Day 1 ELA II Sessions

Grades P - 5
**P-5 Icebreaker Day 1: Sentence Starters**

Directions: Use a sentence starter from each column to create a sentence or series of sentences to share with your colleagues at the table. Write them in the space below the appropriate column.

<table>
<thead>
<tr>
<th>INTRODUCING</th>
<th>GIVE EXAMPLES</th>
<th>ADD IDEAS</th>
<th>COMPARING</th>
<th>CONCLUDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am here to</td>
<td>For example</td>
<td>Also</td>
<td>Similarly</td>
<td>In summary</td>
</tr>
<tr>
<td>My focus for this week is</td>
<td>Specifically</td>
<td>Furthermore</td>
<td>In comparison</td>
<td>To conclude</td>
</tr>
<tr>
<td>The key reasons I am returning are</td>
<td>Such as</td>
<td>More importantly</td>
<td>However</td>
<td>Thus</td>
</tr>
<tr>
<td>What I want out of this week is</td>
<td>For instance</td>
<td>Equally important is</td>
<td>In the same way</td>
<td>To summarize</td>
</tr>
<tr>
<td>My biggest struggle with getting students to write is</td>
<td>As can be seen in</td>
<td>Moreover</td>
<td>On the other hand</td>
<td>In short</td>
</tr>
<tr>
<td>The best writing lesson I ever did was</td>
<td>As demonstrated by</td>
<td>In addition</td>
<td>Except</td>
<td>In conclusion</td>
</tr>
<tr>
<td>When I leave on Friday I want</td>
<td>Because</td>
<td>To elaborate</td>
<td>Likewise</td>
<td>To sum up</td>
</tr>
</tbody>
</table>

- For example
- Specifically
- Such as
- For instance
- As can be seen in
- As demonstrated by
- Because
- Similarly
- In comparison
- However
- In the same way
- On the other hand
- Except
- Likewise
- Conversely
- But
- And
- In summary
- To conclude
- Thus
- To summarize
- In short
- In conclusion
- To sum up
Grade 2: Informational/Explanatory Writing Prompt: Teacher Directions

• Please be sure each response is labeled with: the student's name and grade, the date, the name of your school and your state, and the name of the person we should contact if we need permission to include the piece.
• Use the student prompt as directions for each session. The short video can be found on YouTube: Help the Environment - The Adventures of EcoRilla Episode 1 -EcoWater Canada http://www.youtube.com/watch?v=_ex1ZuKFw64 (The video is recommended, but is optional.)
• Provide each student with a copy of the prompt and the Reader's Theatre. The Reader's Theatre can be read aloud by the teacher or "performed" by older students or very competent readers. The teacher should feel comfortable rereading, explaining or clarifying directions as needed.
• The Reader's Theatre provides information that may be used to address the prompt and should be read aloud at least twice before writing. Encourage students to refer back to the text while writing, the teacher may provide help with reading words or phrases as needed.
• The prompt should be given two sessions. Allow approximately 30 minutes for each, but the prompt should not be strictly timed. Students should be given the time needed to write and proofread.
• The writing must be done without help, but students may have access to personal dictionaries, word walls or any other resources to support spelling and mechanics that they are accustomed to using while writing. Provide lined paper from your classroom for writing. Unlined paper may be provided for drawing.
• This will be first draft writing, but encourage students to proofread and correct any errors they find.

Thank you for helping us to gather these writing samples, we're sure they will be extremely helpful to both students and teachers!
Good morning! We are here to tell you all about the earth’s most precious resource... WATER!

Every form of life needs water in order to live.

A tiny fish needs water...

A tall tree needs water...

Everyone needs...

WATER!

People need water to drink because our bodies need water to stay healthy.

We also need water to make the crops grow so that we have food to eat.

People use water for taking baths, brushing their teeth, and washing their clothes.

Yes, everyone needs water.

We know that water is precious so we must find ways to save all the water that we can.

Now, you might be thinking...

But, I’m just a kid. What can I do to save water?

Well, we’re here to tell you...

PLENTY!

If you turn off the running water when you brush your teeth...
All - You can save 35 gallons of water in one week!

Water Expert #3 - If you take a shorter shower...

All - You can save 75 gallons of water in one week!

Water Expert #3 - You can help Mom or Dad fix leaky faucets and put water savers in your toilets.

Water Expert #5 - A plastic bottle filled with pebbles will do the job!

Water Expert #4 - Never play in sprinklers if your town is having a water shortage.

Water Expert #1 - Sure, it's tons of fun...

Water Expert #2 - You will use over 10 gallons of water in only one minute!

Water Expert #3 - By trying some of these tricks, you and your family can help save lots of water.

Water Expert #4 - Water is precious. What can you do to help save water?

Water Expert #1 - Make sure that the faucet is turned off all the way. Don't leave it dripping...

Water Expert #2 - Every drop counts you know!

Water Expert #3 - Don't use more water than you really need. You really don't need to fill your bathtub up all the way when you take a bath.

Water Expert #4 - You should use a broom...not the hose, to clean a driveway or sidewalk.

Water Expert #5 - And how many of you like to help out by washing the car? Well, be sure to save water when you wash the car.

Water Expert #2 - It's easy...just use a bucket to wash the car, and only use the hose to rinse it off.

All - We hope that you will be water wise and save lots of water. We know you can do it!

Water Expert #1 - The End.

From Super Science, by Lisa Blau
Publisher: Bellevue, WA : One from the Heart Educational Resources, c1994
How Does Your Garden Grow: Protocol

Overview: In this exercise, you will compare student pieces within a grade cluster and note the similarities and differences. The pieces in your packet have been written to a set of uniform prompts purposefully designed to produce student pieces in the same writing type, on the same topic, across a range of grade levels. Analyzing these pieces can help you distill the core elements of each writing type and gain a better understanding of expectations at each grade level.

Purpose:
- To identify the core elements of CCSS aligned writing in a particular writing type.
- To refine and deepen understanding of grade level expectations in the CCSS.
- To trace a developmental progression in CCSS aligned writing in a specific writing type.

Protocol:
Note: This activity centers on observation, please do not use your copy of the Common Core Standards until the final step in the protocol. When analyzing pieces, focus on the information expressed and how it was expressed, not on mechanics (spelling, capitalization, punctuation, etc.).

1. Read the first piece in the packet. What elements of effective writing are evident in this sample? Discuss your observations with a partner.
2. Read the next piece. How is this piece similar to the previous piece? How is it different? Record your observations on the How Does Your Garden Grow? Record Sheet.
3. Continue reading, analyzing and discussing each piece. Be sure to capture your thinking on the record sheet as you work.
4. When you have finished, synthesize your observations by responding to the questions at the bottom of the recording sheet.
5. Now look at any one of the Common Core Writing Standards in the grade span and writing type you have just studied. Reflect: How might this exercise help educators to develop a deeper, more nuanced understanding of a particular writing standard?
W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Based on your observations, what are some core descriptors that define this writing type?
_________________________________________________________________
_________________________________________________________________

What patterns do you notice in the way expectations change over time?
_________________________________________________________________
_________________________________________________________________
(12) Water Use (Annotated)

Informative/Explanatory

Grade 2

On-Demand Writing, Uniform Prompt

Water is Important

Water is important. **You should help save water. And I am going to tell you how.**

1 way is **Turn off the sink after you brush your teeth!**

Another way is **only fill your bathtub up half way!** Also water is important so you should **take a short shower.** Also **when you wash your hands don’t leave the water running!** These are the ways why you should help save water.

This second-grade informative/explanatory paragraph begins with an introductory sentence and then states the focus of the piece (You should help save water. And I am going to tell you how.). Four facts, from provided sources, develop the piece and are linked to each other and to the main idea by transitional words and phrases (1 way, another way, also). The piece concludes by restating the focus: These are the ways why you should help save water. At this grade level, sentences may be a bit clunky, particularly as students experiment with unfamiliar academic constructions. If this were an instructional piece, “These are the ways why” could be revised during the writing process.
K-5 Developmental Progression

Common Core State Standard W.2 Informative/Explanatory Writing

File Name: IK Water
Kindergarten, Fall
On-Demand Writing, Uniform Prompt

Water

I WOT US AS WODR MUC WODR

File Name: IK Saving Water
Informative/Explanatory
Kindergarten, Spring
On-Demand Writing, Uniform Prompt

Saving Water

What can you do to save water?

I am taking a bath Not all fall.

I am shutting off the water

I am filling the bucket up Not too high

File Name: I1P Saving Water
Informational/Explanatory
Grade 1
On-Demand Writing, Uniform Prompt

Saving Water

What can you do to save water?

we need to save water! To save water do not fill up the tub all the way. if your faucet is leaking turn it off. if we didint save water we woldent have any.
**File Name: I2P Water is Important**
**Informational/Explanatory**
**Grade 2**
**On-Demand Writing, Uniform Prompt**

**Water is Important**

Water is important. You should help save water. And I am going to tell you how. 1 way is TURN OFF The SINK AFTER YOU BRuSH Your TEETH! Another way is ONLY FILL YOUR BATHTuB UP HALF WAY! Also water is important so you should TAKE A SHORT SHOWer. Also WHEN YOU WASH YOUR HANDS DON'T LEAVE THE WATER RUNNING! These are the ways why you should help save water.

**File Name: I3P Water Use**
**Informational/Explanatory**
**Grade 3**
**On-Demand Writing, Uniform Prompt**

**Water Use**

What can I do to save water? Lots of people waste gallons of water a day. Some people don’t even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water. One good way to save water is leave buckets outside to fill up with rain. Take quick showers.

bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from there sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When its winter take buckets of snow and melt it then you have buckets of water to use. When its summer if you have a squirt gun use water from a toy that has water in it. If there is anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic palute the eath. Please Save Water.
Conserving Water

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This why we need save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also have good nutrients.

Another way you can save water is by getting an airrating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinkelers in the summer, make sure it is in a spot where it is watering the lawn.

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resource of all with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.
Did you know that you can save your homes water by just by doing things each day? You can put a bucket outside to catch rainwater or use wipes to wash tables instead of water. There are many ways to save water, you can do things outside and inside to help save water. Here are some ideas.

There are many things to do inside your house to help save water. You can change your toilet, facet, and shower head to low flow. Also, you can take small, short showers instead of baths. You can turn off the facet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up save the water and reuse. Over all there are alot of things you can do inside to save your homes water.

There are many things to do outside your house to help save water. First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home you waste more water. Also you can dump out your water bottle on plants and grass insted of dumping it down the drain. Reuse water outside as much as possible. You can also put a bucket of water outside to catch rainwater and use for watering plants or grass. Over all there are alot of ways to save water outside of your house.

There are many ways to save your homes water outside and inside. Kids and adults can make a big difference to save water. Imagine if everyone in the cantry turned off the facet when brushing thier teeth, we could save enogh water to refill a lake! Over all it is important to save water inside and outside your house.
Grade 2: Informational/Explanatory: Water Conservation

Student Directions Day 1 (Copy for each student. Directions should be read aloud and clarified by the teacher)

Today, you are going to get ready to write an informational piece to answer this question:

**What can you do to save water?**

**Day 1 Get ready to write.**
- Watch the video, *The Adventures of EcoRilla*.
- Discuss this question briefly with your classmates: Why is it important to save water?
- What can you do to save water? Turn and talk to a partner about what you could do.
- Fold a piece of paper into quarters. Pick at least four things that you could do to save water. Draw a picture of each to show what you chose.

**Day 2 Write!**
Listen to *Water Wise* again. Read along if you can.
- What can you do to save water? Use the pictures you drew yesterday. Turn to a partner, point to a picture. Tell what you might do and **why** that would be a good choice.

When you have finished, write a piece explaining what you can do to save water.
- What can you do to save water?
- Be sure to give lots of examples and explain how each would save water. Look back at *Water Wise* for ideas. Write as much as you can.

A good informational piece will:
1. Introduce the topic you are writing about
2. Clearly answer the question
3. Give lots of examples
4. "Wrap up" the piece with a concluding sentence
5. Use capitals, periods, and question marks
6. Spell words correctly

When you have finished, be sure to check your work and fix any mistakes. If you like, you may add pictures to show what you wrote. Have fun!
## Writing Progression

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
</tr>
</tbody>
</table>
| **Grade 3** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, and details.  
  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
  d. Provide a concluding statement or section. |
| **Grade 4** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
  c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  d. Provide a concluding statement or section related to the information or explanation presented. |
| **Grade 5** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
  c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Provide a concluding statement or section related to the information or explanation presented. |
| **Grade 6** | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section. |
| **Grade 7** | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
Writing for Understanding: Addressing the Common Core Shifts
What Makes Text Complex?

- Layers of meaning
- Purpose
- Concept complexity

- Text features
- Genre
- Organization

- Vocabulary
- Sentence length and structure
- Figurative language
- Regional/historical usage (dialects)

- Background
- Experiences
**Title of Text:** It’s Spring!  
**Writing Type:** Informative/Explanatory

**FOCUSING QUESTION:** (What is happening in the spring?)

**FOCUSING STATEMENT:** (Many changes happening in spring.)

**EVIDENCE**

<table>
<thead>
<tr>
<th>Animal Changes</th>
<th>Plant Changes</th>
<th>Weather Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Plans to Gather and Record Evidence**

1. Evidence will be recorded **by**
   - full group  
   - small group  
   - individual student

2. Evidence will be recorded **on**
   - chart  
   - graphic organizer  
   - whiteboard  
   - sorting mats  
   - other:

3. Evidence will be recorded **in**
   - words/phrases  
   - pictures  
   - drawings  
   - objects  
   - photos  
   - other:
Evidence in the Primary Grades

GATHERING EVIDENCE

Questions that draw students back to the text:
- "Let's look for that in this picture."
- "Does anyone remember what word the author used to tell us about …?"
- "Let me see if I can find that part so we can read it again."
- "How do you know?"
- "Where did you see that?"
- "Help me find that part in the book."

RECORDING EVIDENCE

Simple ways to take notes:
- Pictures
- Objects
- Drawing
- Graphic Organizers

UNDERSTANDING EVIDENCE

Active ways to work with notes and the text:
- Large and small group discussion
- Oral rehearsal
- Acting, pantomime, hand motions
Oral Processing

Understanding of evidence will be built through:

- Discussion: find and discuss evidence full group
- Drawing: choose 3 pieces of evidence- sketch and label
- Sorting/Sequencing: small groups sort pictures to determine types of change: plant, animal, weather

Writing

Understanding of writing craft will be built through:

- Structures: hand paragraph
- Models: Analyze teacher written model: It’s Winter!
Test Drive

FOCUSING QUESTION: (What is happening in the spring?)

FOCUSING STATEMENT: (Many changes happening in spring.)

Many changes happen in spring. Plants get buds and leaves. Birds build nests. Animals wake up from hibernating. Spring brings lots of changes.

<table>
<thead>
<tr>
<th>Anticipated Student Need</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lots of information to make sense of</td>
<td>Record in pictures</td>
</tr>
<tr>
<td></td>
<td>Sort into broad categories</td>
</tr>
<tr>
<td></td>
<td>Choose 3 pieces before writing</td>
</tr>
<tr>
<td>Stating focus/conclusion</td>
<td>Develop together</td>
</tr>
<tr>
<td>Stamina</td>
<td>Write in chunks</td>
</tr>
<tr>
<td>Plans for Formative Assessment</td>
<td>Checklist developed from standard Benchmark piece</td>
</tr>
</tbody>
</table>

Notes and Observations

Lesson Sequence

Outline your lesson **briefly** below.

*Describe sessions 3-8 in one to three sentences or phrases. Adjust number of sessions or sequence as needed.*

Session One
First Read for enjoyment

Session Two
Close Read using Close Reading Questions

Session Three
Gathering Evidence
Reread aloud, stopping page by page to record evidence (use illustrations from book)

Session Four
Working with Evidence
Work in small groups to sort picture evidence into broad categories (eg. plants, animals, weather)
Session Five
Working with Evidence
Students choose three pieces of evidence and create individual graphic organizer using drawings and words.

Session Six
Oral Processing
Turn and talk to a partner: point to evidence chosen; practice expressing it in a sentence.

Session Seven
Write
Review color-coded paragraph. Develop choices for focus sentence. Students write/illustrate topic sentence.

Session Eight
Write
Review hand paragraph. Students write/illustrate evidence sentences.

Session Nine
Write
Review color-coded paragraph. Develop choices for last sentence (conclusion). Students write/illustrate concluding sentence.

Session Ten
Edit and Share
Review capitals, end punctuation. Students proofread, edit. Share with a partner.
## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

<table>
<thead>
<tr>
<th>Exceedingly Complex</th>
<th>Very Complex</th>
<th>Moderately Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td></td>
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<tr>
<td>Organization:</td>
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</tr>
<tr>
<td>Connections between</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>an extensive range</td>
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<tr>
<td>of ideas, processes</td>
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<tr>
<td>or events are deep,</td>
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</tr>
<tr>
<td>intricate and often</td>
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<td></td>
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<tr>
<td>ambiguous; organization is intricate or</td>
<td>Organization: Connections between some</td>
<td>Organization: Connections between ideas, processes</td>
<td>Organization: Connections between ideas, processes</td>
</tr>
<tr>
<td>discipline-specific</td>
<td>expanded range of ideas, processes or</td>
<td>or events are explicit and clear;</td>
<td>or events are explicit and clear;</td>
</tr>
<tr>
<td>ambiguous; organization is intricate or</td>
<td>events are often implicit or subtle;</td>
<td>organization of text is chronological,</td>
<td>organization of text is chronological,</td>
</tr>
<tr>
<td>discipline-specific</td>
<td>organization may contain multiple</td>
<td>generally sequential or chronological</td>
<td>generally sequential or chronological</td>
</tr>
<tr>
<td></td>
<td>pathways or exhibit some discipline-specific traits</td>
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</tr>
<tr>
<td>Text Features: If used, are essential in understanding content</td>
<td>Text Features: If used, directly enhance the reader’s understanding of content</td>
<td>Text Features: If used, enhance the reader’s understanding of content</td>
<td>Text Features: If used, enhance the reader’s understanding of content</td>
</tr>
<tr>
<td>Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text</td>
<td>Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text</td>
<td>Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</td>
<td>Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</td>
</tr>
<tr>
<td>Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</td>
<td>Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</td>
<td>Sentence Structure: Primarily simple and compound sentences, with some complex constructions</td>
<td>Sentence Structure: Mainly simple sentences</td>
</tr>
<tr>
<td><strong>LANGUAGE FEATURES</strong></td>
<td></td>
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</tr>
<tr>
<td>Conventionality:</td>
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<tr>
<td>Dense and complex;</td>
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<td>contains considerable abstract, ironic, and/or figurative language</td>
<td>Fairly complex; contains some abstract, ironic, and/or figurative language</td>
<td>Largely explicit and easy to understand with some occasions for more complex meaning</td>
<td>Explicit, literal, straightforward, easy to understand</td>
</tr>
<tr>
<td>Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposely misleading</td>
<td>Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</td>
<td>Mostly contemporary, familiar, conversational; rarely overly academic</td>
<td>Contemporary, familiar, conversational language</td>
</tr>
<tr>
<td>Sentence Structure:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</td>
<td>Many complex sentences with several subordinate phrases or clauses and transition words</td>
<td>Primarily simple and compound sentences, with some complex constructions</td>
<td>Mainly simple sentences</td>
</tr>
<tr>
<td><strong>PURPOSE</strong></td>
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<tr>
<td>Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</td>
<td>Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</td>
<td>Implied but easy to identify based upon context or source</td>
<td>Explicitly stated, clear, concrete, narrowly focused</td>
</tr>
<tr>
<td><strong>KNOWLEDGE DEMANDS</strong></td>
<td></td>
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<tr>
<td>Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</td>
<td>Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</td>
<td>Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</td>
<td>Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas</td>
</tr>
<tr>
<td>Intertextuality:</td>
<td></td>
<td></td>
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<tr>
<td>Many references or allusions to other texts or outside ideas, theories, etc.</td>
<td>Some references or allusions to other texts or outside ideas, theories, etc.</td>
<td>Few references or allusions to other texts or outside ideas, theories, etc.</td>
<td>No references or allusions to other texts, or outside ideas, theories, etc.</td>
</tr>
</tbody>
</table>
## Writing for Understanding: Conceptual Planner

**Grade:**

<table>
<thead>
<tr>
<th>Topic/Subject</th>
<th>Text</th>
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</thead>
<tbody>
<tr>
<td><strong>Central Ideas</strong>&lt;br&gt;(Choose only one in each category. Write out the whole standard)</td>
<td></td>
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</tbody>
</table>

**Content Standard:**

**Reading Standard**

**Writing Standard**

**Listening/Speaking Standard**

**Language Standard**
Text: Writing Type: Informative/Explanatory

### Plans to Gather and Record Evidence

1. Evidence will be recorded **by**
   - full group  small group  individual student

2. Evidence will be recorded **on**
   - chart  graphic organizer  whiteboard  sorting mats  other:

3. Evidence will be recorded **in**
   - words/phrases  pictures  drawings  objects  photos  other:
IMAGINE A LAND WHERE GIANT GEYSERS BLOW FEET OF STEAM HUNDREDS OF FEET INTO THE SKY. YELLOWSTONE IS A NATIONAL PARK IN WYOMING. 1. What was the original purpose of the park? 2. Yellowstone contains more natural geothermal wonders than any other. 3. The original purpose for the park was to preserve its geological wonders. 4. Improved and more people come, their impact grew. 5. Predators would help the elk and other big game animals. 6. IN THE EARLY YEARS, THE PARK OFFICIALS DIDN'T UNDERSTAND THAT PREDATORS LIKE THEM THREW THE EQUILIBRIUM. 7. Yellowstone is a national park in Wyoming. 1. What does impact mean? 2. Where did park officials think about wolves in Yellowstone? 3. What happened to the elk? 4. Deer were also not uncommon. 5. To control the elk, the Park Manager started to kill them and part them to other parks and sell them. 6. But during more severe winters, the population would crash as thousands starved. 7. WHEN THE WEATHER WAS WILD, MANY ELKS COULDN'T SURVIVE, AND THE POPULATION DROPPED. 8. Predators would help the elk and other big game animals. 9. Wolves are just as important in nature as plantatters like elk. They thought killing the elk was the way to keep the population in balance.
A. Yellowstone was a big problem when they
left the wolves, but the elk ate most of them.

B. From the food of berries, willows, and grass, would provide plenty of healthy new
buds. Antelope, mule deer, elk, and buffalo would also provide plenty of
healthy new buds.

C. BEAVERS LIVE IN RIVERS AND STREAMS, WHERE THEY USE THEIR STRONG, SHARP
TEETH TO CUT DOWN TREES LIKE SAWS. THEY STORE THEM TO EAT DURING THE WINTER. THEY DO
NOT EAT THE WOOD, BUT RINSE IT IN WATER. THIS TURNS THE WOOD INTO
SODA, WHICH IS EASY TO EAT. DREDGE CELLS AND DIKKS, BEEF, DON'T
ASSIST BEAVERS, AS THEY WASH THE DISPLACED WATER OUT OF
THEIR STREAMS.

D. From the northern part of the park by the 1960s.

E. WHERE DO BEAVERS LIVE?

F. How many beavers are there?

G. WHERE DOES THE WINTER MEAN?

H. What is the park famous for?

I. WHAT WOULD HAPPEN IF WOLVES WERE REMOVED?

J. What would happen if wolves were removed from the park?

K. WITHOUT WOLVES, THE ELK WOULD HAVE MORE SPACE TO RUN, BUT WOLVES
WILL EAT SMALL ANIMALS, SUCH AS MICE, RATS, AND SQUIRRELS.

L. WHAT ELSE WOULD WOLVES EAT IN THE YELLOWSTONE PARK?
14. Wolves, coyotes, and wolves that feed on elk and deer are the most numerous of all animals in Yellowstone. With fewer coyotes on the ground, more pronghorn fawns can survive, helping to keep their populations higher.

13. There was plenty of prey—especially elk—for them to hunt.

12. How did some people think about wolves?

11. What kinds of things do scientists do to study populations of wolves?
A NATURAL SYSTEM. Like Yellowstone, is very complex. The weather is different. No, what did the scientists learn about the

16. Without wolves, the elk would longer along the streams in the park. Otherwise, the water would escape more easily.

15. Grizzly bears are much bigger than wolves and can chase them away from

14. How did the wolves help the grizzly bear?

13. Think about the structure of the whole unpleasant. When does the rise of the book?

12. The next year. The wolves will return. The weather is milder. The elk will reproduce. The bears are also reproducing. In 1995 only one beaver colony

11. With the elk on the move, millions in particular, are making a comeback. As the plants

10. Scientists hope birds that hunt from ospreys. The great grey owls, and songbirds

9. More common, the next year. The wolves and carnivores that have become rare in the park will return.

8. Today, the ecosystem is working the way back to a changing, but healthy system. Thanks to the

7. Why is that important information about the

6. Placing in Yellowstone?

5. Dependence of species from the animals and

4. What did the scientists learn about their

3. Why is it important information about the

2. Standards INSTITUTE