

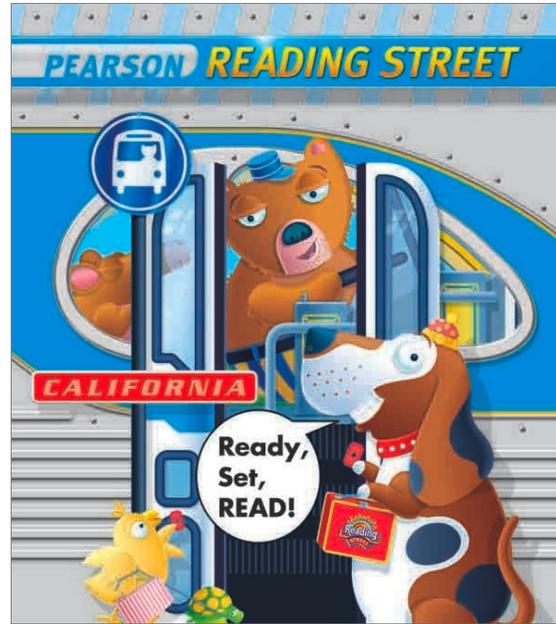
Writing with Reading Street

Introduction

Writers must have a purpose and audience as well as control of the subject and form. The writing process follows phases such as drafting, feedback, revision, and perfecting as writers think, review, and consult. This guide will explain how Reading Street for California teaches writing through authentic and integrated experiences such as daily writing prompts and literature responses.

Comprehensive Writing Program

Reading Street for California has a comprehensive writing program that meets the needs of students at every grade level. In kindergarten, students begin learning how to write by drawing pictures and forming sentences. In the grades that follow, formal writing lessons develop students' skills so that they can develop paragraphs and essays. Students learn to write in narrative, expository, descriptive, and persuasive formats.



DAY 2
CALIFORNIA

OBJECTIVES

- Review names for people.
- Write sentences using names for people.

QUICK NOTES

Daily Fact
My name is Bob.
This week's practice sentences appear on Daily Fact 4 lines 1.

Writer's Checkup

- The first letter in a sentence begins with an uppercase letter. Did I do that?
- A sentence should end with a period. Did I do that?
- A sentence should make sense. Does my sentence make sense?
- A good writer uses big or fat best handwriting. Did I do that?

Academic Vocabulary
ordinal numbers numbers that show order or position in a series, such as first, second, and third.

See Teaching Guides for ENGLISH LEARNERS Daily Writing, pp. 103-7

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Writing and Conventions

CONVENTIONS Say Our Names

Review Display *The Little School Bus* and the picture of the goat. Look at the picture. The goat is getting on the bus. Let's give the goat a name.

Model *Sam* I will choose a name for the goat. I will call the goat *Gay Goat*. What name would you choose for the goat?

Guide practice Write children's suggestions on the board and help the group decide on one name.

Continue Choosing names for the animals that get on the bus. After giving each animal a name, have children take turns saying say their own name.

WRITING Respond to Literature

Touch Display *The Little School Bus*. Write the Amazing Words first, second, third, fourth, fifth, and sixth on chart paper. Ask children to name the animals that get on the bus. List their responses next to the ordinal number words.

first	goat
second	pig
third	fox
fourth	chick
fifth	beaver
sixth	worm
look	sheep

Model The goat is the first animal to get on the bus. I want to write a sentence that tells that the goat is first. Here is what I write.

The goat gets on first.

Guide practice Have children choose one of the other animals and dictate or write a sentence telling when that animal gets on the bus.

Independent practice Have children write or dictate their own sentences about the animals in *The Little School Bus*. Then have them illustrate their sentences.

The bear got on fifth.

GOAL FINDER! Show-Backs **W.1.1** Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. **L.2.1** Recognize and use capital, lowercase letters when speaking.

Kindergarten

Students write daily in kindergarten. They model writing after their teacher and have opportunities to experiment independently. The writing is connected to the weekly grammar and phonics skills as well as the literature students read. Students use pictures with their words to communicate ideas. An example of an early kindergarten assignment is for students to respond to something they read by creating a picture and sentence describing the events in the book. This activity also incorporates the Amazing Words. Amazing Words are words that develop speaking and listening vocabulary.

Grades 1–5

Students engage in daily writing activities for language, grammar, and writing skill development in Grades 1–5. The writing lessons may focus on vocabulary or on writing traits such as voice. In addition to writing lessons, students respond to literature and the weekly concept while integrating lesson skills. These opportunities are present during language arts time and during read and comprehend activities, such as when completing a Think, Talk, and Write. There are also opportunities for independent inquiry projects so students can investigate a topic they enjoy and apply their writing skills in a paragraph or essay.

The writing lessons are organized around a routine that encourages the writing process. The teacher provides instruction at each stage of writing. During the editing stage, students practice their grammar skills because they are integrated into the lesson. Students learn to write through modeling, guided practice, and independent application. To support instruction, teachers use transparencies of exemplary writing models to show what students can strive to achieve as well as sample texts to help students learn the revision and editing process. Teachers use the writing workshop to teach, practice, and confer with students.

An example of a Grade 1 writing activity is for students to write a realistic story and use voice in their writing (example on the left). Students write fictional stories that could really happen, while demonstrating how they feel about a topic. Students read realistic fiction and have opportunities to write as well. In Grade 4, students continue to work on realistic fiction but they relate the topic to literature and concept development (example on the right). Students practice revision and then apply what they learn to their writing. In the example shown in the image below, students learn to delete unnecessary words and phrases.

Narrative

PROMPT Think of something funny or unusual that happened to you and a pet or another animal. Write a story about what happened. Write the story for a friend to read.

Where Is Trevor?

My dog Trevor is scared of storms. When he hears thunder and lightning, he hides under my bed. Last week a huge truck dumped a load of dirt of the house across the street. It was noisy. Later, I looked for Trevor. I could not find him. I thought he had run away. Where did I find Trevor? He was under my bed! Maybe he thought the noise was thunder. I was sure happy I found him.

Tip Score Rubric Story sticks to the topic and includes specific details. It has a beginning, middle, and end. Writer is involved with the subject. Strong words (scream, thunder, lightning, dumped, noisy) create vivid pictures. A question and an exclamation add variety to sentences. Writer uses good grammar, capitalization, and spelling.

Narrative

PROMPT Write a personal narrative about a time that you were a newcomer to a place or situation in school, club, team, or neighborhood. Explain how you felt and what you found challenging or exciting.

How to Make Friends

This was terrible! I looked out the window on my first morning in Springfield. It was a Saturday, but no one was in sight. Just rows and rows of houses full of strangers. I had to start school on Monday. I didn't know anyone, and my stomach was fluttering. What was I going to do?

Mom said, "I'm tired of hearing you whine, Max." She told me to take the dog for a walk and give her some peace to unpack. I snapped the leash on Toby's collar and started along the street, trying to look like I knew where I was going.

I should tell you that Toby is a big strong Labrador, and he was pretty excited to be in a new neighborhood. He pranced along the sidewalk like a puppy. Suddenly he saw a cat. Zoom! Toby launched himself like a rocket across someone's lawn. I took off after him at the other end of the leash. The

Writing Assessment

There are rubrics for each week’s writing lesson in the four categories of writing: narrative, descriptive, persuasive, and expository. The rubric is a checklist of traits and skills that students use to monitor their progress and teachers use to assess the final products. These rubrics are located in the Day 5 Language Arts section of the Teacher’s Edition as well as in the Writing Rubrics and Anchor Papers Assessment book.

SCORING RUBRIC		Realistic Story			
	4	3	2	1	
Focus/Ideas	Excellent focused realistic narrative with clear details	Good focused realistic narrative with some details	Generally focused realistic narrative with few details	Rambling, perhaps unrealistic narrative, with no details	
Organization	Strong beginning, middle, and end	Recognizable beginning, middle, and end	Little direction from beginning to end	Lacks beginning, middle, and end	
Voice	Clearly shows how writer feels about topic	Shows some feelings toward topic	Needs to show more feelings about topic	Shows no feelings toward topic	
Word Choice	Vivid, precise words	Clear words	Adequate but lacks color	Vague, dull, or misused words	
Sentences	All sentences clear and complete	Most sentences clear and complete	Some sentences complete	Many incomplete or run-on sentences	
Conventions	All sentences begin with capital letters and end with periods	Most sentences begin with capital letters and end with periods	Several sentences are missing capital letters and periods	Many errors in capitalization and in use of periods	

Review

This guide explained that Reading Street for California has a comprehensive writing program through lessons that teach skills and traits and daily writing prompts that help students respond to literature and weekly questions. Students have many opportunities to write during reading comprehension lessons and writer’s workshop. Reading Street for California supports students in becoming better writers through these opportunities and exemplary models and literature.