Activation of Prior Knowledge: Place the letter A on the board sideways.

Brainstorm with students what it could be.

Turn it upside down – what could it be now?

Introduction (Exploration Activity): Introduce Lisa's book- *The Turn-Around, Upside Down, Alphabet Book*.

Discuss with students that the Idea trait means the as a reader we need to look at the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop the theme (Ruth Culham).

Instructional Strategies (Model/Guided Practice): Read the first two letter aloud.

Discuss the similarities in how the author uses the letter to get ideas for her writing.

She then blends the theme together by starting with the letter and following it by a verb.

For instance, A becomes, B masquerades, C pretends
Discuss in this alphabet book that each letter becomes three different objects as the book is turned different directions.

Discuss how the author uses this idea throughout the book. Discuss how this is an original idea.

Check for Understanding: Give partners a number from the group 0 – 9.

Ask them to generate ideas what each number could be if it was turned in three different directions. Ask them to use Lisa's idea of using a verb and then describe each different object as it is turned.

Have them share with the class.

Independent Practice/Assessment: Students can practice looking at finding different ways to look at everyday things and journal about them.

Additional Comments: This book could also be used with presentation or organization.

ORGANIZATION

6 Trait: Organization

Alphabet Under Construction— K –5th grade

Reading Language Arts Benchmarks & Teaching Objectives:

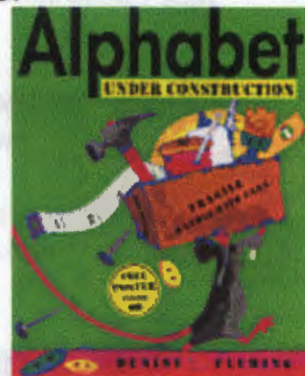
Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn about organization through an alphabet picture book.

Connection to and across Other Content Areas: Art – the use of paper pulp.



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Resource Materials, including technologies: *Alphabet Under Construction* by Denise Fleming

Instruction:

Activation of Prior Knowledge: Ask students what the word construction means?

Ask the students to give you things that happen during construction.

Introduction (Exploration Activity): Tell the students that in today's book that the alphabet is under construction.

Discuss that Denise Fleming, the author, has a mouse that is working on the alphabet.

Ask the class what letter is going to probably get worked on first. Discuss why alphabetical order is one way to organize a book. Discuss how the sequencing is logical and in order.

Instructional Strategies (Model/Guided Practice): Read the story *Alphabet Under Construction*.

Ask them what letter mouse is going to work on next after the letter A.

B. What might the author have the mouse do with the letter B?

What would the word have to start with? B!

Brainstorm a list for B words.

Turn the page and show the students.

Read through the book stopping on two more pages to have them brainstorm what letter comes next and what might it be!

Discuss if she is still following the theme of the alphabet under construction with each letter.

Check for Understanding: Have students select a letter from the book and write and illustrate a new word to describe the letter under construction.

Tell them that using the alphabet to organize a book is a fun way to teach us organization. Finish by discussing how Denise Fleming sticks to her alphabet/construction theme throughout the story.

Have students decide on a new theme for a class book and assign a letter to each student. Give them time to brainstorm phrases and drawings that will be organized into a class book.

Independent Practice/Assessment: Display a work schedule calendar similar to Denise's mouse calendar at the end of the book. Make an alphabet book as a class using a current theme in the classroom. Make it part of the calendar activity for the month. Have a different student illustrate the letter everyday after the class decides on the text.

Additional Comments: Denise Fleming has a wonderful interview on teachingbooks.net in Author's Up Close. This would be a wonderful supplement to the reading of the book. It would give an author's perspective the writing and illustrating process.

6 Trait: Organization

Gooney Bird Greene– 1st -3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn the importance of organization in a story.

Connection to and across Other Content Areas: Guidance – acceptance of others

Resource Materials, including technologies: *Gooney Bird Greene* by Lois Lowry

Instruction:

Activation of Prior Knowledge: Ask students to define transition words. (The picture book *Meanwhile- Back at the Ranch* might be used before this chapter book.)

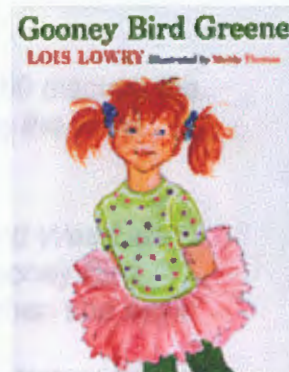
Discuss that transition words help us organize a story. Organization is the internal structure of the piece, the thread of central meaning, the logical and sometimes intriguing patterns of ideas (Ruth Culham).

Introduction (Exploration Activity): Introduce the book *Gooney Bird Greene*. Discuss the character Gooney Bird Greene is a new student in Watertower and she loves to tell stories.

When she tells stories to her class she also teaches them an important aspect of writing. In the chapter we are going to read today, Gooney Bird Greene is going to teach us how a simple word like *suddenly* can make a story more exciting.

Instructional Strategies (Model/Guided Practice):
Read Chapter 4.

Stop in the story and discuss how Lois Lowry has her character teaches the students how to make stories more exciting. How she adds the word *suddenly* to make her story more exciting. How she “sprinkles” several through her story.



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Point out other transition words that are used such as: After that, this time, after twenty minutes, also, etc.

Discuss the rubric for 6 + 1 Traits Writing™ for organization. Discuss that transitions are a way to show how ideas connect.

Discuss how Gooney Bird Greene is a strong storyteller because she draws her peers in and always has a satisfying conclusion to her stories with no loose ends. Discuss how this is good organization.

Check for Understanding: Begin reading chapter five. On page 60 discuss the conversation that Gooney Bird Greene has with the class by adding the word suddenly to the story.

By this time the class knows the title of the story is *Why Gooney Bird Was Late for School Because She Was Directing a Symphony Orchestra*, Gooney Bird Greene stops the story to talk about the transition word suddenly when she says:

Gooney Bird walked down Park Street, and turned the corner onto Walnut Street, and when she was halfway down Walnut Street, halfway to school, suddenly....

Have students write an ending before they hear Gooney Bird's ending.

Independent Practice/Assessment: As students journal and work during writer's workshop remind them to use transition words to develop their organization.

Additional Comments: This book talks about the importance of storytelling. It also talks about the importance a good, middle, and end to a story. Lois Lowry has a sequel to this book called *Gooney Bird Greene and the Room Mother*.

6 Trait: Organization

Guji Guji – Kindergarten-3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn how transition words organize a story.

Connection to and across Other Content Areas: First grade science class: Life Cycle of Chickens.

Resource Materials, including technologies: *Guji Guji* by Zhiyuan Chen
Markers, marker board

Instruction:

Activation of Prior Knowledge: Tell the class that today we are going to look one way an author might organize a story using words.

Ask the students to think of what they did from the time they woke up to the time they arrived at school. Have students share with their partner the events of their morning.

Ask a couple of students to explain their day to the class. As they talk, write any transition words on the board that they might use.

Introduction (Exploration Activity): Explain to the students that the written words on the board that help organize a story are called transition words.

Discuss that a logical sequence using transition words helps support the plot of the story. It helps the reader understand the chain of events.

Look at the list of transition words on the board and discuss them. Discuss why authors use transition words.

Instructional Strategies (Model/Guided Practice): Tell them that today we are going to read a book called *Guji Guji* by Zhiyuan Chen that uses transition words in the organization of the plot.

In the story, a crocodile egg accidentally ends up in a duck's nest. The mother duck names the crocodile Guji Guji and raises Guji Guji as her part of her family.



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Three crocodiles come along, though, and try to convince Guji Guji to turn on his family so the crocodiles can eat them.

Ask the students to listen closely for transition words so the class can add the words to their list.

Tell them these words can help them in writing their stories.

Check for Understanding: Have students write a paragraph about Guji Guji waking up and going to school. Look closely to see if they apply the skill of using transition words to sequence the events of their story.

Discuss transition words as it applies to the literature that is a read aloud or during guided reading time.

Independent Practice/Assessment: As students journal check for application in their daily writing.

Additional Comments: *Guji Guji* may be used for sentence fluency and for standard conventions in grammar in identifying and writing the four kinds of sentences (statement, command, question, and exclamation).

6 Trait: Organization

Kitten's First Full Moon– Kindergarten -3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.



Lesson Objective(s): Students will explore how organization is an important component in 6 + 1 Traits of Writing™.

Connection to and across Other Content Areas: Art and Media curriculum – Caldecott Award. Language arts: punctuation, period, exclamation mark, question mark.



Resource Materials, including technologies: *Kitten's First Full Moon* by Kevin Henkes, marker, marker board

Instruction:

Activation of Prior Knowledge: Draw a circle on the marker board.

Brainstorm with students what it could be?

Introduction (Exploration Activity): Tell them that the circle in today's story is a moon, but to a small hungry kitten it is a bowl of delicious milk.

Tell them that you are going to read the story and you want them to listen to repetitive words and phrases that the author uses.

Discuss that this is one way an author organizes a book.

Organization is the internal structure of the piece, the thread of central meaning, the logical and sometimes intriguing pattern of ideas (Ruth Culham).

Tell them this author uses a pattern to help us understand and predict what will happen next in the story.

Instructional Strategies (Model/Guided Practice): Read the story.

What were the words and phrases you heard repeated? (*Poor Kitten!* and *Still, there was the little bowl of milk, just waiting.*)

Discuss that through this pattern of words (organization) you could predict that the kitten was going to try again.

Discuss how repetitive words help the pacing of the story. How using the phrase *-Still, there was the little bowl of milk, just waiting* – makes the reader slow down. This makes the story flow smoothly.

Check for Understanding: Discuss the beginning, middle and end of the story. Ask the class what their favorite part was in the story.

Independent Practice/Assessment: Have the students think of another middle part to add to the story, ending with *Still, there was the little bowl of milk, just waiting.*

Additional Comments: Language arts: punctuation –period, exclamation mark, question mark.

6 Trait: Organization

Talkin' about Bessie: The Story of Aviator Elizabeth Coleman
3rd – 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will examine organization from 6 + 1 Traits of Writing™ in a literature book.

Connection to and across Other Content Areas: 4th Grade-Hall of Fame, biographies and nonfiction



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GRI

Resource Materials, including technologies: *Talkin' about Bessie: The Story of Aviator Elizabeth Coleman* by Nikki Grimes

Instruction:

Activation of Prior Knowledge: Ask students to describe a book that is a biography. What would it look like? What would the lay out look like?

Introduction (Exploration Activity): Tell the students that today they are going to listen to a part nonfiction, part fiction story of Bessie Coleman, a famous aviator.

Discuss with the students that this book has a unique organization. Organization is the internal structure of the piece, the thread of central meaning, the logical and sometimes intriguing pattern of ideas.

Instructional Strategies (Model/Guided Practice): Discuss the organization of this book is unique because of how the author describes Bessie. Bessie was the first licensed African American woman pilot.

The author tells us about Bessie through the people that she knew.

After the first introductory pages about Bessie, you come upon two page spreads of a poem by someone who knew Bessie and an illustration.

The people that describe Bessie range from her siblings, to young fans, to news reporters. Each poem is written in a different point of view.

Check for Understanding: Discuss how this organization is unique.

Independent Practice/Assessment: Have students go to the library and look for books that have a unique organization.

Additional Comments: This would be an excellent book for voice.

6 Trait: Organization

To Fly: The Story of the Wright Brothers— 3rd – 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn organization one of the 6 + 1 Traits of Writing and how sequencing can help put ideas into a logical order.



Connection to and across Other Content Areas: Fourth grade Hall of Fame unit.

920 OLD

Resource Materials, including technologies: *To Fly: The Story of the Wright Brothers* by Wendie C. Old, sentence strips with headings from the table of contents given to each student

Instruction:

Activation of Prior Knowledge: Ask students what they know about Orville and Wilbur Wright.

Introduction (Exploration Activity): Tell the students that story has a table of contents. It has fifteen chapters. Each student has fifteen sentence strips. As the teacher read the story the students need to select the sentence strip that they think best describes the chapter. Students must pay attention to the organization and details of the story to correctly place the sentence strips on their desk.

Instructional Strategies (Model/Guided Practice): Read *To Fly: The Story of the Wright Brothers*. (This story follows the work that Orville and Wilbur Wright did to develop the first airplane.)

Discuss after each chapter what the students selected for the heading. With class discussion talk about the organization of the story. Review that organization is the internal structure of the piece, the thread of central meaning, the logical and sometimes intriguing pattern of ideas (Ruth Culham).

In this case, Wendie C. Old writes the events in sequential order. This order makes the story highly effective. The details fit logically under the headings throughout the story.

As the students listen further into the story have them look for transition words or how the chapters link together.

Check for Understanding: Ask students to discuss clues that help tell the order of events. Could they work ahead without reading the story? Were some sentence strips logically going to be at the end of the book? At the beginning of the book?

Independent Practice/Assessment: Have students write a table of contents for their life so far. Ask them to list seven to ten headings to describe the major events that have happened so far in their life. The headings should give clues about what the story they are thinking of.

Additional Comments: Students could complete the project stated above by filling in each chapter. They then could fill out a time line of their life listing major events that have happened to them.

6 Trait: Organization

What Is Goodbye? – 5th Grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn organization from 6 + 1 Traits of Writing from a powerful, emotional book.



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GRI

Connection to and across Other Content Areas: Guidance – Grieving.

Resource Materials, including technologies: *What is Goodbye?* by Nikki Grimes

Instruction:

Activation of Prior Knowledge: Ask students to list emotions.

Ask students what emotions are hardest to deal with.

Ask students if they have ever experienced a loss of a pet or a family member. **(Please be aware of the dynamic of your class, this is a powerful book that might not be a wise choice to share with students who are grieving still over a mother, father, or sibling in a whole class situation.)**

Introduction (Exploration Activity): Read the poem on the first page.

*What is goodbye?
Where is the good in it?
One leaves
and many hearts
are broken.
There must be
a better arithmetic
somewhere.*

Introduce the book *What is Goodbye?*

Instructional Strategies (Model/Guided Practice): Tell the class that this book is constructed of poems. The poems alternate between a brother and a sister describing their feelings after their older brother has passed away.

Discuss with the class why this is unique. Why would an author have two voices telling about the same event throughout a book?

Read the poems. Have a volunteer (media specialist, guidance counselor, volunteer) read Jesse's part.

Choral read the last poem.

Ask students why is the organization of the book so important to us as a reader?

How does it affect us?

Check for Understanding:

Reread several poems one being the last poem that is choral read.

Ask students to describe what their feelings might be on the last day of school this year. Have each student work on their poem. After they have finished assign a partner to everyone. Have them take their poem they each wrote and share it with their partner. Have the students write a summer poem together that will be choral read.

Independent Practice/Assessment: Ask students to list other situations where this type of organization would work well – dog, cat point of view, teacher student point of view, etc.

Additional Comments: Please note this book may not be appropriate for all classes.

VOICE

6 Trait: Voice

Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plain – Kindergarten –5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn the importance of developing voice when writing story.



Connection to and across Other Content Areas: Social Studies- Movement west. Apple units.

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Resource Materials, including technologies: *Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plain* by Deborah Hopkinson

Instruction:

Activation of Prior Knowledge: Ask students what does dialect mean?

Discuss.

Give the meaning- dialect is the regional variety of a language, with differences in vocabulary, grammar, and pronunciation. It is a form of language spoken by members of a particular social class or profession.

Introduction (Exploration Activity): Introduce Deborah's book, *Apples to Oregon : Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plain*.

Discuss that they author uses wording to introduce a certain voice for her characters. The wording is in the form a dialect. It gives the reader an idea the timing of when the story took place.

Review that voice means the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words.

Instructional Strategies (Model/Guided Practice): Introduce the students to the 6 + 1 Traits of Writing™ rubric. Discuss that today as we read the story we are going to discuss if the author follows the elements listed in the rubric.

5 - The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.

- A. The tone of the writing adds interest to the message and is appropriate for the purpose and audience.
- B. The reader feels a strong interaction with the writer, sensing the person behind the words.
- C. The writer takes a risk by revealing who he or she is consistently throughout the piece.
- D. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why he or she should care.
- E. Narrative writing is honest, personal, and engaging and makes you think about, and react to, the author's ideas and point of view.

3 - The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.

- A. The writer seems aware of an audience but discards personal insights in favor of obvious generalities.
- B. The writing communicates in an earnest, pleasing, yet safe manner.
- C. Only one or two moments here or there intrigue, delight, or move the reader. These places may emerge strongly for a line or two, but quickly fade away.
- D. Expository or persuasive writing lacks consistent engagement with the topic to build credibility.
- E. Narrative writing is reasonably sincere, but doesn't reflect unique or individual perspective on the topic.

1 - The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the paper reflects more than one of the following problems:

- A. The writer is not concerned with the audience. The writer's style is a complete mismatch for the intended reader or the writing is so short that little is accomplished beyond introducing the topic.

- B. The writer speaks in a kind of monotone that flattens all potential highs or lows of the message.
- C. The writing is humdrum and “risk-free.”
- D. The writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic.
- E. The development of the topic is so limited that no point of view is present—zip, zero, zilch, nada.

(NWREL rubric from the 6 + 1 Traits of Writing™)

Check for Understanding: Through class discussion, ask students if the author did a good job developing a strong voice throughout the story.

Independent Practice/Assessment: Have students use the rubric on own of their own pieces of writing.

Additional Comments: The end papers show the map and how the family made their way west. This book is based loosely on the life of Henderson Leulling.

6 Trait: Voice

The Cats in Krasinski Square— 4th - 5th Grade

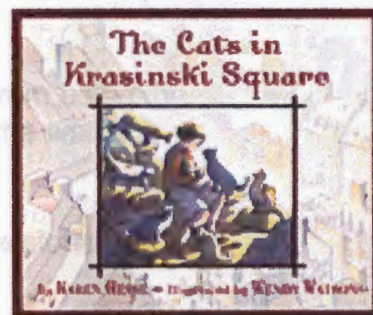
Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will study the 6 + 1 Writing Trait, voice, being modeled in an ALA notable children's book.



Connection to and across Other Content Areas: Social Studies – World War II

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Resource Materials, including technologies: *The Cats in Krasinski Square* by Karen Hesse

Instruction:

Activation of Prior Knowledge: Ask students what they know about World War II.

Introduction (Exploration Activity): Ask the students if how they would describe the sound of war.

List description words on the board.

Tell them that we think of war as being very loud, but many times it is very quiet. During World War II, the most Jewish people were quiet – they were hiding, or trying to stay unnoticed.

Instructional Strategies (Model/Guided Practice): Today we are going to read a story about a Jewish girl (who is hiding as a Polish girl) and her sister that secretly try to help starving people behind the dark Wall.

Listen to the story as I read...listen to the voice of the story...try to be able to describe it when I am finished. Students may want to write notes as the story is read.

Read the story.

Discuss the voice of the story. Is it loud and vivacious or is it quiet? Is it strong or is it weak? Is it sympathetic or not?

Discuss how word choice and sentence fluency affects the voice of the story. Discuss that using voice effectively will engage the audience. Discuss what views the writer might have about the situation in the story – Jews and how they were treated. Ask them how they can come to that conclusion.

Check for Understanding: Ask students to write a passage from using the voice of one of the following: Mira, the starving people behind the wall, the Gestapo.

Independent Practice/Assessment: Listen for the voice in the stories.

Additional Comments: This story could also be used with word choice or sentence fluency. This book could be teamed with *Oliver's Game*.

6 Trait: Voice

Coming On Home Soon— 3rd grade –5th Grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will learn the Voice trait in 6 + 1 Traits of Writing™.

Connection to and across Other Content Areas: Social Studies – World War II

Resource Materials, including technologies: *Coming on Home Soon* by Jacqueline Woodson



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Instruction:

Activation of Prior Knowledge: Write World War II on the board.

Ask students to brainstorm what happened back in America during World War II while the fighting was going on?

Introduction (Exploration Activity): Tell them in today's story we are going to read that a mother has to leave her child to go find work so she can help the family financially.

Discuss what a child might feel when a mother leaves.

Instructional Strategies (Model/Guided Practice): Ask the class to take notes as you read about how the child or the grandma feels throughout the story.

Have them listen to the story concentrating on that characters point of view.

(The story is about a girl named Ada Ruth whose mother has left to go to Chicago to find work during World War II. Ada Ruth stays behind with her Grandma, but misses her mother badly.)

Have students share their lists with the class. Discuss similarities and differences.

Discuss how the wording develops a strong sense of voice of the characters and lets the reader know that the mother and her child share a special bond.

Check for Understanding: Have them write a paragraph from the mother's point of view and being away from her daughter.

Independent Practice/Assessment: Pair this with other great picture book titles about World War II like *The Cats in Krasinski Square* and *Oliver's Game*.

Additional Comments: This would work well into the history of World War II.

6 Trait: Voice

The Man Who Walked Between the Towers – 3rd – 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes.

Lesson Objective(s): Students will understand the voice trait in 6 + 1 Writing Traits™.

Connection to and across Other Content Areas: Social Studies
– World Trade Towers



791.3 GER

Resource Materials, including technologies: *The Man Who Walked Between the Towers* by Mordicai Gerstein

Instruction:

Activation of Prior Knowledge: Show the students a rope – 5/8 of an inch long.

Measure the hallway and discuss 140 feet.

Ask the students if they could walk on this rope for 140 feet without stepping off.

Introduction (Exploration Activity): Tell them that is exactly what Philippe did in our story today. Except he did it in air between the World Trade Center towers that are no longer there.

Before reading the story- ask the students to think of words that might describe Philippe Petit in our book.

Instructional Strategies (Model/Guided Practice): Read the book *The Man Who walked Between the Towers*.

By reading the story – what words would you use to describe Philippe? How does the author get you to imagine Philippe in this way which might be different then you predicted.

Voice is the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words (Ruth Culham).

Why do you think the writer wrote this book? What do you think is the author's purpose?

Check for Understanding: Ask students to compare this book with *Mighty Jackie*. How are the two voices different?

Independent Practice/Assessment: Have students journal on the two different voices – *Mighty Jackie* and *The Man Who Walked Between the Towers*.

Additional Comments: Read other stories that deal with the World Trade Center like *Fireboat*.

6 Trait: Voice

***The Tale of Despereaux* : being the story of a mouse, a princess, some soup, and a spool of thread – 3rd grade – 5th Grade**

Reading Language Arts Benchmarks:

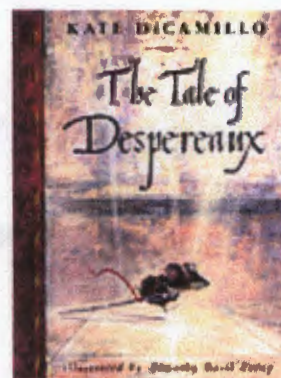
Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will listen for a strong use of voice in a Newbery Award winning book.

Connection to and across Other Content Areas: Language Arts: all traits are displayed in this book.



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Resource Materials, including technologies: *The Tale of Despereaux* : being the story of a mouse, a princess, some soup, and a spool of thread by Kate DiCamillo

Instruction:

Activation of Prior Knowledge: Write Ruth Culham's meaning of voice on the marker board:

The heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words.

Have them look through their reading journals and list a book that has a strong voice throughout the story.

Introduction (Exploration Activity): Introduce *The Tale of Despereaux*.

Tell them that this story is unique because the author actually talks to the reader as the story progresses.

Read an excerpt from the book. Pages 11 – 15.

Discuss the voice. Discuss the statement the author makes:

*But, reader, he did live.
This is his story.*

Instructional Strategies (Model/Guided Practice): Give small groups the second chapter to the book to read. Ask them to list traits that Despereaux's family uses to describe the mouse and the feelings you have that the author feels about the mouse.

How do you get a sense of how the author feels about the mouse?

*But, reader, he was not smelling.
He was listening, with his big ears, to the sweet sound that no other mouse
seemed to hear.*

Discuss the author's voice at the end of each chapter. Does it enhance the reading of the book? How? Why?

Brainstorm with the group.

How does the author change the point of view of the story by adding her voice to end of each chapter?

What feeling does the voice at the end of each chapter leave with you?

Check for Understanding: Have students reread chapter 2 and others chapter 3. Have each group choral read each character's part and a narrator read the main text and the author's interjection at the end.

Share your reading with another group that has the opposite chapter.

Independent Practice/Assessment: Journal about Kate's unique style of writing.

Additional Comments: This could also be used for organization, word choice, ideas, and sentence fluency. It is very clear it uses all traits strongly.

6 Trait: Voice

Talkin' about Bessie: The Story of Aviator Elizabeth Coleman
3rd – 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will examine voice from 6 + 1 Traits of Writing™ in a literature book.

Connection to and across Other Content Areas: 4th Grade-Hall of Fame



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Resource Materials, including technologies: *Talkin' about Bessie: The Story of Aviator* by Nikki Grimes

Instruction:

Activation of Prior Knowledge: Ask students to list on a piece of paper three people who know them best.

Ask students to list on a piece of paper three people who know them, but not real well.

Ask students to list on a piece of paper three people they have daily contact with but they don't know them well (bus driver, lunch lady, recess duty teacher).

Introduction (Exploration Activity): Tell the students that today they are going to listen to part nonfiction, part fiction story of Bessie Coleman, a famous aviator.

Discuss with the students that this book has a unique organization. Tell students that because it is organized in a unique way we learn about Bessie in a more personal way through people she knew.

Each person has an individual voice.

Each voice is very different then the previous.

Remember voice is the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words.

Instructional Strategies (Model/Guided Practice): After the first introductory pages about Bessie, you come upon two page spreads of a poem by someone who knew Bessie and an illustration.

Read the book. (Bessie was the first licensed African American woman pilot.)

The author tells us about Bessie through the people that she knew.

The people that describe Bessie range from her siblings, to young fans, to news reporters. Each poem is written in a different point of view.

Each point of view is a separate voice. Each voice is unique and gives us a different perspective of Bessie.

Check for Understanding: Discuss how voice is a strength in this book.

Independent Practice/Assessment: Have students write a biography of them. Have them pick three people who know them in different ways – parent, classmate, and soccer coach.

Have the student write a paragraph about their life, followed by three poems sharing different points of view or voices about them.

Additional Comments: This would be an excellent book for organization.

6 Trait: Voice

technically: IT'S NOT MY FAULT: Concrete Poems—5th Grade

Reading Language Arts Benchmarks & Teaching Objectives:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

2.1 Uses descriptive language

2.1d Improves writing by making voice more apparent

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will use literature to gain an understanding on the importance of making voice more apparent in their writing.

Connection to and across Other Content Areas:

This book could make strong connections with our guidance curriculum.

Resource Materials, including technologies: *technically, IT'S NOT MY FAULT: Concrete Poems* by John Grandits

Instruction:

Activation of Prior Knowledge: Have students list all the traits in the 6 + 1 Traits of Writing. (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation).

Ask students as a review to define voice. (The heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words defined by Ruth Culham.)

Ask them if they have read anything later that had a strong voice that they would like to share.

Introduction (Exploration Activity): Tell them that today they will listen to several poems from a book called *technically, IT'S NOT MY FAULT!*

Tell them to concentrate on the voice of these poems. As the poems are read have them journal what the writer's gender is, how old they might be, and qualities they might have as a person.

Read several poems from the book.



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Have a class discussion – at the end relate that this voice is from an eleven year-old boy. Compare what they discussed.

Instructional Strategies (Model/Guided Practice): Have students think of a moment during their school day. Tell them to take that moment and select a gender and age of a person. Think of the voice that you want to convey to the reader – boy, girl, kindergartner, fifth-grader, happy, sad, inspirational? Have them write a paragraph in that voice.

Check for Understanding: Select several students to share their writing with the class. See if the class can decide whom the voice is coming from in the paragraph.

Independent Practice/Assessment: Continue to discuss voice in journal writing.

Additional Comments: This book would be a great way to introduce concrete poems.

6 Trait: Voice

Vote! – 3rd – 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will learn the importance of voice in the 6 + 1 Traits of Writing™.



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CHR

Connection to and across Other Content Areas: Social Studies

– voting, studying the Constitution, community units

Art curriculum – graphic design

Resource Materials, including technologies: *Vote!* by Eileen Christelow

Instruction:

Activation of Prior Knowledge: Write the word vote on the marker board.

What feelings do you have when see the word.

Define the word Vote.

The act of making a choice or stating a preference to determine the outcome of something.

Have the students write on a piece of paper the importance of voting. Have them turn the paper over when they are done.

Discuss that the word might conjure different feelings to different people.

Introduction (Exploration Activity): Define the word Vote.

The act of making a choice or stating a preference to determine the outcome of something.

Introduce the book *Vote!* by Eileen Christelow.

Read the just the writing at the top and bottom of the pages. Do not read the look at or read the graphics on the page.

Instructional Strategies (Model/Guided Practice): Introduce the book *Vote!* by Eileen Christelow.

In this book Eileen tells us about the voting process. But she uses a voice that is very simplistic but passionate about the history of voting and the voting process.

Read the story.

As you read the story, discuss the wording.

For instance, on page 12:

Maybe they think their vote is like a little drop of water in an enormous ocean. Their vote is only one out of many, many votes. But sometimes the winner of an election is decided by just a few votes.

Discuss her simile. What does she want us to feel? Does she accomplish that on this page. How do the characters below add to the voice of the book?

If people don't vote, they're letting everyone else decide for them!

Does this raise your concern? Would you like the person next to you decide the leader for the day?

Finish reading the book discussing the main text voice and the voices of the different characters.

Check for Understanding: Have students after reading this book, write on the back of the piece of paper they wrote on earlier. Ask them to journal again on the importance of voting.

Independent Practice/Assessment: After they are finished – ask them about their voice in the first writing and then their voice in the second writing. Have them compare the differences after learning about the voting process. Discuss how they think the author feels about voting.

Additional Comments: Return to the book and discuss how she used the four kinds of sentences- statement, command, question and exclamation to develop her voice.

Discuss how the organization was important in this book also. Go through and discuss how the main idea is in the text of the page and many supporting details are in the graphic illustrations and dialogue on the page.

6 Trait: Voice

What Is Goodbye? – 5th Grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will learn the voice from 6 + 1 Traits of Writing from a powerful, emotional book.

Connection to and across Other Content Areas: Guidance – Grieving.

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Resource Materials, including technologies: *What is Goodbye?* by Nikki Grimes

Instruction:

Activation of Prior Knowledge: Ask students to list emotions. Ask students what emotions are hardest to deal with.

Ask students if they have ever experienced a loss of a pet or a family member. (*Please be aware of the dynamic of your class, this is a powerful book that might not be a wise choice to share with students who are grieving still over a mother, father, or sibling as a whole class.*)

Introduction (Exploration Activity): Read the poem on the first page.

*What is goodbye?
Where is the good in it?
One leaves
and many hearts
are broken.
There must be
a better arithmetic
somewhere.*

Introduce the book *What is Goodbye?*

Instructional Strategies (Model/Guided Practice): Tell the class that this book is constructed of poems. The poems alternate between a brother and a sister describing their feelings after their older brother has passed away.



Ask the class to listen to the voice of the sister and the voice of the brother. Voice is heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the voices (Ruth Culham).

Read the poems.

Check for Understanding: Have students make a venn diagram. In one circle have them write Jerilyn and in the other circle have them write Jesse.

Reread the poems. Have students describe Jesse and Jerilyn in the diagram.

Share with the class.

Independent Practice/Assessment: Have students journal the differences between the two siblings. Discuss why an author might want to write the book using two voices to tell the story.

Additional Comments: Please note this book may not be appropriate for all classes. Ask students if they would have questions for the author.

WORD CHOICE

6 Trait: Word Choice

Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plain – Kindergarten –5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will learn the importance of developing strong word choice when writing story.



Connection to and across Other Content Areas: Social Studies- Movement west. Apple units.

E HOP

Resource Materials, including technologies: *Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plain* by Deborah Hopkinson

Instruction:

Activation of Prior Knowledge: Read a prepared passage such as:

Hello said Tom

Hi said Mark

What do you want to play today said Tom

Anything said Mark

Do you like tetherball said Tom

Yes said Mark.

Ask students if this passage was exciting. Discuss. Write it out on the board. Ask how you could make it more exciting. (Changing the word said)

Introduction (Exploration Activity): Tell the students that word choice can make a story come alive.

Tell them a good example of an author who uses good word choice is Deborah Hopkinson. Introduce Deborah's book, *Apples to Oregon: Being the (Slightly)*

True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plain.

Word Choice is the use of rich, colorful, precise language that moves and enlightens the reader (Ruth Culham).

Instructional Strategies (Model/Guided Practice): Tell students that as you tell the story that you want them to listen to all the different ways that Deborah has her characters say the word said. List them on a paper so you can share them at the end.

Read the story.

What are the different words she used in the place of said – cried, declared, scoffed, warned, shouted, boomed, howled, yelled, whooped, added.

Discuss how these made the story more interesting.

Check for Understanding: Have students rewrite the first conversation that you introduced. Have them replace the word said with new words.

Independent Practice/Assessment: Watch students journal writing to see if they use expressive forms of said in their writing.

Additional Comments: The end papers show the map and how the family made their way west. This book is based loosely on the life of Henderson Leulling.

6 Trait: Word Choice

Bruh Rabbit and the Tar Baby Girl – K- 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes



Lesson Objective(s): Students will learn that using revising their writing using strong word choice can produce a wonderful final product.

Connection to and across Other Content Areas: Social Studies: southern states – studying plantations

398.2 HAM

Resource Materials, including technologies: *Bruh Rabbit and the Tar Baby Girl* by Virginia Hamilton

Instruction:

Activation of Prior Knowledge: Ask the class to list trickster tales.

Discuss what is a trickster tale.

Introduction (Exploration Activity): Ask students if they have heard of Brer Rabbit?

Explore the story line the story line together. Brer Rabbit is caught stealing by Wolf, Fox, or Bear and has to use his clever escape skills to get away.

Instructional Strategies (Model/Guided Practice): Read Virginia Hamilton's version of Brer Rabbit called *Bruh Rabbit and the Tar Baby Girl*.

Discuss the word choice in the book. List words on the board that students might not understand.

Discuss with the class that in this book the author has chosen words that make an era.

The era of southern plantation and using the dialect of the time gives Bruh Rabbit a strong voice. The word choice such as "scarey-crow", crocker sack, dayclean and daylean gives it a heavy Gullah speech of the Sea Islands of South Carolina.

Discuss how the author has a note at the end of the story to tell the reader about why particular words are chosen – to give the story a certain “voice”. Therefore, word choice and voice work together in this book to give it a special touch.

Check for Understanding: Choose a different version of Brer Rabbit. Read the second version to the class. Discuss the word choice and voice of the book. Make a venn diagram and compare and contrast the two books.

Independent Practice/Assessment: Have students write their own modern day version of Brer Rabbit.

Additional Comments: Discuss with the class the importance of an author’s note and learning the author’s purpose.

6 Trait: Word Choice

The Cats in Krasinski Square— 4th - 5th Grade

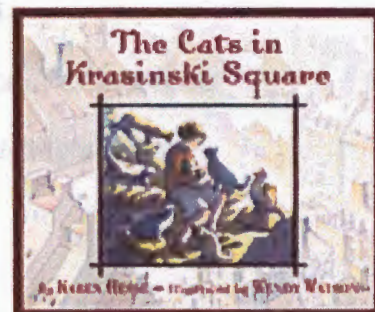
Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will study the 6 + 1 Writing Trait, word choice, being modeled in an ALA notable children's book.



Connection to and across Other Content Areas: Social Studies – World War II

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Resource Materials, including technologies: *The Cats in Krasinski Square* by Karen Hesse

Instruction:

Activation of Prior Knowledge: Ask students what they know about World War II. What words would you use to describe the events that took place?

Introduction (Exploration Activity): Today we are going to read a story about a Jewish girl and her sister that secretly try to help starving people behind the dark Wall.

Look at the cover of the book. What words do you think of as you look at the illustration on the jacket?

List them on the board.

List the words: explodes, frenzied, wild, flee, slipping, dark

Discuss the words they listed and the ones the teacher listed.

Ask students if they are intrigued on what this story might tell by the words written. Are they curious how they fit into the story? Are the curious about the story?

Instructional Strategies (Model/Guided Practice):

Tell the students that as you read the story to select words that are “delicious” to you as a reader.

Read the story.

Review that word choice is the use of rich, colorful, precise language that moves and enlightens the reader (Ruth Culham).

After the story is completed ask the students to share their lists.

As a class talk about passages that contained good word choice. For instance:

And the music from the merry-go-round floats in the air, rising, tinsel-bright, above Krasinski Square.

Discuss “tinsel-bright”.

Review or introduce personification- the attribution (to give) of human qualities to objects.

Use an example from the book –

I fall back onto the mattress and the big room dances with light.

Discuss how personification makes language more colorful.

Check for Understanding: Ask students practice writing personification sentences.

Give them sentence starters and ask them to use good word choice and personification to generate a certain feeling that they want to convey.

Independent Practice/Assessment: Look for the use of personification in their journal writings and stories.

Additional Comments: This story could also be used with voice.

6 Trait: Word Choice

Hot Day on Abbott Avenue – Kindergarten-5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will learn how word choice can help make a story more vivid.

Connection to and across Other Content Areas: Art and Guidance

Resource Materials, including technologies: *Hot Day on Abbott Avenue* by Karen English

Instruction:

Activation of Prior Knowledge: Ask students to describe what goes on in the neighborhood on a very hot day and no swimming pool.

Introduction (Exploration Activity): Introduce *Hot Day on Abbott Avenue*.

Discuss how word choice is the use of rich, colorful, precise language that moves and enlightens the reader.

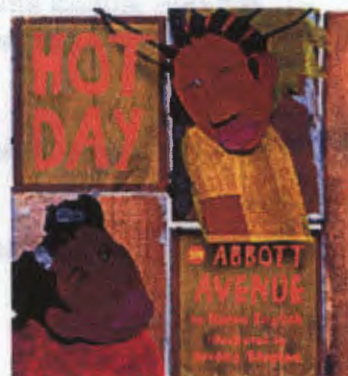
Instructional Strategies (Model/Guided Practice): Read the first page of *Hot Day on Abbott Avenue*. (Discuss that this book is about two friends that are ignoring each other after a fight, but end up making up after a jump rope game.)

Make a list all of the verbs on the page. Discuss if these are “delicious” words.

List adjectives and adverbs on the page. Discuss how they help create a picture in our mind.

Read the remainder of the book. Have students take notes when they hear words or phrases they think are exceptional in creating a picture or feeling.

Examples of phrases might include:



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It's a best-friend-breakup day.

Not on a never-going-to-be-friends-again day.

No working together on a never-speak-to-her-again-even-if-she-was-the-last-person-on-earth-day.

A feeling-good-about-being-best-friends-again day.

Check for Understanding: Read the story again. Have students journal about a time they were upset with someone they knew. Have them describe the kind of day it was using vivid verbs, adjectives and adverbs.

Independent Practice/Assessment: See if the use of vivid verbs, adjectives, and adverbs flow into their everyday writing.

Additional Comments: This book would be excellent to use with friendship problems.

6 Trait: Word Choice

If Not For the Cat– 3rd – 5th grade

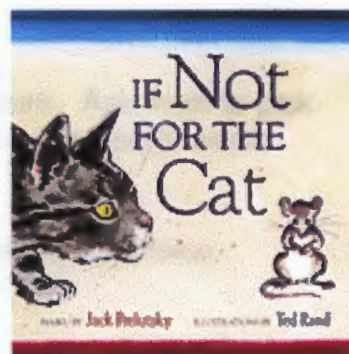
Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will use Word Choice from 6 +1 Traits Writing Traits to descriptively write haiku poems.



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Connection to and across Other Content Areas:

If Not For the Cat could be applied in teaching science – animals and animal habitats. Use this book with *Haiku Hike* to show students how to take ‘field notes’ on an animal or animal habitat and turn the information they researched into a poem. *If Not For the Cat* could be applied in teaching science- using the five senses.

Resource Materials, including technologies: *If Not for the Cat* - Haiku by Jack Prelutsky, Haiku work paper, four pictures of nature.

Instruction:

Activation of Prior Knowledge: Discuss with students the different forms of poetry that they can name. Ask students to name poets they are familiar with and the books they wrote. Have a class discussion on why they like a particular poet.

Introduction (Exploration Activity): Discuss any previous poetry they have been introduced to in the classroom.

Today we are going to introduce the form of poetry called haiku.

- Haiku is a Japanese form of poetry.
- It consists of seventeen syllables.

Discuss that the structure consist of a 5-7-5 syllable structure. Review the word syllable to make sure all students have an understanding. Practice words to show how to count the syllables.

- Haiku usually has the subject of nature.

Each haiku is written by an author to deliver a certain mood or feeling when read by the reader.

Read several examples of haiku from *If Not For the Cat*. Discuss how the author uses our senses: seeing, hearing, smelling, tasting, and feeling to generate an emotion in us.

Share the words in a class discussion.

Instructional Strategies (Model/Guided Practice):

Show the class four photographs or posters of places in nature. Ask them to pick one. Hand out sheet of paper attached and ask them to think of sensory words that would describe the photograph or poster they chose.

After they complete their sensory words, ask them about their word choice.

Did they use: green, tall, good?

Discuss 6 + 1 Traits writing – word choice. Discuss synonym words they could use instead of green – emerald, tall – towering, good – delicious. Ask them what resource they could explore to find synonyms – thesaurus.

Tell them to explore their sensory words and pick several to look up in the thesaurus.

Using the words collected, have them write a haiku describing the photograph or poster of their choice.

Check for Understanding:

Have students share their poem with the class. Check syllables and discuss the word choice they used. Students should be able to pick out the poster or photograph described in the haiku without being told which one the reader chose.

Independent Practice/Assessment:

Students could have a choice of choosing a form of poetry to enter a contest such as the Dallas County Reading Council Poetry Contest or have a bulletin board up in the classroom to present haiku poems.

Additional Comments: This book would be great to teach inferring.

SENTENCE FLUENCY

6 Trait: Sentence Fluency

Guji Guji – 2nd - 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will be introduced to the use of sentence fluency in literature.



Connection to and across Other Content Areas: Organization in Language Arts

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Resource Materials, including technologies: *Guji Guji* by Zhiyuan Chen

Instruction:

Activation of Prior Knowledge: What is a sentence? Is it long? Is it short? How do you use sentences to make a paragraph?

Introduction (Exploration Activity): How can writing long and short sentences make a story more interesting?

Introduce sentence fluency as one of the 6 + 1 Traits Writing™.

Discuss that sentence fluency is the rhythm and flow of language, the sound of word patterns, the way in which the writing plays to the ear, not just the eye.
(Ruth Culham)

Tell the class that today we are going to listen how an author uses sentence fluency to help glide a story.

Instructional Strategies (Model/Guided Practice): We are going to read a book called *Guji Guji* by Zhiyuan Chen that uses long and short sentences and repetitive phrases to make the story more interesting and fluent for the reader.

In the story, a crocodile egg accidentally ends up in a duck's nest. The mother duck names the crocodile Guji Guji and raises Guji Guji as her part of her family. Three crocodiles come along, though, and try to convince Guji Guji to turn on his family so the crocodiles can eat them.

Ask the students to listen closely for sentence fluency and how there are long passages followed by short passages. Discuss repetitive patterns in sentences.

Check for Understanding: Discuss the passage:

An egg was rolling on the ground,
It rolled through the trees.
It rolled across the meadow.
It rolled all the way down the hill.
Finally, it rolled right into a duck's nest.

What repetitive pattern is there? How does the language flow? What question does it leave with the reader?

Discuss the repetitive patterns of three throughout the book. Reread and discuss this pattern and how it flows through the book.

Discuss how the conversations have long sentences when the crocodiles talk, but short when Guji Guji talks.

Independent Practice/Assessment: As students journal check for application in their daily writing.

Additional Comments: Guji Guji may be used for organization, word choice, and for standard conventions in grammar in identifying and writing the four kinds of sentences (statement, command, question, and exclamation).

6 Trait: Sentence Fluency

Rap a Tap Tap: Here's Bojangles– 2nd grade –5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Additional Comments: The story is a rhyming story that describes Bill "Bojangles" Robinson during Black History Month.

Lesson Objective(s): Students will learn how the rhythm and flow of language by using repetitive patterns is one element of sentence fluency in 6 + 1 Traits of Writing.



Connection to and across Other Content Areas: Fourth Grade Hall of Fame project, Black History Month

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Resource Materials, including technologies: *Rap a Tap Tap: Here's Bo Jangles*

by Leo Dillon, tap shoes, the words from the book copied on six pages of paper

Instruction:

Activation of Prior Knowledge: Display tap shoes – ask class what are they?

Ask students if they know anything about the history of tap dancing.

Introduction (Exploration Activity): Introduce the class to *Bo Jangles*. Read the afterward on the last page.

Instructional Strategies (Model/Guided Practice): Read *Rap a Tap Tap: Here's Bo Jangles*. (This is a rhyming story that describes Bill "Bojangles" Robinson, whom was one of the most famous tap dancers ever.)

Discuss sentence fluency. What is the repetitive pattern throughout the story?

What does it sound like when you say the phrase, "Rap a tap tap – think of that!"

What is the author trying to do with the words? (Make them sound like the rhythm of tap dancing)

Check for Understanding: Have the words written out on six pieces of paper. Have each group present the story to the class in their own original way.

Independent Practice/Assessment: Share each groups choral reading of *Rap a Tap Tap: Here's Bo Jangles*.

Students can write their own poem to share using a repetitive phrase.

Additional Comments: The choral readings could be shared with younger classes during Black History Month.

6 Trait: Sentence Fluency

Science Verse— 3rd grade –5th Grade

Reading Language Arts Benchmarks:

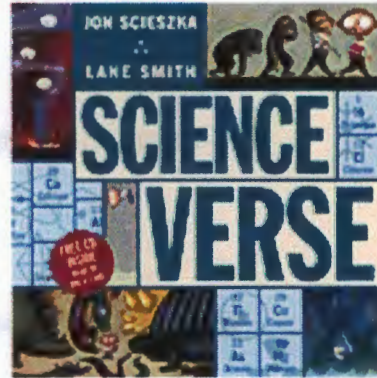
Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will add to their schema the 6 + 1 Traits of Writing element of sentence fluency.

Connection to and across Other Content Areas: Science



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Resource Materials, including technologies: *Science Verse* by Jon Scieszka, sentence fluency rubric from NWREL.

Instruction:

Activation of Prior Knowledge: Ask students if they have ever read the book *Math Curse* by Jon Scieszka (rhymes with fresca).

Ask a student who has heard the book to describe the story. Discuss

Introduction (Exploration Activity): In Jon's new book a teacher tells the class that there is poetry in science. Similar to *Math Curse* a student has everything he hears turn into verses about science that sound a lot like some well-known poems.

Instructional Strategies (Model/Guided Practice): Introduce the 6 + 1 Trait – sentence fluency. Define sentence fluency as the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye (Ruth Culham).

Read the first pages and a couple of verses. (Be aware of evolution theory in the first verse.)

Discuss *Water Cycle*.

It's raining, it's pouring.
For H₂O, it's boring:
Precipitation,
Evaporation,
Precipitation,
Evaporation,
Precipitation,
Evaporation...
Evening, night, and morning.

Tell students to pay attention to the flow of the language throughout the entire story. There is a cadence to the story that keeps the rhythm.

Discuss how it relates to a cadence we all ready know.

Discuss how this helps us as readers connect to the verse. Discuss the science element in the book.

Check for Understanding: See if students can guess the song or poem each verse corresponds with in Jon's writing.

Independent Practice/Assessment: Tell students they need to pick one of the poems to oral read in front of the class. Share the last page of Observations and Conclusions which connects each verse with a poem or song.

Have them access their own writing.

Additional Comments: This is a great book to spark interest in science.

6 Trait: Sentence Fluency

Where is the Green Sheep? – 1st –3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will be able to develop an understanding of using sentence fluency to tell a story.

Connection to and across Other Content Areas: This book has a connection in math to show spatial relationships between objects.

Resource Materials, including technologies: *Where is the Green Sheep?* by Mem Fox, chart paper, marker

Instruction:

Activation of Prior Knowledge: Discuss the meaning of sentence fluency in 6 + 1 Traits Writing. (*The rhythm or flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just the eye.* – Ruth Culham)

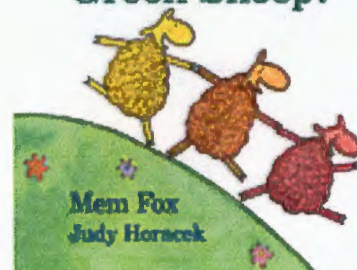
Introduction (Exploration Activity): Tell students that today we are going to listen to a book by Mem Fox that is an example of sentence fluency. Discuss that she uses compound sentences with simple sentences to develop a flow to her book.

Instructional Strategies (Model/Guided Practice): Read *Where is the Green Sheep?*

Introduce the word cadence to the students. Discuss the word.

After reading, discuss how she alternated sentences between compound and simple to achieve sentence fluency. Discuss what the book would have sounded like if they were all simple sentences or all compound sentences. Review the word cadence.

Where Is the Green Sheep?



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Discuss how using the sentences in a similar structure throughout the story help achieve sentence fluency or a rhythm to her story.

Check for Understanding: Practice by having students write additional sentences that could be added into *Where is the Green Sheep?*

Independent Practice/Assessment: Be aware of the students' use of sentence fluency during journal time to see if they apply it in everyday tasks.

Additional Comments: This book would also be great to use teaching opposites.

6 Trait: Sentence Fluency

Wild About Books– Kindergarten -3rd grade

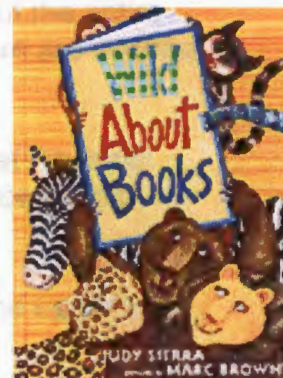
Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will add to their schema the 6 + 1 Traits of Writing element of sentence fluency.



Connection to and across Other Content Areas: Dr. Seuss week in March.

Resource Materials, including technologies: *Wild About Books* by Judy Sierra, sentence fluency rubric from NWREL.

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Instruction:

Activation of Prior Knowledge: Tell students you are going to read a passage and see if they know who they know what author wrote the passage.

*With so many new books, Molly knew what to do-
She hired twelve beavers, a stork, and a gnu
To build a branch library there at the zoo.
Then the animals cried, "We can do it ourselves!
We can check the books out. We can put them on shelves!"*

*And they did, and they do, up to this very day.
Three cheers for Zoobrary –*

Hip, hip, hooray!

Brainstorm who might have wrote this passage. (Dr. Seuss) What makes you think of that author?

Introduction (Exploration Activity): Discuss that the writer is Judy Sierra not Dr. Seuss. Discuss that she and Marc Brown dedicate this book to Dr. Seuss.

Ask students again why they thought the author might be Dr. Seuss?

Instructional Strategies (Model/Guided Practice): Introduce the 6 + 1 Trait – sentence fluency. Define sentence fluency as the rhythm and flow of the

language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye (Ruth Culham).

Read the book from the beginning. Tell the students it is about a librarian who drives her bookmobile to the zoo by accident and introduces all the animals to the enjoyment of reading.

Tell students to pay attention to the flow of the language throughout the entire story. There is a cadence to the story that keeps the rhythm. There are definite sound patterns that lets the reader predict what will happen next.

Check for Understanding: Share with the students the Northwest Regional Educational Laboratory rubric for 6 + 1 Traits of Writing for sentence fluency. (See attached page from their web site.)

Ask them to rate the book and give specific reasons how they came up with the rating:

5 - The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.

3 - Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.

1 - The text does not invite expressive oral reading.

Independent Practice/Assessment: Have students choose a piece of their own writing from their writer's workshop journal and use the sentence fluency rating system to rate their own work using the rubric.

Additional Comments: This would be a great book to introduce to students during Dr. Seuss week or in the beginning of the year to discuss book care. It can also be used to introduce the poetry form of haiku.

CONVENTIONS

6 Trait: Conventions

Ella Sarah Gets Dressed – Kindergarten-3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

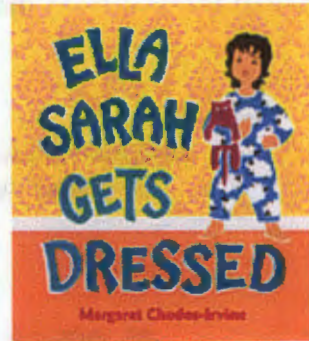
Standard 3: Uses grammatical and mechanical conventions

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will be able to develop an understanding of using periods, question marks, exclamation marks, commas, and quotation marks.

Students will be able to identify four kinds of sentences (statement, command, question, and exclamation).

Connection to and across Other Content Areas: This book could be used in our guidance curriculum.



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Resource Materials, including technologies: *Ella Sarah Gets Dressed* by Margaret Chodos-Irvine

Instruction:

Activation of Prior Knowledge: Ask students - when we read a story what clues does the author give us that helps us understand how he/she wants us to read the story?

For instance, when do we know when to stop or pause, when do we know how to say the sentence with more excitement, or when it is a question?

How do we know who is talking? Discuss as a class.

Introduction (Exploration Activity): Introduce the punctuation marks that we will be identifying today – periods, question marks, and exclamation marks. Discuss how each one of these punctuation marks helps us read a sentence differently.

Instructional Strategies (Model/Guided Practice):

Read the story about Ella Sarah and how she is determined to wear the clothes that she has picked out for herself in spite of the fact that her family does not like her taste in outfits.

Choose one of the following to pursue in teaching:

Identify what kinds of sentences the author is using (statement, command, question, and exclamation).

Introduce commas. Tell them that we are going to identify commas that are used in a series.

Introduce question marks. Use the book to teach how to correctly use capitalization and punctuation when writing dialogue.

Check for Understanding: Take a selection out of the book without punctuation and place it on a transparency. Ask them to identify how punctuation needs to be added correctly.

Independent Practice/Assessment: Have a several sentences on a paper as an assignment they need to complete. Check their daily writing to see if they are applying the skill.

Additional Comments: This book is a Caldecott Honor book.

6 Trait: Conventions

ellington was not a street– 3rd – 5th Grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 3: Uses grammatical and mechanical conventions

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will learn appropriate uses of conventions (punctuation, capitalization, and spelling) in written work through literature.



Connection to and across Other Content Areas: Social Studies: Black History Month

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Resource Materials, including technologies: *ellington was not a street* by Ntozake Shange, overhead, transparency, paper copies of the poem

Instruction:

Activation of Prior Knowledge: Define conventions: the mechanical correctness of the piece: spelling, grammar and usage, paragraphing, capitals, and punctuation (Ruth Culham).

Why do we use conventions in our writing?

Introduction (Exploration Activity): Introduce *ellington was not a street* to the class.

Discuss the way the title is punctuated.

Predict how the rest of the book might be written?

Instructional Strategies (Model/Guided Practice): Read the book. (This is a poem written by Ntozake Shange. It is about the men she remembers when she was growing up such as W.E.B. Du Bois, Dizzy Gillespie, Paul Robeson, and many more. These were all great African-Americans who helped shape American culture.)

Discuss the poem. Why no conventions?

Read through the first page:

it hasn't always been this way
ellington was not a street

Confer as a class the grammar and usage, capitals, and punctuation. Place in the appropriate punctuation using an overhead and transparency of the poem. Discuss with students why we capitalize and punctuate sentences.

Check for Understanding: Have students work with a partner to punctuate the next two stanzas of the poem given to them.

Go over the correct way to use punctuation, capitalization, grammar and usage. Ask students if they noticed anything peculiar (apostrophes were used to show ownership by the author).

Looking at the punctuated and capitalized copy of the poem and looking at the original form – ask the students which one they prefer. Why?

Independent Practice/Assessment: Assign the students to write a poem in two different formats. One that is capitalized, punctuated, and using correct grammar and usage and one that does not.

Additional Comments: This is great story that introduces many famous African-Americans in our history. Even though the poem is short, the author gives us a small biography of each famous man mentioned in the poem in the back of the book.

6 Trait: Conventions

Where is the Green Sheep? – Kindergarten –2nd grade

Reading Language Arts Benchmarks:

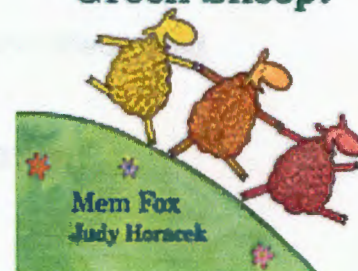
Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 3: Uses grammatical and mechanical conventions

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will be able to develop an understanding of using periods and question marks in punctuation.

Where Is the Green Sheep?



Connection to and across Other Content Areas: This book has a connection in math to show spatial relationships between objects.

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Resource Materials, including technologies: *Where is the Green Sheep?* by Mem Fox, chart paper, marker

Instruction:

Activation of Prior Knowledge: Ask students what is a sentence.

What does a sentence need: capital letter, idea, and punctuation.

Point out that capital letters and punctuation help us understand how we are to read a book.

Discuss the differences between a period and a question mark.

Introduction (Exploration Activity): Discuss that today we are going to read a story about many different sheep, but there is one sheep that is missing.

Tell the students that as we read we need to look at the punctuation in each sentence to understand what is happening in the book.

Instructional Strategies (Model/Guided Practice): Read *Where is the Green Sheep?*

Discuss the title.

Discuss what question we need to answer in the book.

After reading, write out several sentences from the book on chart paper without punctuation. Ask them to help you add the punctuation.

Example from the story:

Here is the scared sheep, and here is the brave sheep Where is the green sheep

Another example from the story:

Here is the up sheep, and here is the down sheep Here is the band sheep And here is the clown sheep But where is the green sheep

Check for Understanding: Give students a chance to punctuate new sentences they have not seen before.

Examples:

I love spaghetti
Do you like spaghetti

Where do you live
I live in town

Do you ride the bus
I walk home

Independent Practice/Assessment: Be aware of the students' use of punctuation during journal time to see if they apply it in everyday tasks.

Additional Comments: This book would also be great to use teaching opposites.

PRESENTATION

6 Trait: Presentation

Kitten's First Full Moon– Kindergarten -3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes



Lesson Objective(s): Students will explore how presentation is an important component in 6 + 1 Traits of Writing™.

Connection to and across Other Content Areas: Art and Media curriculum – Caldecott Award. Language arts: punctuation, period, exclamation mark, question mark.

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Resource Materials, including technologies: *Kitten's First Full Moon* by Kevin Henkes, marker, marker board

Instruction:

Activation of Prior Knowledge: Ask how students choose a book when browsing the library collection.

Discuss the statement, "Don't judge a book by its cover."

Why do we?

Introduction (Exploration Activity): Tell them that today we are going to look at how Kevin presents his story to us.

Presentation is very important to the reader. The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye (NWREL rubric).

Instructional Strategies (Model/Guided Practice): Read the story.

What were the words and phrases you heard repeated? (*Poor Kitten!* and *Still, there was the little bowl of milk, just waiting.*)

How does Kevin present the phrase - *Still, there was the little bowl of milk, just waiting.*

Discuss the spacing around the text and the background.

Show the students the NWREL rubric for presentation. Discuss how this story becomes visual pleasing by having simplistic text with a simple background.

Discuss that simple is sometimes the perfect way to entrance the audience.

Discuss that this is a Caldecott Award winning book.

Check for Understanding: Have students look at a piece of their finished writing. Using the whole presentation rubric have them judge their writing.

Independent Practice/Assessment: See if using the rubric focuses the student more on presentation in the future.

Additional Comments: Language arts: punctuation –period, exclamation mark, question mark.

6 Trait: Presentation

Knuffle Bunny: A Cautionary Tale– Kindergarten -3rd grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will understand that presentation is an important part of 6 + 1 Traits of Writing.



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Connection to and across Other Content Areas: Guidance class can use this book to discuss communication. Media curriculum – Caldecott Award

Resource Materials, including technologies: *Knuffle Bunny: A Cautionary Tale* by Mo Willems

Instruction:

Activation of Prior Knowledge: Ask if students have a favorite picture book. Have the students share the title of their favorite picture book with a partner.

List on the board what they liked about their particular book – illustrations, plot, a particular character, etc.

Introduction (Exploration Activity): Introduce to the students *Knuffle Bunny*.

Today we are going to really concentrate on how the author presented this book. In particular, when we read, notice how the font changes. We will explore why the author changes the font and how that affects us as a reader.

Instructional Strategies (Model/Guided Practice): Read *Knuffle Bunny* without stopping. (This is a story about a little girl named Trixie that becomes very sad when she forgets her stuffed bunny at the Laundromat.)

Tell the students this time when reading, if they notice the font changes, please raise your hand.

Reread the story this time stopping when the class raises their hands. Explore why the author changed the font. Ask the students why the author would change

the font. How does he want you to read the words? Faster, slower, softer, louder...

What about the font inside Trixie's word bubbles?

Discuss the page – Blabble plabble! Wumby flappy?! Snurp. Why the different sizes? What emotion is he trying to get across to the reader by presenting the book in this fashion?

Investigate the page when Daddy is looking into the washing machine. Discuss the size of font. What emotion is he trying to express?

Discuss the importance of presentation in this book.

Check for Understanding: Read other Mo Williams' books such as *Don't Let the Pigeon Drive the Bus* and *Don't Let the Pigeon Eat a Hotdog*. Have students journal on how the author expresses himself through the font of the book.

Independent Practice/Assessment: Throughout the year discuss how presentation helps us read the story with expression. Recognize the value of students observing and applying this skill.

Additional Comments: Knuffle Bunny would also be a great book for sentence fluency and ideas.

6 Trait: Presentation

The Neighborhood Mother Goose – 2nd -5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Lesson Objective(s): Students will learn the importance of presentation in 6 + 1 Traits of Writing™.



Connection to and across Other Content Areas: Author studies – Nina is the daughter of Donald Crews and Ann Jonas

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Resource Materials, including technologies: *The Neighborhood Mother Goose* by Nina Crews, variety of nursery rhyme books, NWREL rating scale for presentation.

Instruction:

Activation of Prior Knowledge: Ask students if they can recite any nursery rhymes.

Introduction (Exploration Activity): Discuss that many authors have nursery rhyme books.

Discuss what makes each nursery rhyme book different.

Instructional Strategies (Model/Guided Practice): Discuss with the class that today we are going to look at the presentation of each nursery rhyme book. Each group will receive a book and judge its presentation by the NWREL 6 + 1 Traits of Writing.

Discuss the meaning of the scale. Tell them that for this activity we are going to rate them on the last element:

5 - When appropriate to the purpose and audience, there is effective integration of text and illustrations, charts, graphs, maps, tables, etc. There is clear alignment between the text and visuals. The visuals support and clarify important information or key points made in the text.

3 - An attempt is made to integrate visuals and the text although the connections may be limited.

1 - The visuals do not support or further illustrate key ideas presented in the text. They may be misleading, indecipherable, or too complex to be understood.

Be sure to tell them to make comments on why they rated the presentation the way they did.

Check for Understanding: Have students look at a piece of their finished writing. Using the whole presentation rubric have them judge their writing.

Independent Practice/Assessment: See if using the rubric focuses the student more on presentation in the future.

Additional Comments: Discuss Ann Jonas and her connection to Donald Crews and Ann Jonas.

6 Trait: Presentation

technically: IT'S NOT MY FAULT: Concrete Poems– 5th Grade

5th Grade Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes

Standard 7: Demonstrates competence in speaking, listening and viewing as tools for learning and communicating

Lesson Objective(s): Students will be able to define what is a concrete poem.

Students will use literature to gain an understanding on the importance of presentation in their writing.

Connection to and across Other Content Areas:

This book could make strong connections with our guidance curriculum.

Resource Materials, including technologies: *technically, IT'S NOT MY FAULT* by John Grandits, transparency with the word pretty typed in several different fonts. Transparencies of several poems from the book.

Instruction:

Activation of Prior Knowledge: Have students list all the traits in the 6 + 1 Traits of Writing. (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation).

Ask students as a review to discuss why presentation is so important in books.

Display the transparency with the word pretty in several fonts. Discuss the feelings that are conveyed with font – childlike, formal, textbook, etc.

Introduction (Exploration Activity): Tell them that today they will listen and view several poems from a book called *technically, IT'S NOT MY FAULT!*

Tell them to concentrate on the presentation of these poems. Discuss the unique elements in the presentation.

Read and view several poems from the book.



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Have a class discussion about how these poems are different than many poems they have studied.

Instructional Strategies (Model/Guided Practice): Tell the students that these are concrete poems. Share with the students the words inside the book jacket, "Robert's hilarious view of the world is expressed through a series of concrete poems, in which words, ideas, type, and art combine to make pictures and patterns."

Look at each poem again. Discuss as a class the words, ideas, type, and art that went into the poem. Discuss how important each one is to the presentation.

Ask the students to write a half a dozen to a dozen things they do everyday as a list.

Using this list ask them to present this in a concrete poem.

Without sharing the clock poem in the book, ask the students to come up with a way they can describe their day using concrete poem.

Check for Understanding: Select several students to share their concrete poem to the class – discuss if it came easy to them or was it difficult.

Share the concrete poem called My Stupid Day by the author John Grandits.

Independent Practice/Assessment: Let students express themselves through concrete poems during journal writing.

Additional Comments: This book would be a great way to introduce voice.

6 Trait: Presentation

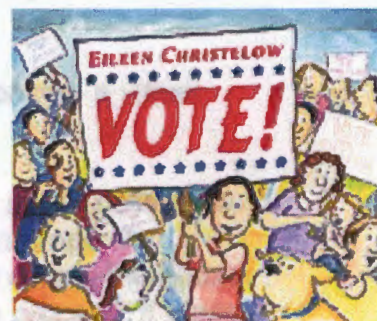
Vote! – 3rd – 5th grade

Reading Language Arts Benchmarks:

Standard 1: Understands and applies the general skills and strategies of the writing process

Standard 2: Understands and applies the stylistic and rhetorical aspects of writing

Standard 6: Reads with understanding for a wide variety of purposes



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Lesson Objective(s): Students will learn that presentation plays an important role in writing.

Connection to and across Other Content Areas: Social Studies

– voting, studying the Constitution, community units

Art curriculum – graphic design

Resource Materials, including technologies: *Vote!* by Eileen Christelow

Instruction:

Activation of Prior Knowledge: Write the word VOTE on the board.

Brainstorm issues that people vote on during election time. Discuss times students use the voting process.

What does voting mean?

Introduction (Exploration Activity): Define the word Vote.

The act of making a choice or stating a preference to determine the outcome of something.

Introduce the book *Vote!* by Eileen Christelow.

Read the just the writing at the top and bottom of the pages. Do not read the look at or read the graphics on the page.

Instructional Strategies (Model/Guided Practice): Introduce the book *Vote!* by Eileen Christelow.

Read the just the writing at the top and bottom of the pages. Do not read the look at or read the graphics on the page.

Discuss the voting process.

Tell the students that in this particular book the author wanted to reach out to the reader in a different style. The author presented the book in two ways. She wrote using very clear simple text outlining everything involved in the voting process, but then she added a “comic-style” or graphic art to her work. She puts her words stated on the page into a comic-style story. She replays her words above in the story line of the comic.

By presenting the book in this fashion she gains a larger audience – a visual audience. She makes the words come alive.

Show page 23 in the book. Discuss in the paragraph they talk about pollsters and how they ask people who they plan to vote for – below the paragraph the characters in the book are acting out the story line of pollsters calling the house. The characters give depth and more information on the voting process. It places its characters in “real” situations that can happen.

Bringing these two elements together and presenting the information in several ways gives the reader more information in an easy to read format.

At the end of the book, Eileen presents the information one more time in a time line. In the same fashion throughout the book we have basic information followed by comic-style characters adding details to help us understand the voting process.

Discuss with students how the layout of the comics cover the pages. List the variety of ways she presents the comics. Discuss how variety in the presentation keeps our attention.

Check for Understanding: Have students list the affect of the presentation of this book on them. Was it easier to understand the voting process? How? What made it work?

Independent Practice/Assessment: Have students do a timeline of the school day. Have them add graphics in to help explain and gather interest so the reader has a good understanding of the events during the day.

Discuss how a new student might benefit from this timeline.

Presenting the timeline with important information and graphic art could make a new student feel more comfortable in starting their first day in their classroom at Brookview.

Additional Comments: Discuss how this book also is an example of voice.

Chapter 5

Conclusion

This study recognized that teachers perform under an incredible amount of stress daily. They feel overcome at the end of each day by stress and high expectations placed upon them for their students to achieve (Black, 2003, p. 37). In addition, the study showed that reading aloud was an important component in helping students become excited about reading and writing. Furthermore, research shows teachers need to help students make connections between what the teacher shares as a read-aloud and what is being taught in the classroom. Therefore, the media specialist is there to help teachers make the connection between award-winning literature and classroom curriculum.

This study demonstrated how the media specialist is a valuable resource in assisting teachers in reviewing current award-winning children's literature to develop the 6 + 1 Traits of Writing in their classroom curriculum. It provided teachers with mini-lesson ideas that relate current ALA Notable Children's Books for Younger and Middle Readers to the 6 + 1 Trait™ model that supports the Reading and Language Arts Benchmarks and Teaching Objectives in the Waukee School District.

In the conclusion of the this study the researcher found that it was an enlightening job to look closely through award-winning picture books and discuss them with the reading strategist in the district. The researcher found that simple conversations about each book sparked an amazing amount of ideas. As a media specialist, when books arrive and suit a particular part of a grade levels curriculum they are placed with a note in the teachers' mailboxes. Often without that one-on-one conversation the books are returned without seeing their full potential on correlating the book with curriculum. Today in the

average school day there is so much stress placed on the teacher it is hard to find time to discuss how literature can enhance their classroom curriculum. These mini-lesson ideas will be a great start to begin a better line of communication.

Recommendations for Future Studies:

This project can generate future projects. For instance, connecting current ALA Notable Children's Books for Older Readers and 6 + 1 Traits of Writing™ or featuring current award-winning literature to further model teaching objectives (such as context clues, main ideas and details, reading fluently, etc.) in a school district's Reading and Language Arts Benchmarks and Teaching Objectives curriculum. Producing a web page that matches current award-winning books with a clear purpose why the book would be an excellent read-aloud and connect the books to reading and writing teaching objectives would be a wonderful way to help assist classroom teachers.

Media specialists can establish an important role in the education community by helping their teachers make literacy connections to the *6 + 1 Trait*™ model. Teachers who want to bring current notable children's literature for young readers into their classroom curriculum, but find it toilsome to find time will find assistance in this study. They now have a valuable timesaving resource available that will provide valuable links between their curriculum and the most current notable literature for younger readers.

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Appendix A

6 Trait listed here

Title of book -Grade Level(s)

Content Standard, Benchmark, Curriculum Guide objective, District student learning goals, or building annual improvement goals:

Lesson Objective(s):

Connection to and across Other Content Areas:

Resource Materials, including technologies:

Instruction:

Activation of Prior Knowledge:

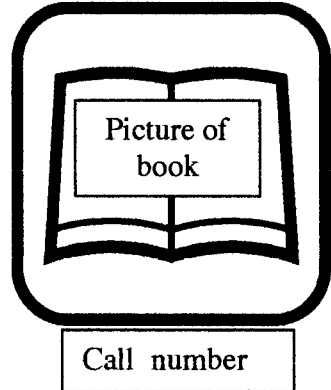
Introduction (Exploration Activity):

Instructional Strategies (Model/Guided Practice):

Check for Understanding:

Independent Practice/Assessment:

Additional Comments:



Appendix B

The following is the list of books used in the project: Using American Library Association's Current Notable Literature for Younger and Middle Readers to Help Enhance the 6 + 1 Trait Writing Model™ for the Elementary Classroom.

Alphabet Under Construction

Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plain

Bruh Rabbit and the Tar Baby Girl

The Cats in Krasinski Square

Coming Home Soon

Ella Sarah Gets Dressed

ellington was not a street

Gooney Bird Greene

Guji Guji

Hot Day on Abbott Avenue

If Not for the Cat

Kitten's First Full Moon

Knuffle Bunny: A Cautionary Tale

The Man Who Walked Between the Towers

Mighty Jackie: The Strike-Out Queen

The Neighborhood Mother Goose

Odd Boy Out: Young Albert Einstein

Rap a Tap Tap: Here's Bo Jangles- Think of That!

Science Verse

Sidewalk Circus

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread

Talkin' About Bessie: The Story of Aviator Elizabeth Coleman

technically, IT'S NOT MY FAULT: Concrete Poems

To Fly: The Story of the Wright Brothers

The Turn Around, Upside-Down Alphabet Book

Vote!

What is Goodbye?

Where is the Green Sheep?

Wild About Books