

Third Grade

ELA



Dear Parents,

We are very excited to be launching our reading workshop! This year our reading workshop sessions will be focused on fostering a love of reading and building our stamina as readers. The best way to grow as a reader is to read often and for longer and longer periods of time.

Families play an important role in supporting students' growth. Please spend time with your child visiting the library and/or bookstores to select books that interest him or her. Families should also set aside a time for their children to read self-selected books every night and record the title, author, number of pages read, and the date on their Reading Log.

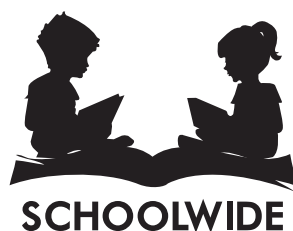
We have been working hard at making our classroom a peaceful and conducive atmosphere for reading. To continue the work we have started in school, please help your child find a quiet and relaxing place where he or she can read free of distractions in your home.

Helping with all of these things will ensure that your child will grow as a reader this year. Thank you in advance for your support.

Sincerely,

SCHOOLWIDE FUNDAMENTALS

Short Shared Text



Why Bears Sleep All Winter

A Tale from Lapland

Retold by Gale Sypher Jacob

Art by Lia Elizabeth Marcoux

When the world was young, Ulko, the Thunder God, often climbed down from the clouds to inspect the earth. He walked the land dressed as an ordinary man. One afternoon, Ulko hiked in the northern mountains. He was enjoying a bright fall day before the long, dark winter.

Ulko came to a stream and stopped to admire the hills on the other side. He wished to cross the stream and climb those hills. But there was no bridge and the rushing water was too deep.

Near where he stood, a black horse hungrily grazed on the last of the wild grasses.

“I must keep eating this grass.”



Ulko said, “Horse, carry me across the stream and I will give you a great reward.” The horse raised his head. “I must keep eating this grass,” he said. “Snow will soon cover the food on the ground.” And with that, the horse lowered his head and continued grazing.

Ulko shook his head and walked farther along the stream. He hadn’t gone half a mile before a leaping reindeer appeared.

Ulko called, “Reindeer, carry me across the stream and I will give you a great reward.”

“Going south to escape the deep winter snow,” said the reindeer. “Can’t stop for a minute. Miles to go.” And he leaped away.

Ulko shook his head and walked farther along the stream. As he reached

“Can’t stop for a minute. Miles to go!”



Splish, splash!

the edge of a forest, he met a brown bear. The bear was gobbling the last of the wild berries from a bush.

Ulko said, “Bear, carry me across the stream and I will give you a great reward.”

The bear looked at Ulko and swallowed a mouthful of berries. “More berries may grow on the other side,” said the bear. “I will happily give you a ride.”

“You will not be sorry,” said Ulko.

Ulko gripped the bear’s shaggy coat and climbed up onto his back. *Splish, splash!* They crossed the

stream safely. There, in a meadow, the bear found more berry bushes. He ate while Ulko hiked in the hills nearby.

As the day grew to an end, the sun dimmed and a stiff wind blew around the hills. Ulko returned to the meadow and found the berry bushes empty. The sleepy bear, with a full stomach, leaned against the rocky entrance of a cave.



“Bear, climb into this cave and sleep.”

Ulko said, “Bear, climb into the cave and sleep. Your kindness has brought you a great reward. You will sleep until the sun grows strong and spring arrives. Bears will never again worry about finding food in the long, dark winter.”

“A great reward, indeed!” said the bear, curling up in the cave.

Ulko climbed the mountains and back up to the clouds, happy to have rewarded a good deed.

And this is why bears, but not horses or reindeer, sleep all winter. ❧

Excerpt from *Zoobooks®: Animal Champions*

Marathon runners are proud of their ability to run long distances. They run over 26 miles without stopping. But many animals travel much farther. They may go *thousands* of miles in search of food, or to escape bad weather. And some will journey very long distances to find good places to lay eggs or raise their young.

When animals take regular trips like these every year, their movements are called *migrations*. During these migrations they show a determination and endurance that we can only admire. Nothing seems to stand in their way. Many of them cross wide oceans or barren wastelands. Others fly over the highest mountains. Some may swim up the fastest-rushing streams. And they make all of these amazing journeys—across oceans, mountain ranges, and vast wildernesses—without a map to guide them!

Arctic Terns are probably the greatest travelers among the birds. They may fly 20,000 miles in a single year—a distance almost equal to a trip around the world.



At the end of their lives, **salmon** return to the places where they were hatched to lay their eggs. To make this journey, a Chinook Salmon may swim as far as 3,000 miles.

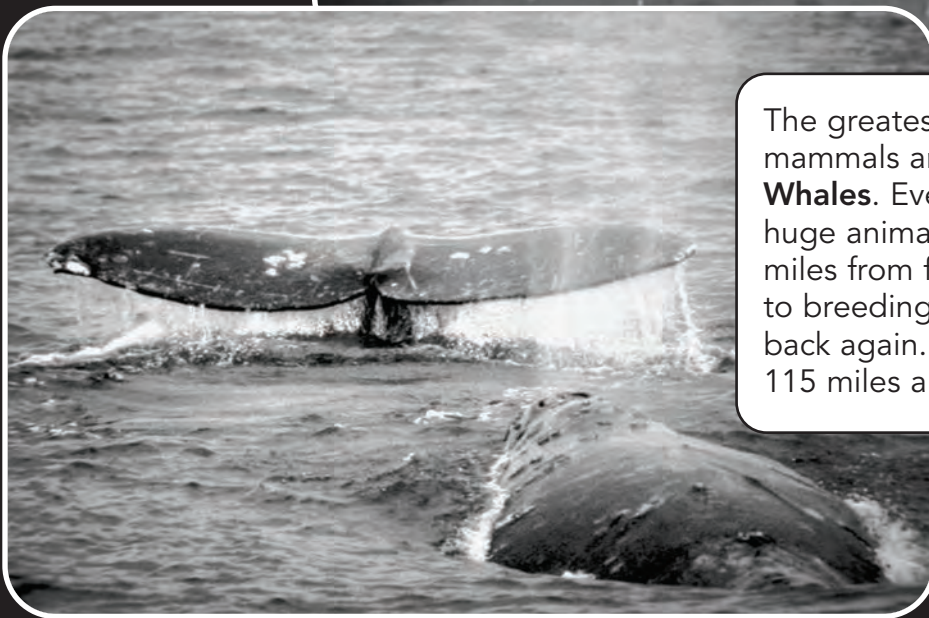
Caribou often migrate long distances between their winter and summer homes. To get from one home to the other, they may travel 800 miles or more. Along the way, they often have to cross water and other obstacles, but nothing stops them.





Siberian Tigers often wander great distances in search of food. One big male walked more than 620 miles in just 22 days.

Before they can lay their eggs, **Green Sea Turtles** must return every year to the places where they were hatched. To do this, some of them swim up to 2,800 miles.



The greatest travelers of the mammals are **California Gray Whales**. Every year, these huge animals migrate 26,000 miles from feeding grounds to breeding grounds and back again. They swim about 115 miles a day.

The **Red Bat** is the champion flyer among the mammals. These bats may migrate more than 5,600 miles each year, and most of that journey is over the ocean.

The Twister

by Karen Smith

I've heard about it,
I've read about it,
I've seen it on TV.

Now it's really happening to me!
I'm suddenly being taken up, up, up.
I see the tops of trees.

I can't believe this is happening to me!
I'm finally being taken down, down, down.
I feel a shaking in my knees.

It's almost over.
This actually did happen to me!

I hear the screams,
I hear the moans,
I hear my sister yell, "WHOOPEE!"

"Let's go again!
Bet you can't get back in line before me!"

Great Travels

by Shelley Karlen

Gran and Poppy love to travel.
They have traveled far and near.
Whenever they travel, I can expect
Dozens of pictures and postcards to appear.

There's Poppy on a camel
And Gran feeding a gazelle.
They've even been to Cairo
And the Great Wall of China, as well!

I have cards from Rome and Paris,
Coins from Bangkok in my bank,
Pictures of them sailing in the Hawaiian Islands,
And splitting coconuts—whose milk I see they drank!

They've gone camping in the Rockies,
Even in the cold.
They've floated in the Dead Sea.
Gee, my Gran and Poppy are quite bold!

Gran and Poppy love to travel
Great distances on both land and sea,
But the best part of their travels
Is coming home to me!



Feeling the Rain

by Julie Spreckels

The light trickle of drops on my face
On a warm spring day
Is the perfect refreshment I need
After hours of playing in the sun.

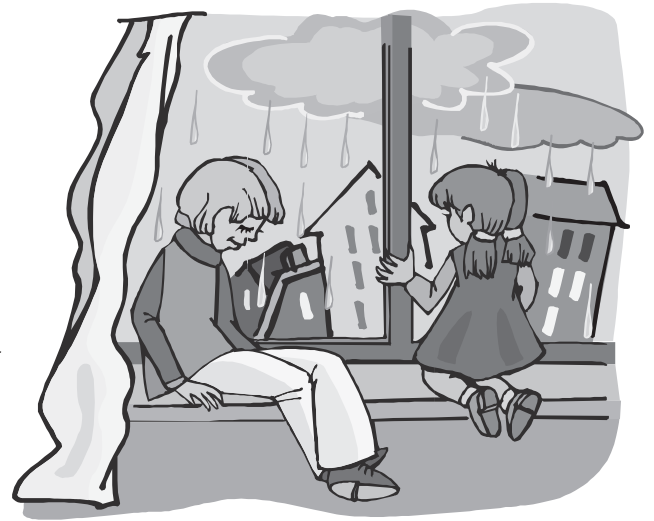
As the sun is pushed aside by the dark grey clouds
Moving rapidly toward me,
I can't help but feel a sense of relief
Because now I get to spend my day indoors.

When the steady rat-a-tat awakens me
On an early Sunday morning,
I grab my favorite book and lay on my couch
And know that my day will be peaceful.

The flash of light and the thunderous boom
That awakens me in the middle of the night
Feels eerie and spooky,
But covers pulled tight to my chin make me feel safe.

As the sun awakens and peeks its head out
From the blanket of clouds,
I look out my window at the glistening puddles
That remind me of lazy days.

When the hot summer day is interrupted
By a quick, passing storm,
I run for cover and a cozy seat, watching the storm pass
And I wait to play in the sand again.



Insects: Using Color to Keep Alive

by John Bonnett Wexo

From *Zoobooks®: Insects*

Introduction

Color is found everywhere in the world of insects. The insects don't care about beauty. To them, color may be a matter of survival. Insects use color to keep themselves alive in three different ways. First, they may use it to camouflage themselves, making it harder for predators to see them. Second, some insects use bright colors as a warning to predators to let them know they may be poisonous or bad tasting. Third, some insects may imitate the bright colors of other insects to make predators think they are bad to eat. These insects aren't really poisonous or bad tasting, but the color patterns on their bodies fool predators into thinking they are.

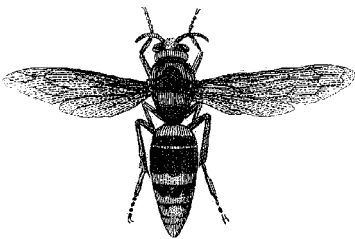
Tiger Moth

This moth's brilliant colors are a warning that it has a terrible taste. It also has a tiny "face" on its back. But nobody is really sure if this also helps protect it. Can you find the face on the moth's back?



Hoverfly and Hornet Moth

Some insects are "actors." They have "costumes" that fool predators. These insects are usually harmless. They have no sting, no poison, and no bad taste. But their costumes may be enough to make predators think they are dangerous or not good to eat. For example, the fly at left looks like a honeybee. And the moth at right is imitating a wasp.



Blinded Sphinx Moth

Many moths also have double protection. First, their front wings may be used to camouflage them. When these wings are folded back, the moth may be hard to see. Second, their rear wings may have bright “eyes” to frighten predators away. To flash its eyespots, a moth simply spreads its front wings. The sudden appearance of the “eyes” startles a bird or other predator, so the moth can fly away unharmed.



Leaf Beetle

The amazing color patterns on this beetle are really a sign that says, “Poison—Don’t Eat Me!” One bite is enough to make many predators sick.

Tropical Katydid

This katydid keeps its color hidden until it is needed. When it senses danger, the katydid stands on its head like an acrobat. This reveals markings on the underside of its body that make it look like a wasp.

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Name: _____

Date: _____

My Reading Life Survey

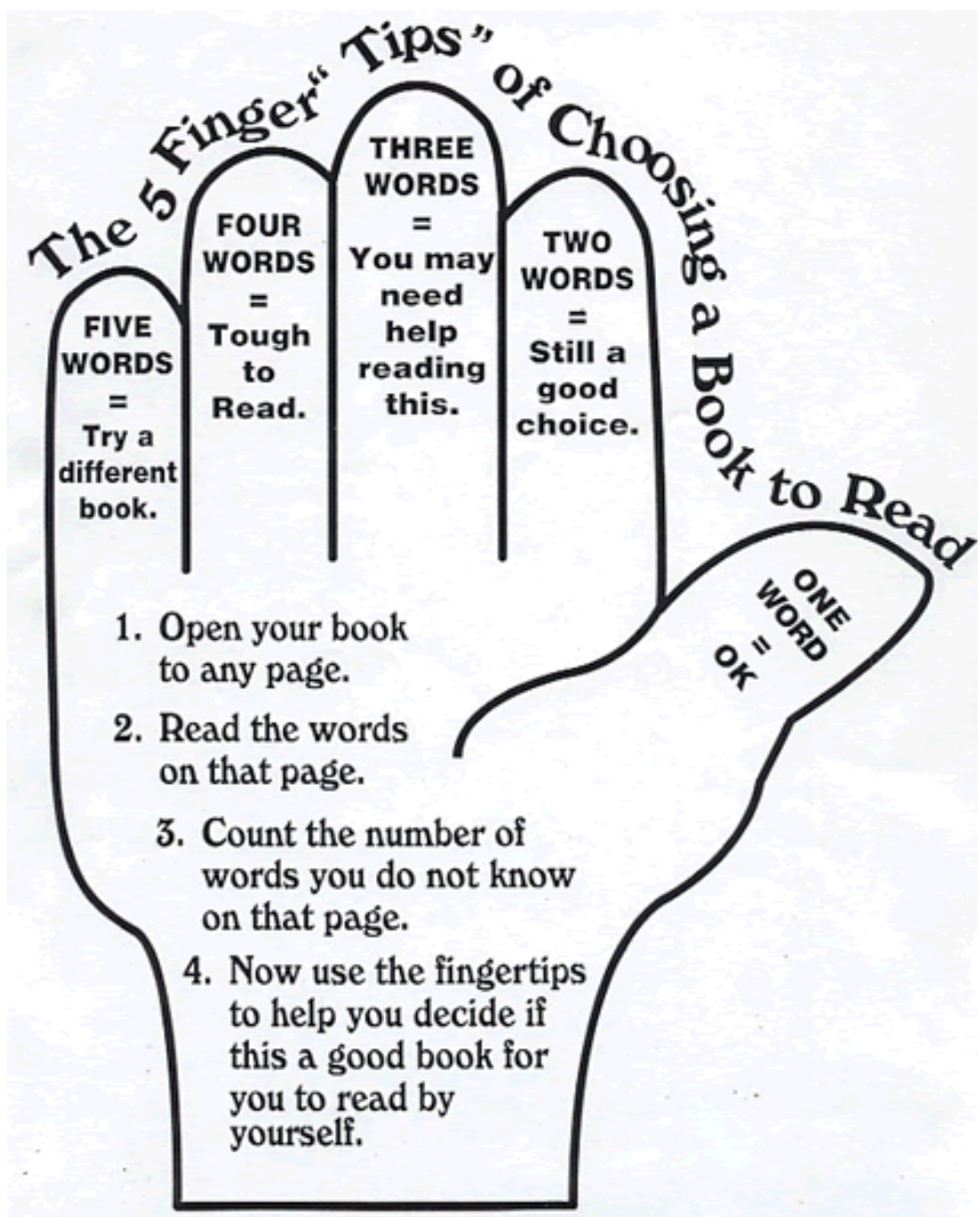
1. Do you like to read? _____
2. What are some of your favorite books? _____
3. Who are your favorite authors? _____
4. How do you pick the books that you want to read? _____
5. Do you have a library card? How often do you visit the library? _____
6. About how many books do you own? _____
7. Where is your favorite place to read? _____
8. What topics do you like to read about (e.g., sports, animals, space, etc.)? _____
9. What is one of your favorite reading memories? _____
10. How can our class help you grow as a reader? _____

Name: _____

Date: _____

Matrix Chart

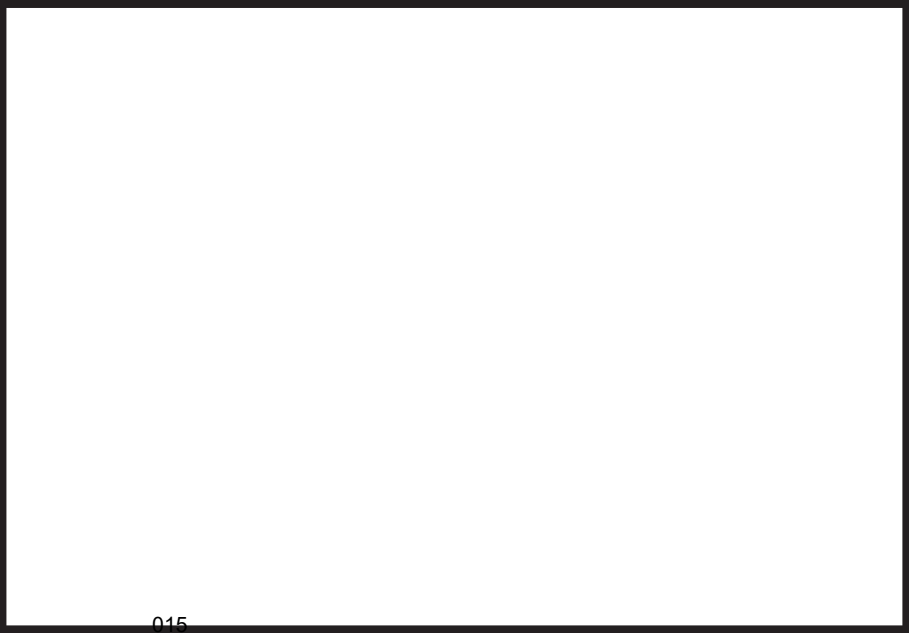
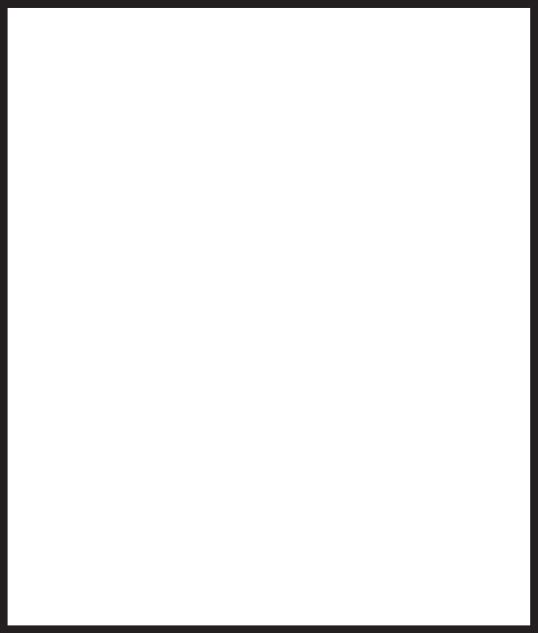
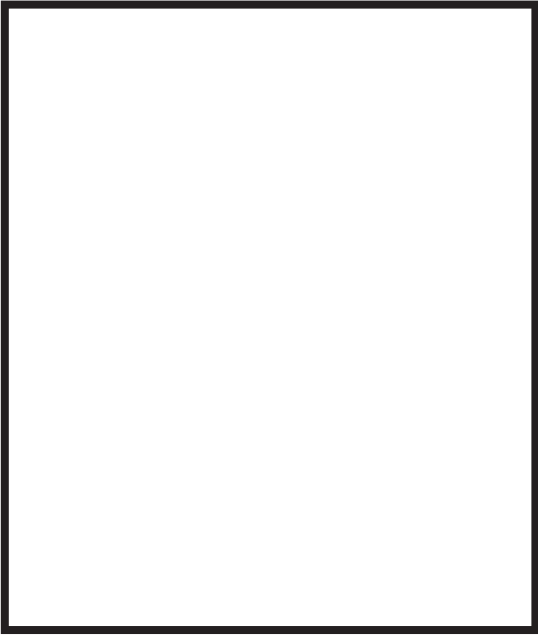
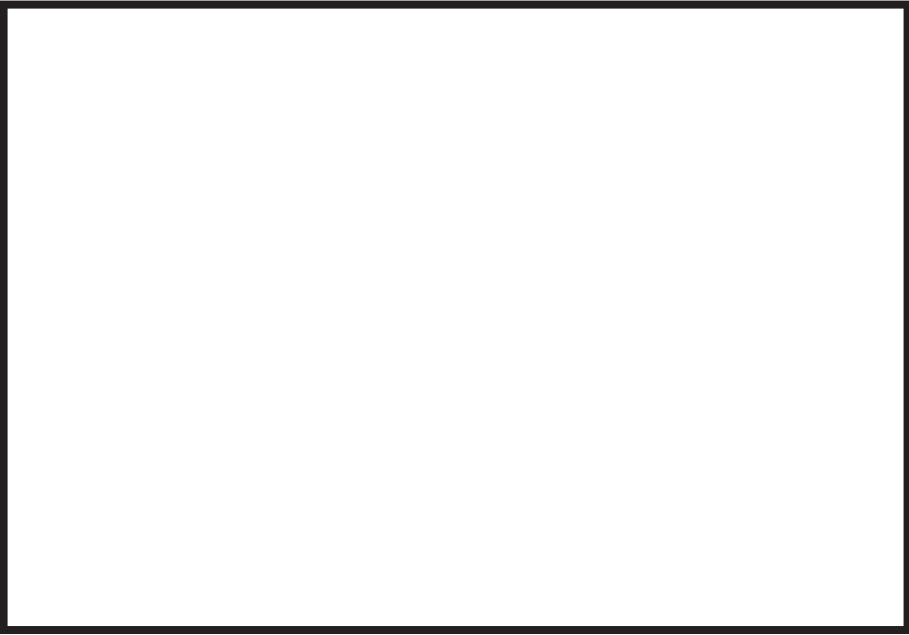
Henrietta’s Reading Habits	My Reading Habits
Henrietta reads the same books over and over again.	
Henrietta finds books to read at the library.	
Henrietta reads every day.	
Henrietta reads a book on something she is interested in (writing books).	
Henrietta writes a story because she loves to read so much.	
Henrietta reads a book aloud to friends to share it.	

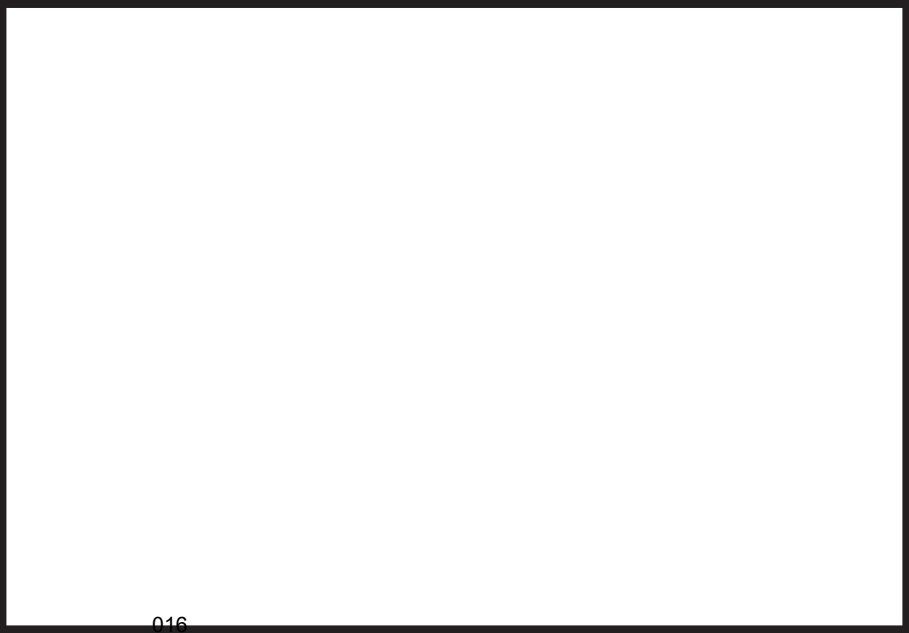
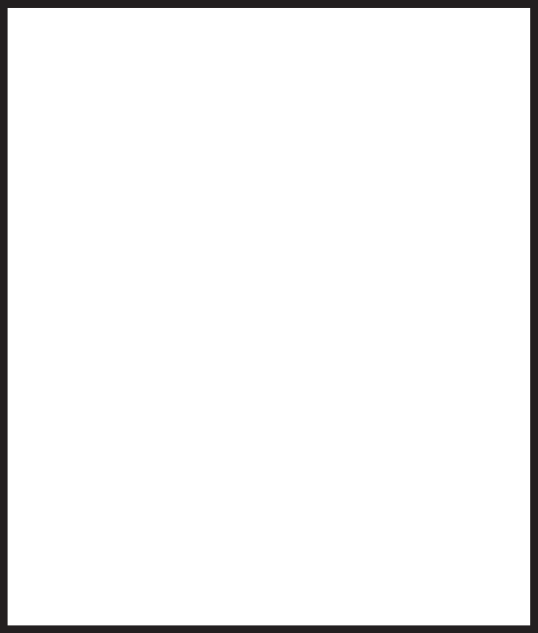
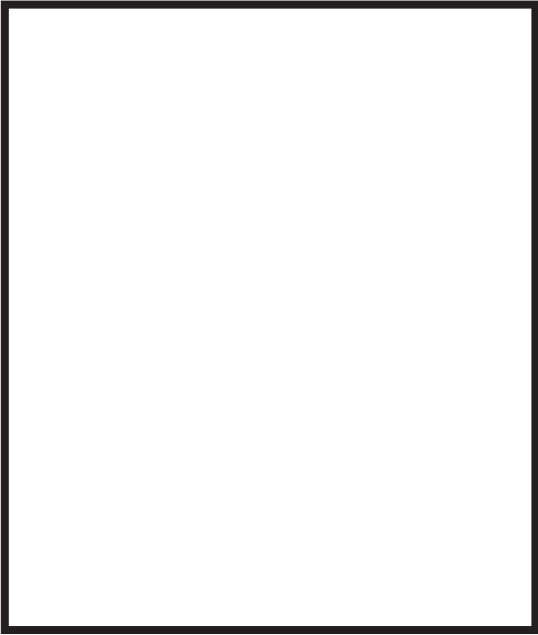
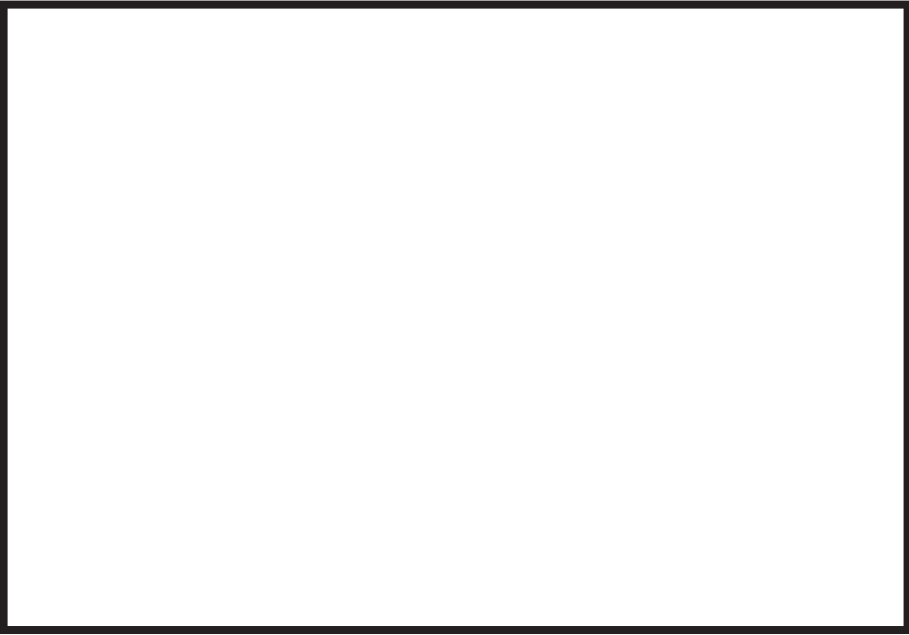


Name: _____

My Reading Log

Date	Title of Book	Type of Text (Poetry, Nonfiction, Fiction)	Page Started	Page Ended





Growing as Readers

Keeping Track of My Reading

- What have I read that I loved?
- What types of books do I love?
- Which authors are my favorites?
- What is my favorite genre?
- Is there a genre I would like to try reading? Is there one I'm nervous to try?

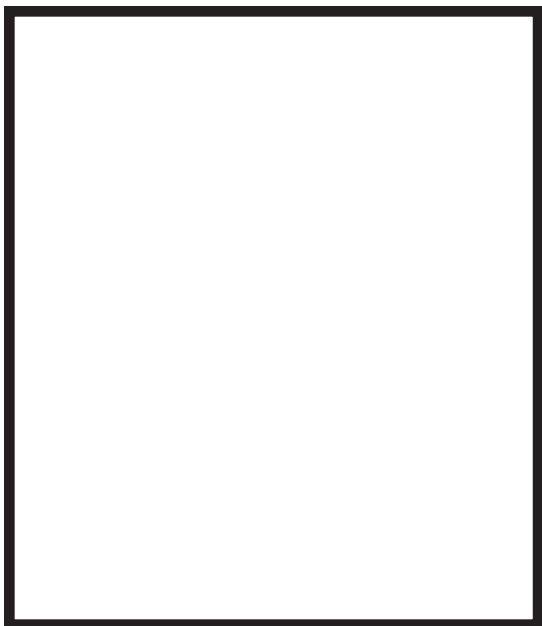
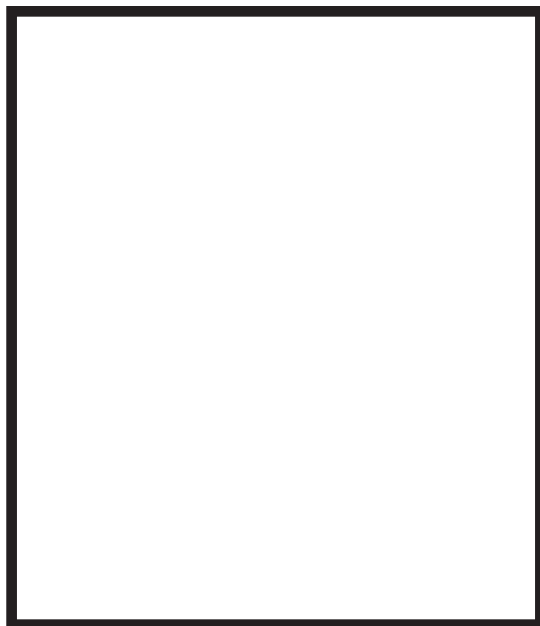
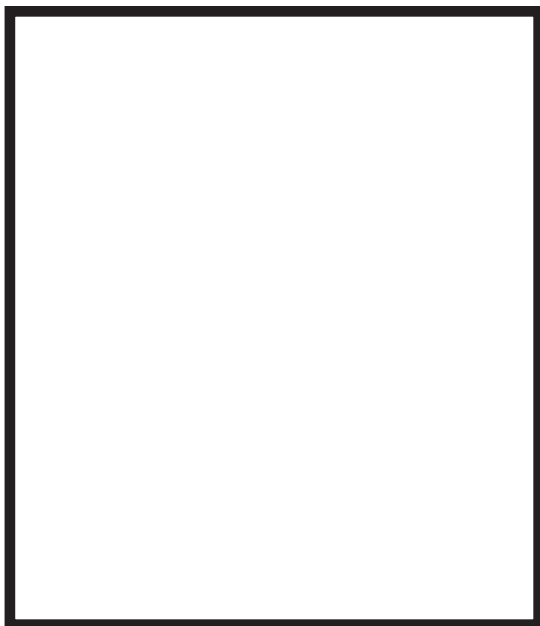
Making Plans for Myself as a Reader

- What have others read that I might want to read, too?
- What is available in our class and/or school library?
- Is there a particular book that looks really interesting?
- How do I find out what interests me?
- How do I know if a book is just right?
- How do I read for longer periods of time to build my reading stamina?
- What are some qualities that describe me as a reader? What do I do well? How can I grow as a reader?



_____ 's Reading

Goal: _____



How to Choose “Just-Right” Books	How to Choose “Just-Right” Books	How to Choose “Just-Right” Books	How to Choose “Just-Right” Books
<ul style="list-style-type: none"> • First look at the cover of a book—note the title, author, and illustration. Does the book seem interesting? • Read the blurb on the back of the book to learn more about the subject or topic. • Flip through the book and read the first page. Can you read and understand the words? Can you read the text fluently? • Use the Five Finger Rule—Are there fewer than five words on a page that are unfamiliar to you? 	<ul style="list-style-type: none"> • First look at the cover of a book—note the title, author, and illustration. Does the book seem interesting? • Read the blurb on the back of the book to learn more about the subject or topic. • Flip through the book and read the first page. Can you read and understand the words? Can you read the text fluently? • Use the Five Finger Rule—Are there fewer than five words on a page that are unfamiliar to you? 	<ul style="list-style-type: none"> • First look at the cover of a book—note the title, author, and illustration. Does the book seem interesting? • Read the blurb on the back of the book to learn more about the subject or topic. • Flip through the book and read the first page. Can you read and understand the words? Can you read the text fluently? • Use the Five Finger Rule—Are there fewer than five words on a page that are unfamiliar to you? 	<ul style="list-style-type: none"> • First look at the cover of a book—note the title, author, and illustration. Does the book seem interesting? • Read the blurb on the back of the book to learn more about the subject or topic. • Flip through the book and read the first page. Can you read and understand the words? Can you read the text fluently? • Use the Five Finger Rule—Are there fewer than five words on a page that are unfamiliar to you?

Examining My Reading Habits: Setting Goals

Answer the following questions thoughtfully and honestly in order to create reading goals for this year.

1. How careful am I when I choose “just-right” books for independent reading?

2. How do I build my reading stamina? Do I try to add more pages and/or more time to my reading routine each day or night?

3. When I get distracted while reading, how do I refocus and tune back in?

4. Do I read a variety of genres?

5. What new reading and thinking strategies do I use when I read?

6. While I read, do I check whether the text is making sense to me?

7. As I read, do I collect information (connections, questions, thoughts, etc.) to share with others during a discussion?

Name: _____

Date: _____

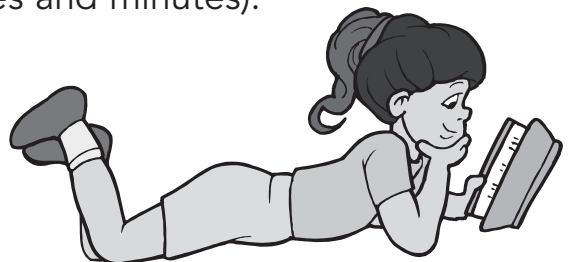
My Reading Goals

I've selected these goals with my teacher to help me grow as a reader!

Date Set	Goal	Date Achieved

How to Stay Focused

- Preview the text to give yourself some background information about what you will read.
- Keep your eyes focused on the words on the page.
- Use your finger to touch the words as you read and/or use an index card to focus on the lines you are currently reading.
- Create a picture in your mind of what you're reading.
- Read aloud in a quiet voice to hear the words.
- Reread when you lose focus to remind yourself of what's happening in your text.
- Take a break when you lose your focus, take a breath, and then come back to your text.
- Restate (or retell) what you've read after you get through a good portion of the text.
- Read at your own pace.
- Choose texts that are interesting to you.
- Keep track of how much you read (pages and minutes).
- Celebrate your accomplishments!



Name: _____

Date: _____

Reading Self-Assessment

Answer the following questions honestly and thoughtfully. This is meant to help you become a stronger reader this year.

1. Did I stay focused when reading? Which strategies helped me today?
2. Did I understand what I was reading? Can I retell the story or explain the important ideas?
3. Did I find a good reading spot and avoid distractions? Why was this reading spot so successful?
4. How many pages did I read today during independent reading time? How many did I read each day this week?

My Stamina Chart

Name: _____

50																			
48																			
46																			
44																			
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My Stamina Chart

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Date																			

Rules for Discussing Texts

- Come to discussions prepared to discuss ideas from the text.
- Keep your eyes on the person speaking.
- Be respectful when you are speaking.
- Be respectful when you are listening.
- Keep your mind focused on the topic of discussion.
- Retell relevant portions of the text or story to demonstrate your understanding.
- Speak clearly and slowly.
- Speak one at a time so everyone's voice can be heard.
- Use the text to support the ideas you share.
- Ask and answer questions about the topic being discussed.

Discussion Starters

Complimenting

- ☐ "I like the way ____."
- ☐ "Now I understand better because ____."
- ☐ "What you said about ____ really makes sense to me because ____."
- ☐ "Thank you for explaining ____."

Agreement

- ☐ "I agree with ____ because ____."
- ☐ "I like what ____ said because ____."
- ☐ "I agree with ____; but on the other hand, ____."

Disagreement

- ☐ "I disagree with ____ because ____."
- ☐ "I'm not sure I agree with what ____ said because ____."
- ☐ "I can see that ____; however, I disagree with (or can't see) ____."
- ☐ "My idea is a little different because ____."
- ☐ "Have you thought about ____?"

Clarifications

- ☐ "Could you please repeat that for me?"
- ☐ Paraphrase what you heard and ask, "Could you explain a bit more, please?"
- ☐ "I'm not sure I understood you when you said _____. Could you say more about that?"
- ☐ "What's your evidence?"

Confirmation

- ☐ "I think ____."
- ☐ "I believe ____."
- ☐ "It seems to be that ____."

Confusion

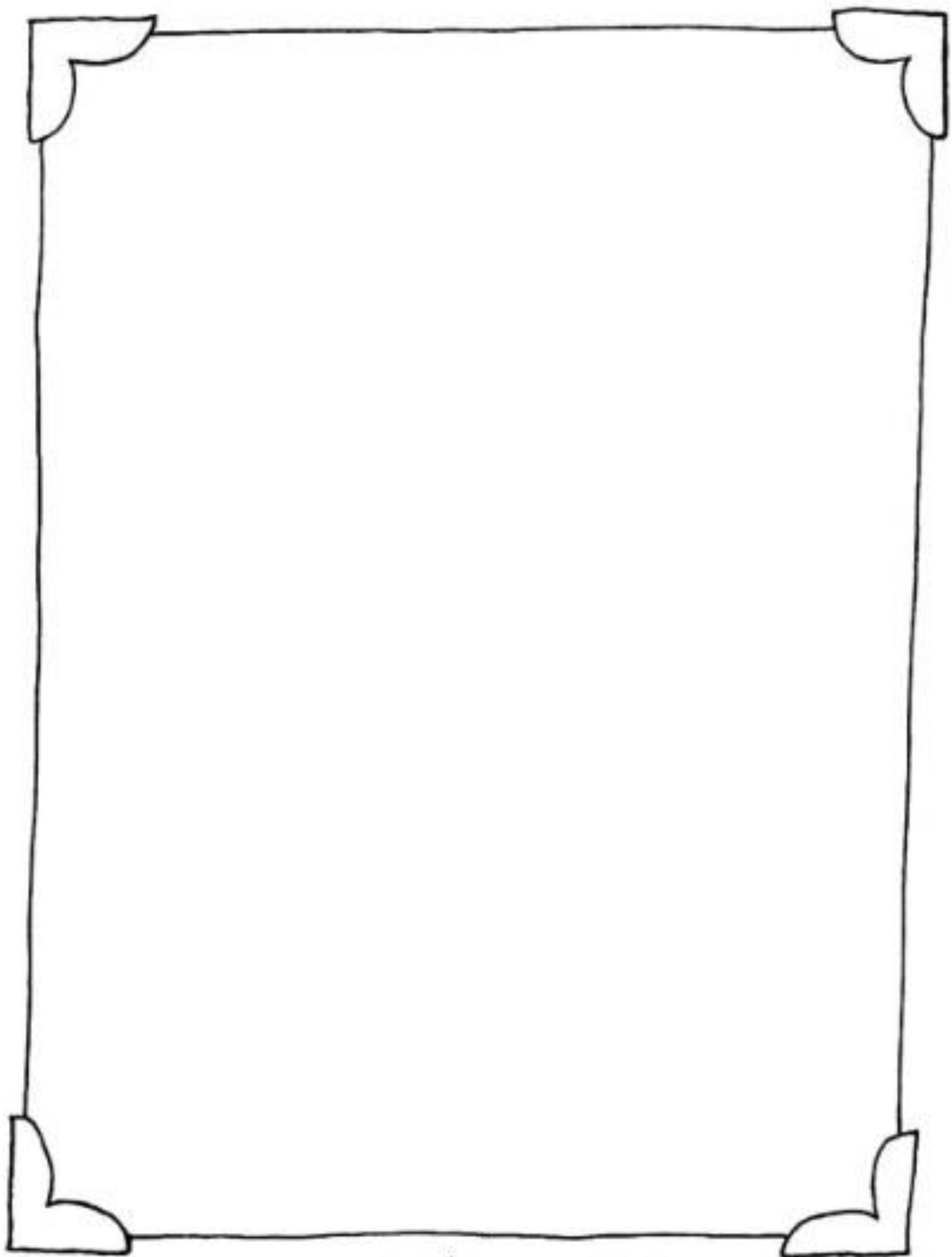
- ☐ "I don't understand ____."
- ☐ "I am confused about ____."

Extension

- ☐ "I was thinking about what ____ said, and I was wondering what if ____."
- ☐ "This makes me think ____."
- ☐ "I want to know more about ____."
- ☐ "Now I am wondering ____."
- ☐ "Can you tell me more about ____?"

Review

- ☐ "I want to go back to what ____ said."
- ☐ "Would you mind repeating what you said about ____?"
- ☐ "I don't think I understand ____."



Talking About Books!

Possible conversation starters:

I wonder . . .
I think . . .
I noticed . . .
I want to share . . .
Do you think that . . . ?



Keeping the conversation going:

I have a different opinion . . .
I also noticed . . . Do you agree?
I see what you are saying but . . .
I want to add . . .



Checking for understanding:

Ask questions when you don't understand.
Ask for evidence when something sounds incorrect.
Provide evidence from the text to support your answers.
Use your partner's ideas to grow your own.

Name: _____

Date: _____

I Have to Share This!

Book Title: _____

Page #	Idea I want to share	Why I want to share this (circle or highlight one or more)
		<ul style="list-style-type: none">- It makes me feel something strong.- It shocks or surprises me.- I have a strong connection to it.- It makes me think about something in a new way.- Other reason.
		<ul style="list-style-type: none">- It makes me feel something strong.- It shocks or surprises me.- I have a strong connection to it.- It makes me think about something in a new way.- Other reason.
		<ul style="list-style-type: none">- It makes me feel something strong.- It shocks or surprises me.- I have a strong connection to it.- It makes me think about something in a new way.- Other reason.
		<ul style="list-style-type: none">- It makes me feel something strong.- It shocks or surprises me.- I have a strong connection to it.- It makes me think about something in a new way.- Other reason.

The Reader's Ear

Good Listeners . . .



Do

- Listen with their ears, their brains, and their hearts.
- Look at the speaker to show respect.
- Connect to ideas being shared.
- Nod their heads.
- Think about what the person is saying.
- Think about making a connection or asking a question.

Say

- I agree with you because . . .
- I have a different idea than yours . . .
- I am wondering about something you said . . .
- I have a question about what you just said . . .
- I would love to hear more about . . .
- Which part of the text makes you think that?

○	
○	
○	

Name: _____

Date: _____

Figuring It Out!

Title of Poem	Word I Don't Know	My Background Knowledge/What I Know About the Topic or Subject	Context Clues (Surrounding Words, Punctuation, and Illustrations)	What I Think the Word Means

My Thoughts

Reflections, Connections, Questions, & Predictions

When something in your book makes you stop and think, write down the page number as you record your entry in your Reading Notebook. This will help with your future discussions.

In your Reading Notebook, you can write about:

- Something the book makes you think about (an issue or problem);
- Something the book reminds you of (like yourself, another book, or a world issue);
- A prediction based on what you've read;
- A prediction about what a character might do based on previous actions;
- A part of the story that really confused you (even though you reread);
- Something you learned from the book;
- An idea that you found surprising, shocking, or fascinating; and/or
- A question you have and an answer based on what you already know.

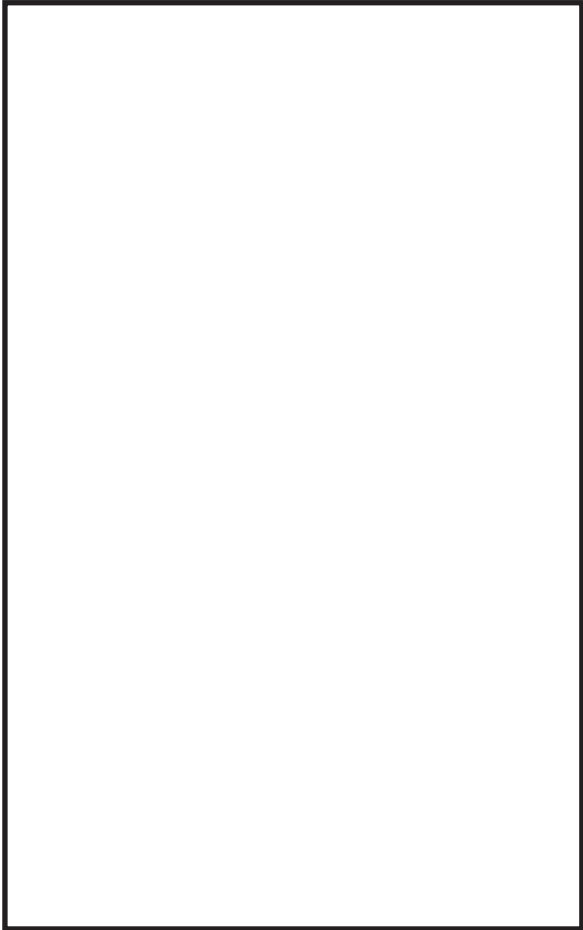
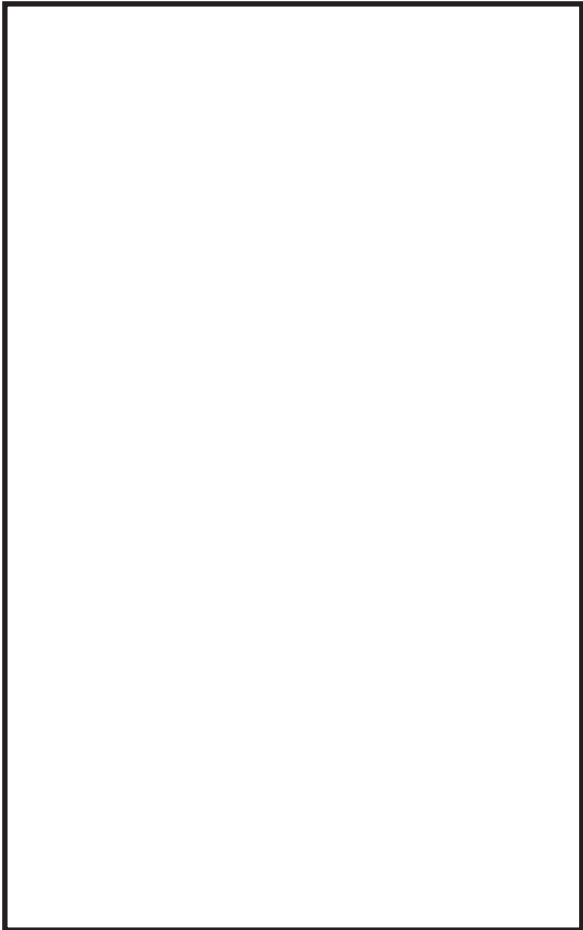
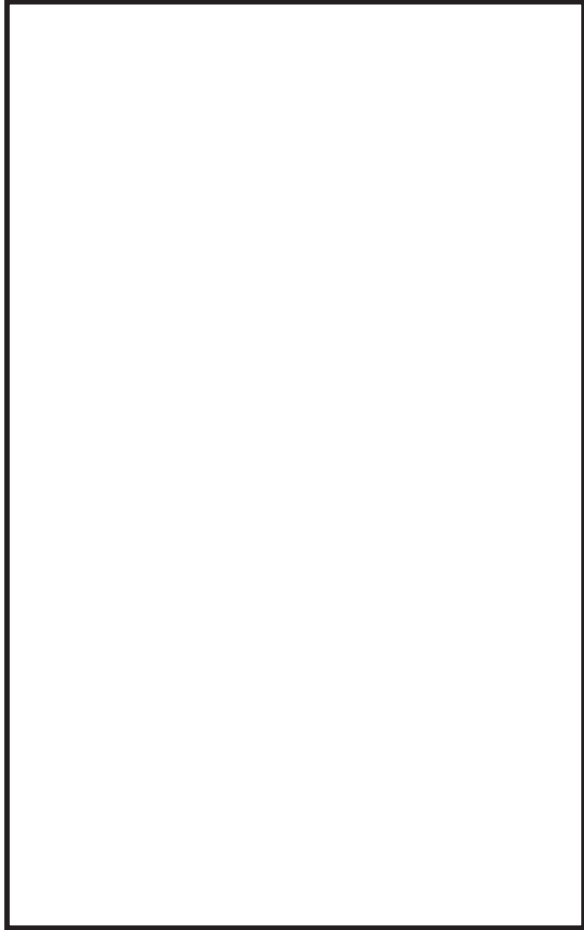
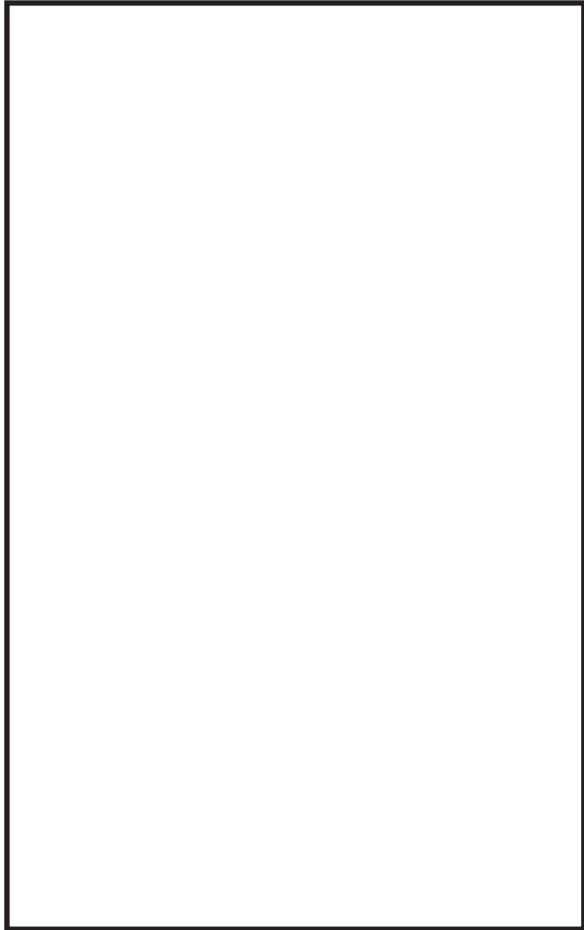
Name: _____

Date: _____

Making Connections

Text Title: _____

Author: _____



What Do I Include in My Reading Notebook?

- **My Reading Life Section**

- o Reading log
- o Books I want to read
- o Book recommendations
- o Reading goals

- **Notes from Interactive Read-Aloud Section**

- o Stop and jot sticky notes
- o Stop and sketch drawings

- **Important Reading Strategies**

- o Graphic organizers
- o Anchor strategy charts
- o Word Study



- **Reading Responses**

Using Clues to Learn New Words

Text Title	Word I Don't Know	How I Connect to the Word (Background Knowledge)	Clues That Surround the Word (Context Clues)	What I Think the Word Means

When Meaning Breaks Down . . .

At the text level

- Reread for understanding.
- Slow your reading rate.
- Ask yourself, "Can I visualize what is happening?"
- Ask yourself, "Do I understand the important details?"
- Ask yourself, "What do I feel?"

At the word level

- Reread the surrounding words in the sentence and think about what would make sense based upon your background knowledge and the clues in the text.
- Look for familiar word parts (e.g., prefixes, suffixes, root words) that remind you of other words.

Dear Parents,

I am very excited to begin writing workshop this year! This will be a time when students take part in a writing lesson and, most importantly, write independently. I will provide explicit instruction on the various stages of the writing process. At each stage we will be looking at great models of writing by authors who will serve as mentors. Students will be encouraged to take risks as they develop their own individual writing styles and become part of a writing community that shares ideas and learns from one another.

Today we launched another exciting component of writing workshop—our very own Writers’ Notebooks.

In his book, *A Writer’s Notebook: Unlocking the Writer Within You*, Ralph Fletcher, an author and writing mentor, explains what a Writer’s Notebook is:

“Writers are like other people, except for at least one important difference. Other people have daily thoughts and feelings, notice this sky or that smell, but they don’t do much about it. All those thoughts, feelings, sensations, and opinions pass through them like the air they breathe.

Not writers. Writers react. And writers need a place to record those reactions. That’s what a writer’s notebook is for. It gives you a place to write down what makes you angry or sad or amazed, to write down what you noticed and don’t want to forget, to record exactly what your grandmother whispered in your ear . . .

A writer’s notebook gives you a place to live like a writer, not just in school during writing time, but wherever you are, at any time of day.”

Your child will be taking home his or her Writer’s Notebook this week to personalize it and make it special. Your child should decorate the front and back covers of his or her notebook. I shared my Writer’s Notebook with the students today, and we discussed how they would like to decorate their own. Your child can add photographs of special memories, people, pets, or places; ticket stubs; and any other artifacts that are meaningful to his or her life. These decorations should have the potential to inspire ideas for writing.

Your child’s decorated Writer’s Notebook needs to be back in school by:

As always, if you have any questions, please feel free to contact me. Thank you for your help in what is sure to be an exciting writing adventure!

Sincerely,

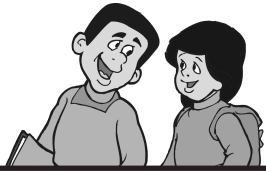
Name: _____

Date: _____

Narrative Writing Sample

What is the most interesting story that a family member has ever told you about their life?

○	
○	
○	



The Writer's Ear

DO	SAY
<ul style="list-style-type: none">• Listen with their ears, their brains, and their hearts.• Look at the speaker to show respect.• Connect to ideas being shared. (link your comments to the remarks of others)• Nod their heads.• Think about what the person is saying.• Think about making a connection or asking a question.	<ul style="list-style-type: none">• How did you feel when . . . ?• What happened next?• I especially liked the part where you said . . .• You must have been so scared (or happy, or sad, etc.) when that happened.• Tell me more about . . .• I'm still wondering about . . . (ask for clarification)

Writing Workshop

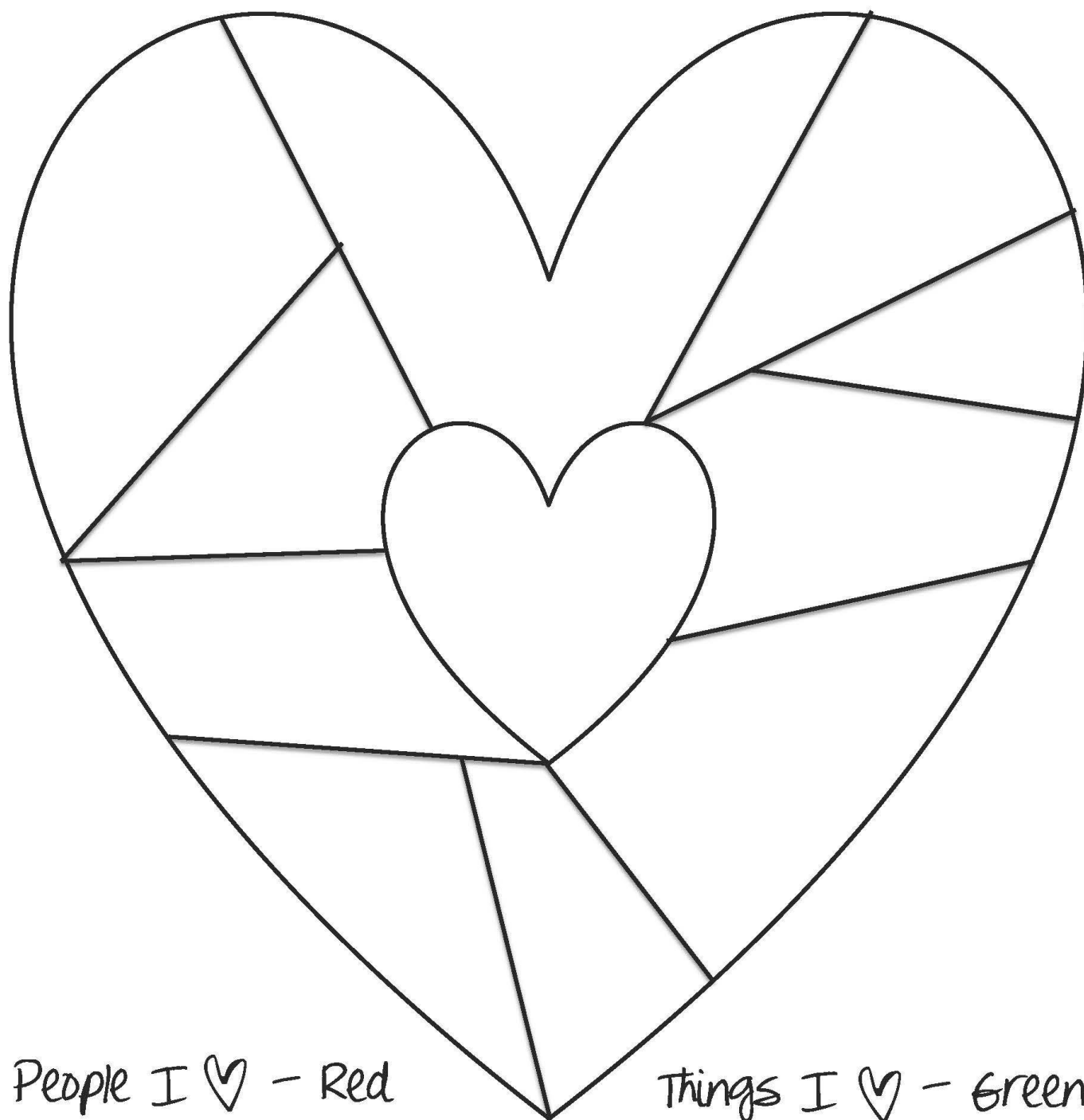
Roles and Responsibilities

Students' Roles & Responsibilities	Teacher's Roles & Responsibilities
<ul style="list-style-type: none"> • Listen carefully and participate in the discussions. • Have your writing supplies with you (notebook, folder, pens, pencils, etc.). • Try new techniques, methods, and strategies to improve your writing. • Work with your fellow writers, helping them if they are stuck or need writing suggestions. We are all writing teachers. • Respect other writers and their writing by working quietly. Let your pencil "talk" for you. • Use your time wisely. • Take pride in your work and produce the best work you can. • Think, imagine, and WRITE. • Live and grow as a writer every day! 	<ul style="list-style-type: none"> • Listen carefully to students' thoughts and ideas. This will inform all your mini-lessons and conferences. • Show students what good writing looks and sounds like, using literature, students' writing, and your writing. • Encourage students regarding what they have done well. Compliment them often! • Confer with students about strategies on which they need to improve. • Assess students in an ongoing way through anecdotal notes, conferences, and rubrics. • Keep a Writer's Notebook and write frequently. • Live and grow like a writer yourself! • Remember you are teaching writers, not pieces of writing.

Name _____

Date _____

A Few of My Favorite Things



People I ♥ - Red

Places I ♥ - Blue

Things I ♥ - Green

Activities I ♥ - Purple

What to Do When You Are Stuck

- Talk with a fellow writer. Work with classmates to see if they can help you solve your problem. They might have a suggestion based on their own writing, something in their notebooks, or a great piece of advice that comes from a future reader!
- Use a mentor text to help you find ideas. Go to a favorite book or author for inspiration.
- Reread an entry in your Writer's Notebook and circle or underline words or phrases you can pull out, put at the top of a clean page, and write from.
- Go back into your notebook and see if there is information that can help guide you. It is a treasure chest of tips, strategies, and ideas.
- Use writing tools to help you! Dictionaries, word walls, thesauruses, spell checkers, highlighters, sticky notes, and other writing resources can help you choose the right words, correct your spelling, organize your drafts, and make your writing interesting.
- Think about your readers! Survey classmates on what else they want to know about your piece. Ask them questions like: What else do you want to know? Which part is your favorite? Which part seems confusing or dull? What questions are you still wondering as a reader? Add the suggestions to your piece and ask your readers to review it for confirmation.



Ideas for My Writing Life

Use any of the following ideas to help you think of events to add to your writing life time line. Make sure that for each event on your time line, you include a date, a few sentences about the event, and why it was such an important moment in your writing life. Have fun!

- The first time you wrote your name
- The first piece of writing you ever “published”
- Writing your first poem
- Writing your first story
- Writing your first research report or nonfiction text
- Writing your first autobiography or memoir
- A writing award that you received
- Learning to write your ABCs
- Illustrating pieces of writing
- Writing a letter to someone
- Completing a school report (research, book report, newspaper article, etc.)
- Using magnetic letters to build words
- Writing birthday and graduation cards to special people
- Writing postcards from vacation or camp

Name: _____ Date: _____

Generating Ideas

Big Idea: _____

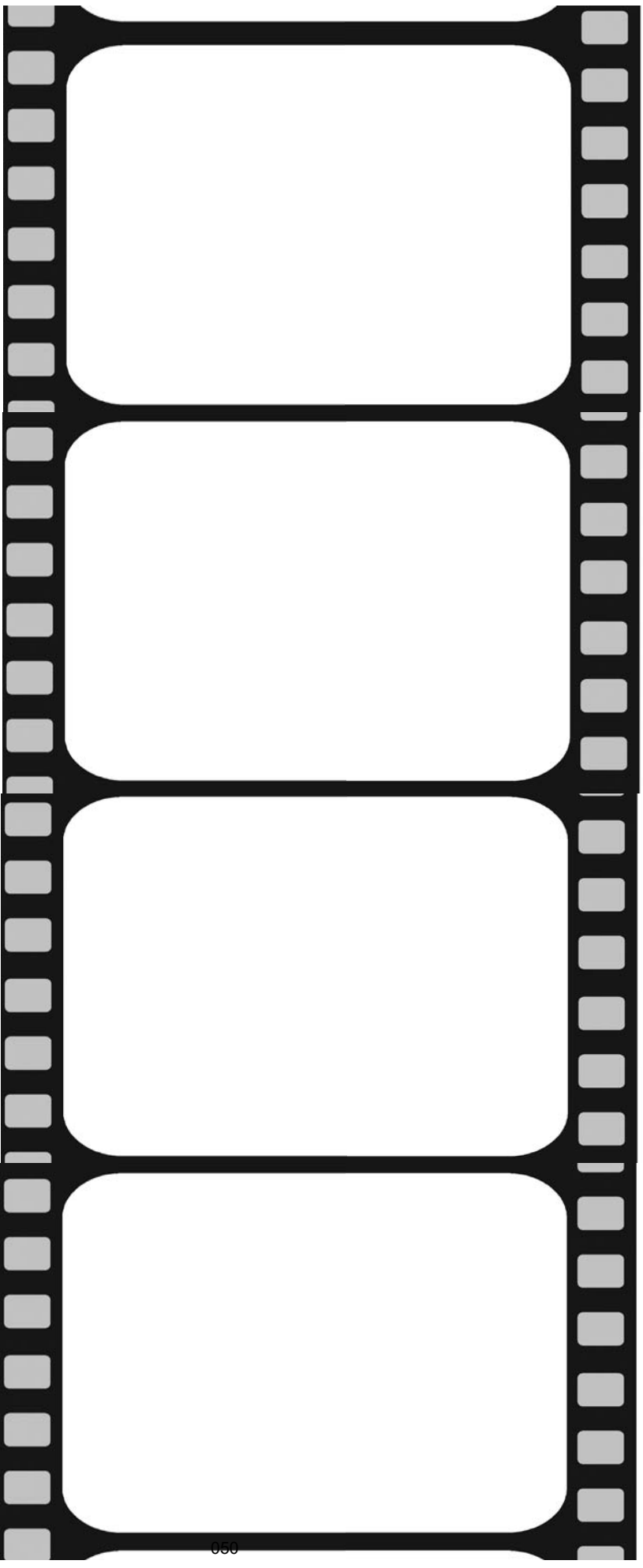
Specific Idea:

A large circle is centered on the page, below the 'Big Idea' line. It is intended for the student to write a specific idea within its boundary.

Name: _____

Date: _____

My Writing Life Time Line



A graphic of a film strip with four frames, each containing a large, empty rectangular box for writing. The film strip has a black border with white sprocket holes along the top and bottom edges.

Four sets of horizontal lines for writing, each set consisting of three lines.












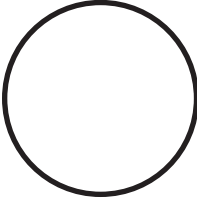
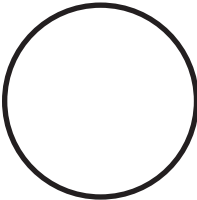
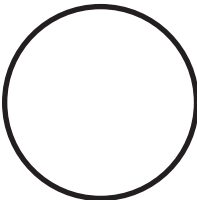
Name: _____ Date: _____

My Meaningful Memories

Memory	Strong Feeling	Small Details to Include
<p>Alan's memory from Our Tree Named Steve:</p> <p>A special tree that Alan's children became attached to the moment they saw it on the land where their home would be built</p>	<p>Comfort, safety, love, and happiness</p>	<ul style="list-style-type: none">• Sari couldn't pronounce the word "tree," so she called it "Steve."• "I love you, Steve."• "He quickly worked his way into our lives as a swing holder."• "Yes, right there in the center of our yard, this weird-looking tree grew to become the center of our outdoor life."• "Not to mention the time that the sewer overflowed and Steve sucked up all the smelly water before it drowned Kirby."

Name: _____ Date: _____

My Meaningful Memories (Adapted)

Memory	Strong Feeling	Small Details to Include
<p>(something I remember from my past—positive or negative)</p> 	<p>(how I felt: excited, embarrassed, peaceful, angry, sad)</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> <p>Draw your emotion in the circles below as you write about it.</p>	<p>(use my five senses)</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>
<p>I remember _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I felt</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I remember _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I felt</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I remember _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I felt</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Persuasive Pointers

Here are some elements you might want to add to your persuasive poster. All of these elements are included in *I Wanna Iguana*. Remember that your purpose is to convince someone to believe like you do, so keep that in mind while you're creating your poster!

- **Use emotional and urgent words such as: believe, must, have to, important, please, etc.**
- **Add facts that make people feel for your issue. Ask yourself, “Is this something that makes me sad, angry, upset, or frustrated?”**
- **Think about what someone might say who doesn't agree with your opinion—a devil's advocate. Try to think of answers to questions he or she might have and include them in the poster.**
- **Use punctuation and formatting that show your feelings (exclamation points, bold print, capital letters, etc.).**
- **Use questions to ask your readers how they feel about the issue.**
- **Use illustrations or photos that paint a picture for your readers and make your issue seem important.**

Name: _____ Date: _____

The Power of Persuasion

Topic I Feel Strongly About	Reasons That Support My Topic
Topic #1:	<ul style="list-style-type: none">•••
Topic #2:	<ul style="list-style-type: none">•••
Topic #3:	<ul style="list-style-type: none">•••

Essential Questions

1. Do I feel **STRONGLY** about my topic? YES or NO
2. Will readers think this idea is **INTERESTING**? YES or NO
3. Do I have **MORE** to say about this topic? YES or NO

Name: _____ Date: _____

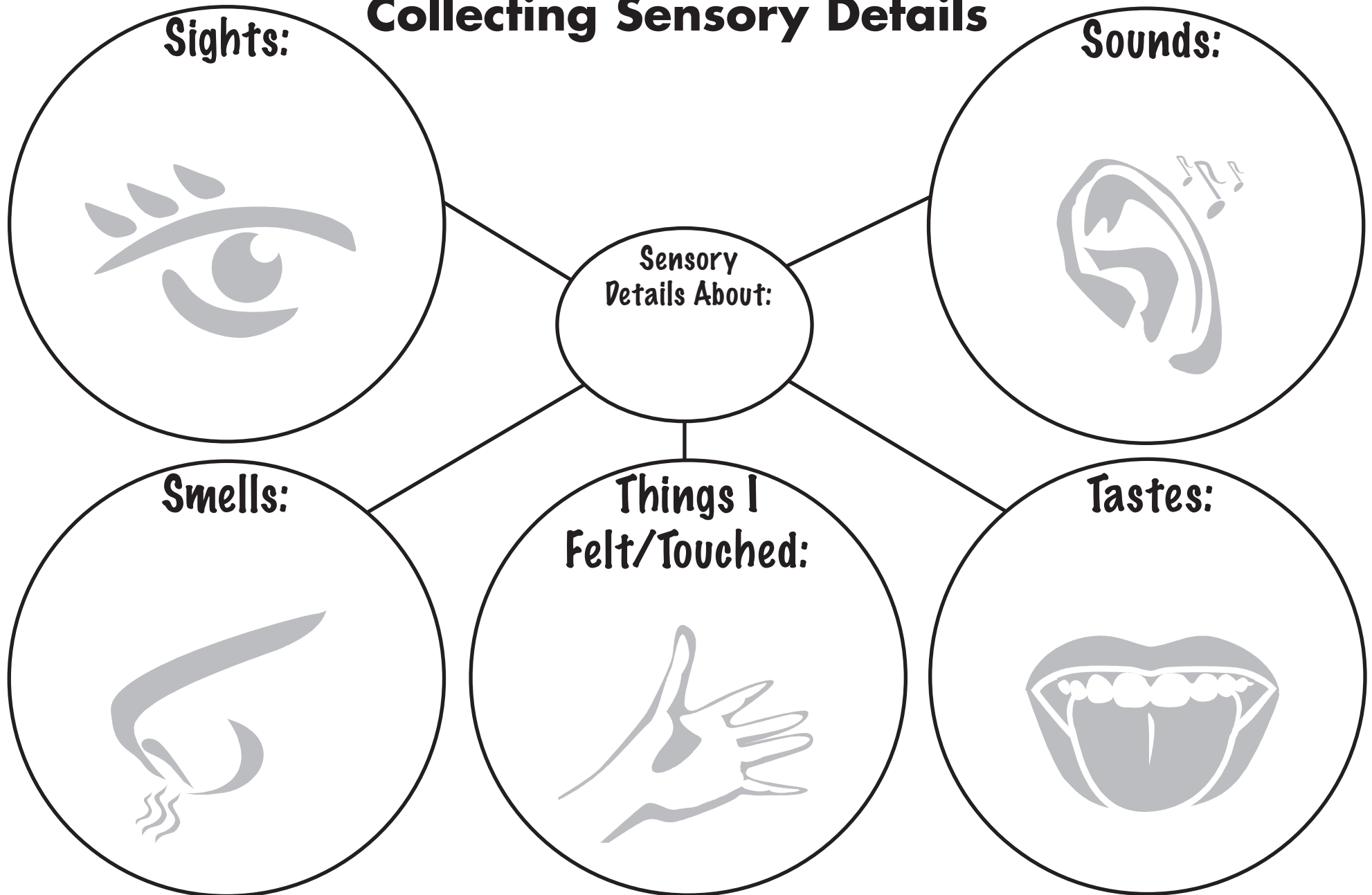
What Matters Most

Topic from my Writer's Notebook	Do I care strongly about this topic?	Is this idea something that would interest possible readers?	Do I have more to say about this topic?
	Yes Sort of No	A LOT of fellow writers want to hear more. Some of my fellow writers want to hear more. Not many of my fellow writers want to hear more.	Yes, I have a lot more to say. I may have a little more to say. No, I have nothing else to say.
	Yes Sort of No	A LOT of fellow writers want to hear more. Some of my fellow writers want to hear more. Not many of my fellow writers want to hear more.	Yes, I have a lot more to say. I may have a little more to say. No, I have nothing else to say.
	Yes Sort of No	A LOT of fellow writers want to hear more. Some of my fellow writers want to hear more. Not many of my fellow writers want to hear more.	Yes, I have a lot more to say. I may have a little more to say. No, I have nothing else to say.
	Yes Sort of No	A LOT of fellow writers want to hear more. Some of my fellow writers want to hear more. Not many of my fellow writers want to hear more.	Yes, I have a lot more to say. I may have a little more to say. No, I have nothing else to say.

Based on the questions above, the idea that I have selected is _____.

Name: _____ Date: _____

Collecting Sensory Details



Transition Words and Phrases

A long time ago

After

After all of that

Afterward

Along the way

An hour later

As soon as

At last

At that very moment

Before

Before long

During all of this

Earlier

Eventually

Finally

Immediately

In the meantime

Later

Later on

Later that same day

Meanwhile

Next

Next week

Not a moment too soon

Not long after

Now

Once

One day

Shortly after that

Soon

Subsequently

Tomorrow

Until

When

While

While this was happening

Yesterday

Name: _____ Date: _____

Mapping It Out - Narrative Genre

Beginning Idea: (Establish a situation, introduce narrator or characters)	▶	Beginning Idea:	▶	Middle Idea:	▶	Middle Idea:
<div>↓</div>						
Middle Idea:	▶	Middle Idea:	▶	Ending Idea:	▶	Ending Idea:

Name: _____ Date: _____

Mapping It Out – Persuasive Letter Genre

Your salutation (to whom you are writing the letter: Dear _____,):

Introduction that states your opinion/idea (Make it strong and full of emotion!):

First piece of evidence that supports your opinion:

Second piece of evidence that supports your opinion:

Third piece of evidence that supports your opinion:

Your closing (how you sign your letter—think of *I Wanna Iguana* for ideas):

Name: _____ Date: _____

Partner's Name: _____

My Revision Checklist



1. Read your piece to yourself and check off the column when your piece meets each item's requirement. For any points not checked off, make the necessary revisions.
2. Trade your piece with a writing partner and have him or her use a different-colored pen to check the criteria once more. If there are still parts missing, revise them.

My Check	Item to Revise	My Partner's Check
	Have I crafted a lead to match one of the mentor texts we have been using?	
	Does my opening sentence hook readers and make them want to keep reading?	
	Do my sentences sound different from each other? Do they use different transition words rather than all starting the same way?	
	Do I have examples of writer's craft in my piece (sensory details from my notebook)?	
	Have I crafted an ending to match one of the mentor texts we have been using?	
	Have I crafted an ending that brings my piece to a close and leaves no questions for my readers?	

Name: _____ Date: _____

Partner's Name: _____

My Editing Checklist



Write the pen color you are using for each item. Make sure that you have completed all of the necessary items on this editing checklist. Then trade papers with a writing partner and have him or her check your work. Make any final editing changes to your draft.

Your Edit (Place a check mark next to each item as you complete it.)	Item to Find	Partner's Edit (Place a check mark next to each item as you complete it.)
	Punctuation Pen color _____	
	Sentences end with a period, question mark, or exclamation point.	
	If I used them in my story, I have checked my commas and quotation marks and made sure they are placed correctly.	
	Use commas in greetings and closings of letters.	
	Capitalization Pen color _____	
	Each sentence begins with a capital letter.	
	All proper names begin with capital letters.	
	Capitalize appropriate words in the title.	
	Spelling Pen color _____	
	I have circled words that seem misspelled and attempted to spell them correctly.	
	I have used all spelling resources available to recheck my circled words.	

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Ways to Celebrate Our Writing!

What students can do:

- Type your published piece, decorate it, and give it to someone special as a gift.
- Read your piece aloud to friends and family.
- Read your piece aloud to kindergartners or first graders and tell them how you published it.
- Display your piece in your classroom, school library, or public library.



Date _____

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Name _____ Date _____

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