

Advance
May 23, 2013

**The Common Core meets Charlotte A. Cavatica:
Strengthening the Web of Connections
Between Narrative & Information Text
Using Children's Books**

Presenter:
Maryellen Rooney Moreau, M.Ed., CCC-SLP

Sponsored By:

Linking language development to literacy



Common Core State Standards

- Provide teachers and parents a clear and consistent understanding of what students are expected to learn
- Are designed to be robust and “real world” and to provide students:
 - Knowledge and skills
 - College readiness
 - Career readiness



www.corestandards.org/about-the-standards

CCSS are Broken Down into...

- Speaking and Listening
- Reading Literature
- Reading Foundational Skills
- Reading Information Text
- Writing
- Language



www.corestandards.org/about-the-standards

A Guide – But NOT a “How To”

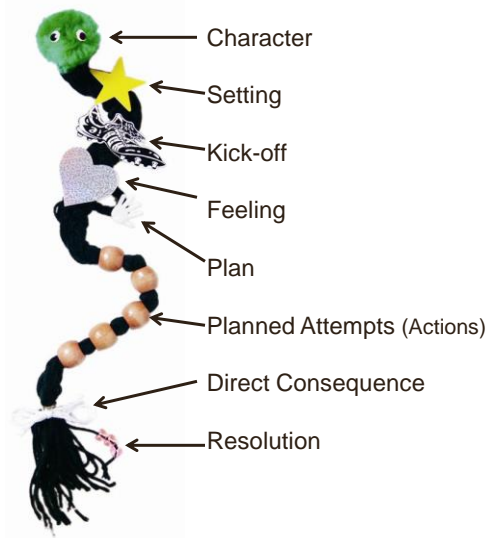
- CCSS sets grade-specific standards but **does not define the intervention methods or materials necessary** to support students who are well below or well above grade-level expectations
- SLPs, Teachers, Reading Specialists, Literacy Coaches, Special Educators and Interventionists can...
 - Provide oral language development interventions
 - Support interrelationships among reading, writing, speaking, listening, and language
 - Collaborate with each other, families and administrators
 - Bolster RTI initiatives



A quick review of Story Grammar Marker® & ThemeMaker® methodologies which will be used with an exemplar text to show how to support the Common Core State Standards.

What is the Story Grammar Marker®?

A hands on, multisensory tool that has colorful, meaningful icons that represent the organizational structure of a story. The tool itself is a complete episode, the basic unit of a plot.



Reading Language developed by Literacy
PRODUCT ID: _____

"The Big Picture"

MAIN CHARACTER: Who or what is the story about?

SETTING: Where and when does the story take place?

KICK-OFF (Initiating Event): What happened to the character to cause trouble? (It was a fun time day out...)

FEELINGS (Response to the Kick-Off): How did the character feel about what happened?

PLAN: What does the character want to do? Why will he/she know this plan? Think about the kick-off and internal response.

Attempt: What action does the character take to achieve the plan?

Attempt:

Attempt:

Obstacle: Is there a complication to the plan? If yes, this becomes a new kick-off, creating an embedded episode.

DIRECT CONSEQUENCE: What happened as a result of the attempt(s)?

RESOLUTION: How does the character feel about the direct consequence? Is there a lesson learned or a moral to the story?

Strategy Tracker

- PREDICT** What is it that you will read in the section or chapter?
- READ** Read the section or chapter.
- ASK FOR CLARIFICATION** If you are not clear on what you have read, ask questions.
- DECODE THE STRUCTURE** Is the structure:
 - "A Story?"
 - Expository/Informational?
- MAP** Choose a step to organize what you've read.
- SUMMARIZE** Retell, orally or in writing, what you have read.
- FORMULATE A TEST QUESTION** Create a question on what you have read that could appear on a test.
- PREDICT** What is it that you will read in the next section or chapter?

Topic Conflicts

- Character vs. Character
- Character vs. Self
- Character vs. Environment
- Character vs. Society

STUDENTS' ThemeMaker Tool

EXPOSITORY (Information) TEXT STRUCTURES

DESCRIPTIVE AUTHOR'S PLAN: Describe a topic. Focus on the Character or the Setting.	LIST AUTHOR'S PLAN: List things related to topic.	SEQUENCE AUTHOR'S PLAN: State the order or steps.
CAUSE/EFFECT AUTHOR'S PLAN: Explain the reason why something happened.	PROBLEM/SOLUTION AUTHOR'S PLAN: Identify a problem and offer a Plan to solve it.	PERSUADE AUTHOR'S PLAN: Persuade or negotiate with others.
COMPARE and CONTRAST		
POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, Use, Composition, Parts.		
AUTHOR'S PLAN: Show how two or more criteria are different or similar, or related to chosen topic.		
Example Topic Sentence Starters		
KEY ADJECTIVES/ PHRASES: at, about, any, different, each, few, many, more, much, none, numerous, one, several, some, varied, various.		
KEY NOUNS: area, category, class, characteristic, event, example, individual, instance, manner, means, method, occasion, occurrence, place, person, situation, stage, step, style, system, type.		
<ol style="list-style-type: none"> Our book showed various types of _____. There are many stages of _____. There were several causes and numerous results that led to _____. _____ are one of the many ways _____. 		

Reading Language developed by Literacy
MindWing
concepts, etc.

Speaking and Listening Standards K-5 Presentation of Knowledge and Ideas #4

<p>K</p> <p>Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p>	<p>1</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>2</p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>3</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.</p>	<p>4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>5</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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Please note: If a child cannot take perspective in the narrative, then he/she will have difficulty using evidence to argue a point or present an opinion.

A note about expository (information) text...

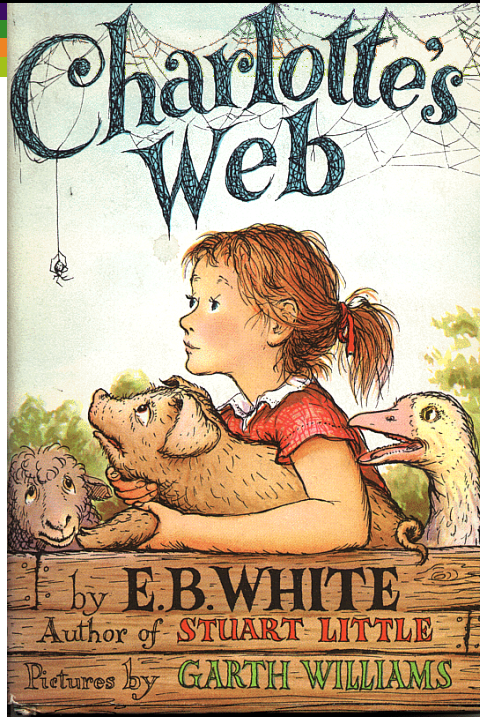
Expository (non fiction) text is found in pictures, charts, textbooks, newspapers, recipes, science experiments, magazines, the internet, brochures, grocery lists, tv news, driving directions, etc.... The more exposure to expository text, or information, that a child has, the more literate he/she becomes in time.

In this webinar...

We will use an exemplar text, Charlotte's Web, along with other texts by CCSS exemplar text authors to demonstrate how to analyze the texts for supporting the Common Core State Standards.

**Charlotte's
Web is a CCSS
Grade 2
Read Aloud
Exemplar Text**

**Why did we
choose this
exemplar text
for our
purposes in
this webinar?**



“Begin with a good definition. Then, if you need to know the basics about a topic, go to the encyclopedia or a children’s book at the library. Those two sources will give you a starting point; giving you the background you need to think about before you write.”

- Grattan H. Rooney, Correspondent,
Springfield, MA Newspapers





In 2012, Charlotte’s Web topped Scholastic’s Parent and Child magazine’s list of 100 Greatest Books for Kids. It is a narrative (story) chapter book with many elements of expository (information) text within it. Charlotte’s full name is Charlotte A. Cavatica, as she introduces herself on page 37 of the book. This sparked curiosity and I wondered how much information about spiders and pigs did E.B. White know?

I found out that the scientific term for “barn spider” is *araneus cavaticus*. The genus is araneus and the species is cavaticus. Also, E.B. White lived on a farm in Maine. How did he think up the story for Charlotte's Web? “I had been watching a big grey spider at her work and was impressed by how clever she was at weaving. Gradually I worked the spider into the story that you know, a story of friendship and salvation on a farm.”

- Scholastic

Facts about Charlotte’s Web

- Originally published in 1952 by Harper Collins
- Interest level: Grades 3-6
- Reading Level: Grade 4
- Lexile Level: 680L
- DRA Level: 40

What is an Exemplar Text?

- “Models or examples, not mandates”
- “Aid educators in selecting appropriate instructional texts...they are there to lead the way – not to be the curriculum.”

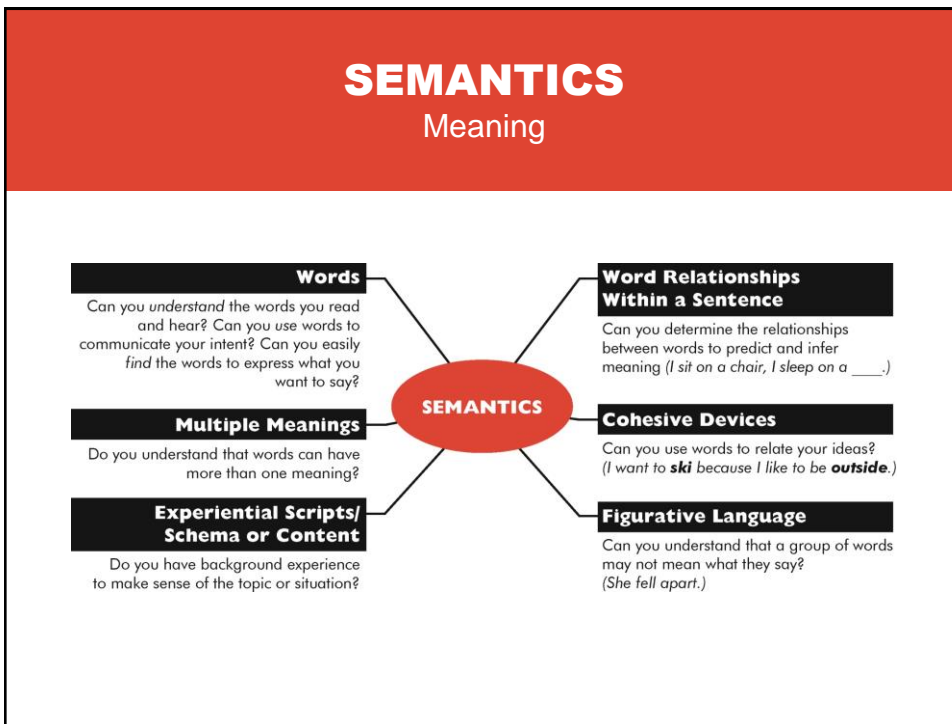
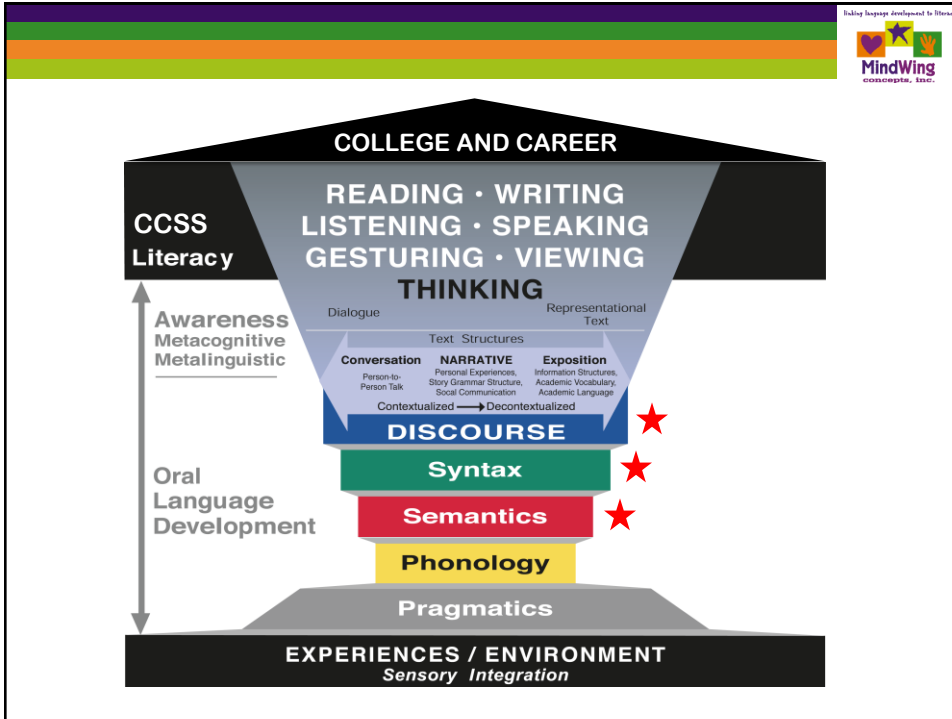
Hiebert, Elfrieda H. (2013) The CCSS Text Exemplars: Understanding Their Aims and Use in Text Selection, *Reading Today*

- “Serve as useful guideposts in helping educators select texts of similar complexity, quality and range for their own classrooms.”

CCSS Initiative , Appendix B, 2010 , p. 2

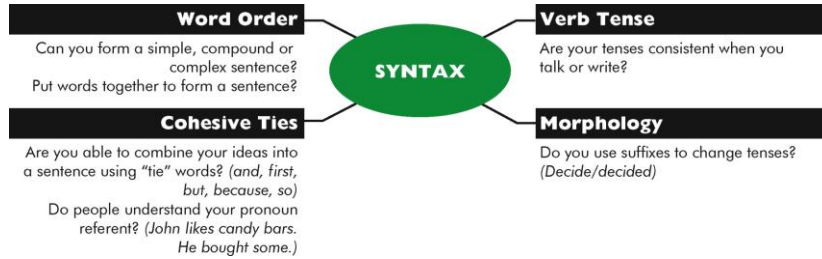
Teachers are being asked to look at texts for vocabulary, sentence length, cohesion and text length.

SLPs are particularly well positioned to collaborate with teachers because of their background in sentence complexity, cohesive ties, text types and complexity.



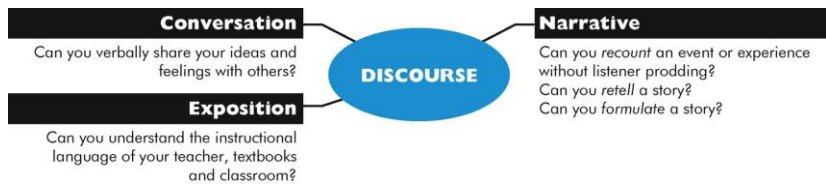
SYNTAX and MORPHOLOGY

From Simple to Complex Sentences

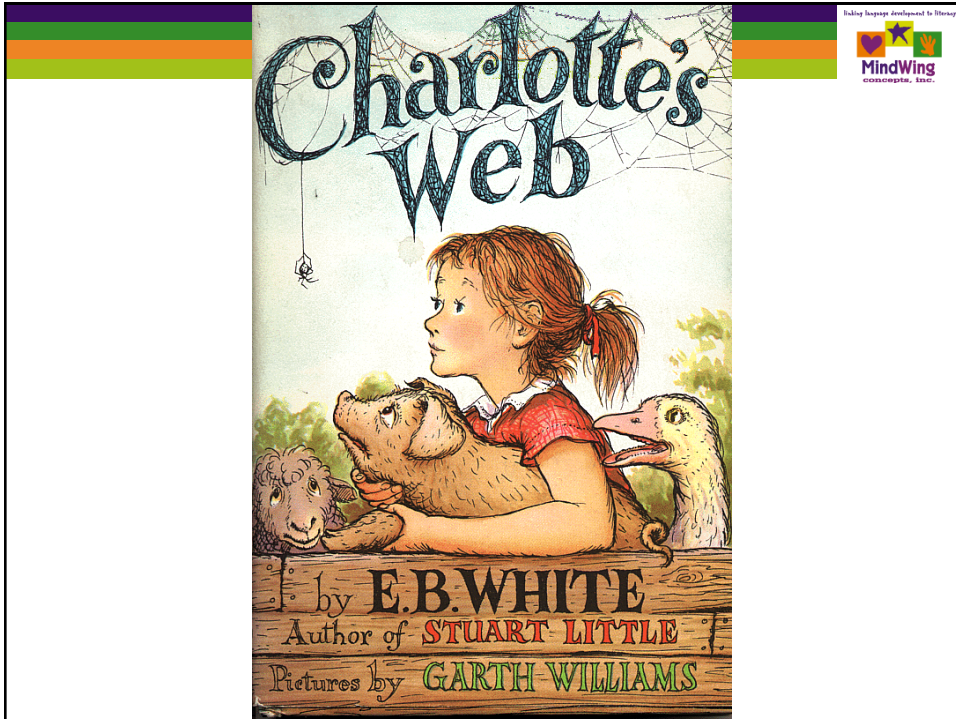


DISCOURSE

Spoken and Written Communication



Carol Westby (1985)



Writing Standards Grade 5 – Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Common Core State STANDARDS FOR English Language Arts & Literacy in
History/Social Studies, Science, and Technical Subjects
Appendix B: Text Exemplars and Sample Performance Tasks

**White, E. B. *Charlotte's Web. Illustrated by Garth Williams. New York:*
HarperCollins, 2001. (1952)
From Chapter 1: "Before Breakfast", pages 1-3 Excerpt**

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said.

"Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

"Please don't kill it!" she sobbed. "It's unfair." Mr. Arable stopped walking.

"Fern," he said gently, "you will have to learn to control yourself."

"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about controlling myself."

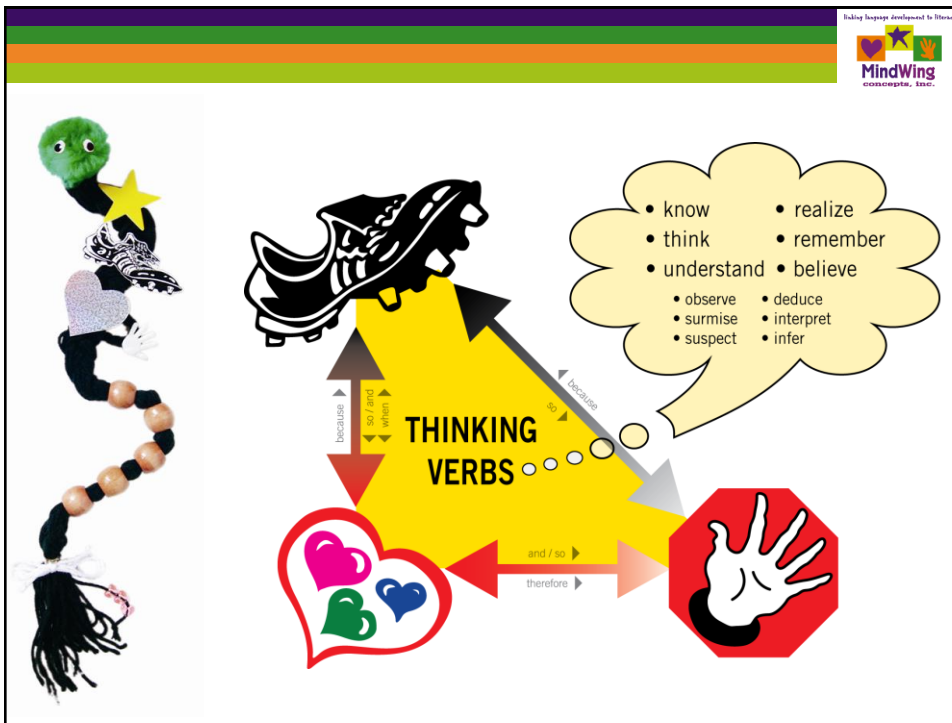
Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed me?"

Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."



Language / Literacy Developmental Checklist

Sequence of Narrative Development Stages (See research evidence in SGM Manual, pp. 109-114)


Student Name	STAGE 1 Descriptive Sequence	STAGE 2 Action Sequence	STAGE 3 Reactive Sequence
Comments:	<ul style="list-style-type: none"> Character description <ul style="list-style-type: none"> age/gender physical description likes/dislikes personality Setting description ("ho-hum day...") Ability to label No causal, temporal links Additive cohesive ties: <i>and, and then</i> 	<ul style="list-style-type: none"> Centering on a character or theme May have chronological/temporal order No causal relationships Centers on actions Temporal cohesive ties: <i>then, first, next, when, after that</i> 	<ul style="list-style-type: none"> Initiating Events in which changes automatically cause other changes—reactions Causal chaining begins No feeling, plan, or goal stated Cohesive ties: <i>so, but, or</i>
	<input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/>
	Comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ Date: _____	Comments: _____ _____ _____ _____ _____ _____ _____ _____ Date: _____	Comments: _____ _____ _____ _____ _____ _____ _____ _____ Date: _____
PRESCCHOOL — "Landscape of Action" (Bruner, 1986.)			

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STAGE 4 Abbreviated Episode	STAGE 5 Complete Episode	STAGE 6 Complex Episode	STAGE 7 Interactive Episode
<ul style="list-style-type: none"> Emotional cause/effect Implicit or explicit goals/intentions Plan may be implied Cause/effect (IE/DC) Development of emotions: happy, sad, mad, surprised, disgusted, afraid. <p>Causal cohesive ties: because, if</p>	<ul style="list-style-type: none"> Centering & chaining Goal oriented behavioral sequence Recognition of need to plan Some evidence of a plan Planned Attempts (PA) Perspective taking Resolution (R) <p>Cohesive ties that show direct consequence: as a result, because</p>	<p>(May contain multiple episodes)</p> <ul style="list-style-type: none"> Comprehension of critical thinking triangle Complications Embedding: PA or obstacle becomes IE May involve multiple plans, attempts, consequences Know characters can change Recognize tricky, figurative language 	<ul style="list-style-type: none"> Two characters having separate goals and actions influencing each other's behavior/plans Any component could become the IE <p>Meta-Narrative</p>
Comments:	Comments:	Comments:	Comments:
Date:	Date:	Date:	Date:
EARLY ELEMENTARY	LATE ELEMENTARY	ADOLESCENT	

















"Landscape of Consciousness" (Bruner, 1986.)



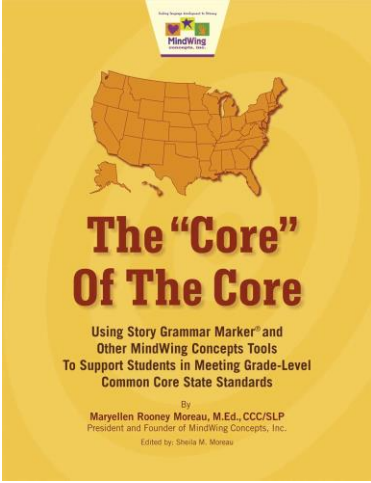
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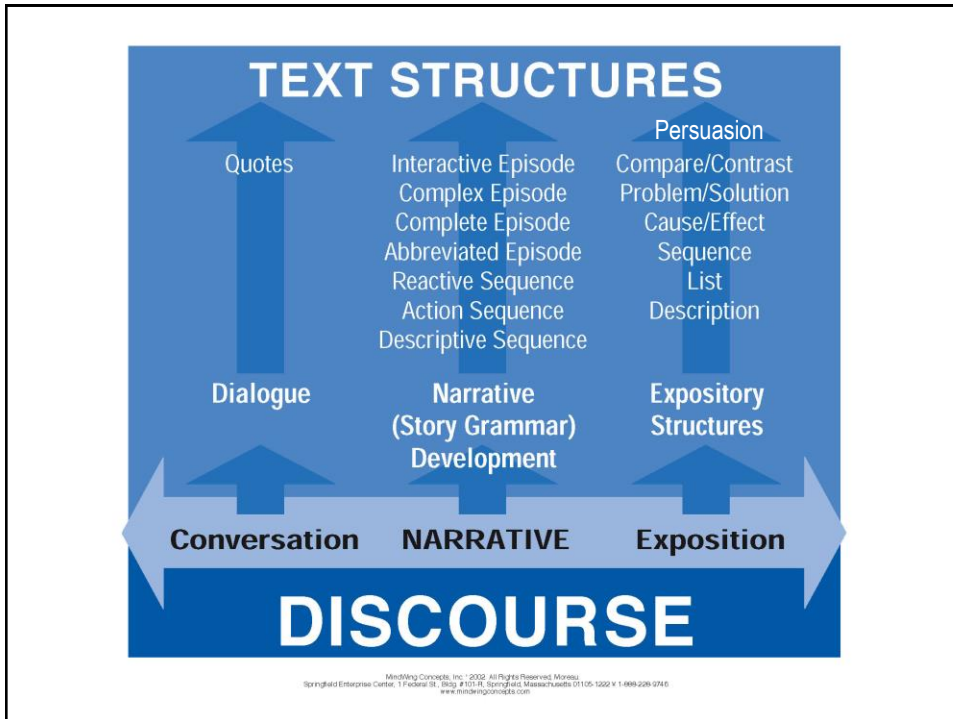


Narrative Development Correlated to the CCSS for Reading, Key Idea and Detail #3 Using Chapter 1 of Charlotte's Web

<p>Narrative Development Stage 1: Descriptive Sequence</p> <p> Fern, her parents, the Piglet</p> <p> In the kitchen at home and outside at the hog house, Fern is arguing with her parents about killing a runt piglet</p> <p>(exploration of the setting using questions and pictures in important)</p> <p>CCSS Kindergarten RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Narrative Development Stage 2: Action Sequence</p> <p> Fern, an eight year old, strong willed, caring girl, her parents, a thin, sickly Piglet</p> <p> In the kitchen at home and outside at the hog house, Fern is arguing with her parents about killing a runt pig</p> <p> Fern shrieks at her mother</p> <p> Fern struggles with her father to get the ax away from him</p> <p>CCSS Grade 1 RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Narrative Development Stage 3: Reactive Sequence</p> <p> Fern, an eight year old, strong willed, caring girl, her parents, a thin, sickly Piglet</p> <p> In the kitchen at home and outside at the hog house, Fern talks to her mother about the new litter of piglets</p> <p> All of a sudden, Fern notices her father has an ax and means to kill the runt Piglet</p> <p> So, Fern shrieks at her mother and struggles with her father to get the ax and argues with him to let the runt piglet live.</p> <p>CCSS Grade 2 RL.2.3. Describe how characters in a story respond to major events and challenges.</p>
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Narrative Development Stage 5: Complete Episode	
Narrative Development Stage 4: Abbreviated Episode	Narrative Development Stage 5: Complete Episode
<p> Fern, an eight year old, strong willed, caring girl, her parents, a thin, sickly Piglet</p> <p> In the kitchen at home and outside at the hog house, Fern talks to her mother about the new litter of piglets</p> <p> All of a sudden, Fern notices her father has an ax and means to kill the runty Piglet!</p> <p> Fern is outraged and worried about the piglet.</p> <p> So, Fern shrieks at her mother and struggles with her father to get the ax and finally convinces him to let the runty piglet live.</p>	<p> Fern, an eight year old, strong willed, caring girl, her parents, a thin, sickly Piglet</p> <p> In the kitchen at home and outside at the hog house, Fern talks to her mother about the new litter of piglets</p> <p> All of a sudden, Fern notices her father has an ax and means to kill the runty Piglet!</p> <p> Fern is outraged and worried about the piglet.</p> <p> Fern KNOWS that the runt of litter is not valuable on a farm, she REALIZES that her father needs to kill the runt, she REMEMBERS that her father has empathy, she THINKS it is a case of injustice to kill a runty piglet just because it is born too small</p> <p> She intends to prevent her father from killing the piglet and to convince him to let it live.</p> <p> First, Charlotte shrieks at her mother</p> <p> Then, she struggles with her father to get the ax</p> <p> Finally, she argues with her father to convince him to let the runty piglet live.</p> <p> As a result, Charlotte's father let's her feed and care for the runty piglet as if it were a baby and she names it Wilbur.</p> <p> Fern was relieved that she had saved the piglet, thrilled to be able to care for him, and triumphant that she had overcome an injustice.</p>
<p>CCSS Grade 3 RL.3.3. Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p>	<p>CCSS Grade 4 RL.4.3. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (character's thoughts, words, actions).</p>

Telling language developed by literacy	
	
	<p>Please note: The second handout you received is the narrative analysis of Chapters 1-5 of Charlotte's Web, which is an excerpt from our newest publication.</p>



“Because expository texts are the primary means for acquiring academic and schooled knowledge, students’ failure to understand and learn from expository texts can create a cumulative knowledge deficit as children progress through schools.”

Improving Comprehension Instruction: Rethinking Research, Theory, and Classroom Practice. Edited By: Cathy Collins Block, Linda B. Gambrell and Michael Pressley. ISBN: 0-87207-458-7

STUDENTS' **ThemeMaker Tool**
EXPOSITORY (Information) TEXT STRUCTURES

<p style="text-align: center;">DESCRIPTIVE</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">in addition to, besides, for example, such as, for instance, also</p> <p><small>AUTHOR'S PLAN: Describe a topic. Focus on the Character or the Setting.</small></p>	<p style="text-align: center;">LIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> for example <input type="checkbox"/> also <input type="checkbox"/> furthermore <input type="checkbox"/> finally <p><small>AUTHOR'S PLAN: List things related to topic.</small></p>	<p style="text-align: center;">SEQUENCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> first <input type="checkbox"/> then <input type="checkbox"/> next <input type="checkbox"/> finally <p><small>AUTHOR'S PLAN: State the order or steps.</small></p>
<p style="text-align: center;">CAUSE/EFFECT</p> <p style="text-align: center;">cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, effect, if-then</p> <p><small>AUTHOR'S PLAN: Explain the reason why something happened.</small></p>	<p style="text-align: center;">PROBLEM/SOLUTION</p> <p style="text-align: center;">therefore, as a result, consequently, solve</p> <p><small>AUTHOR'S PLAN: Identify a problem and offer a Plan to solve it.</small></p>	<p style="text-align: center;">PERSUADE</p> <p style="text-align: center;">decide, want, response, reason/facts</p> <p><small>AUTHOR'S PLAN: Persuade or negotiate with others.</small></p>
<p style="text-align: center;">COMPARE and CONTRAST</p> <p style="text-align: center;">DIFFERENT</p> <p>different, unlike, but, however, rather than</p> <p style="text-align: center;">SAME</p> <p>same, alike, similar, both, all</p> <p><small>AUTHOR'S PLAN: Show how two or more criteria are different or similar, as related to chosen topic.</small></p>		

Example Topic Sentence Starters

<p>KEY ADJECTIVES/ PRONOUNS all, another, any, different, each, few, many, more, much, none, numerous, one, several, some, varied, various</p>	<p>KEY NOUNS areas, categories, causes, characteristics, events, examples, incidents, instances, manners, means, methods, occasions, occurrences, phases, reasons, situations, stages, steps, traits, types, ways</p>	<p>1. Our book showed <u>numerous</u> types of _____.</p> <p>2. There are <u>many</u> stages of _____.</p> <p>3. There were <u>several</u> causes and <u>numerous</u> events that led to _____.</p> <p>4. _____ and _____ are alike in <u>many</u> ways.</p>
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As the curriculum becomes more complex...
EXPOSITORY TEXT TERMINOLOGY BECOMES MORE...

TECHNICAL ABSTRACT DENSE
COMPLEX ALIENATING

Technical Vocabulary
Embedded Clauses

Fang, Z., and Schippegrell, M. (2010). Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis. *Journal of Adolescent & Adult Literacy* 53(7). International Reading Association.

Disciplinary Literacy



There is a new research focus called Disciplinary Literacy which studies how the authors present information depending on their area of study (ex. Scientists write about science, historians write about history, etc. and each uses a different type of writing). What is studied is the type of text, vocabulary, sentence structure of a particular discipline.

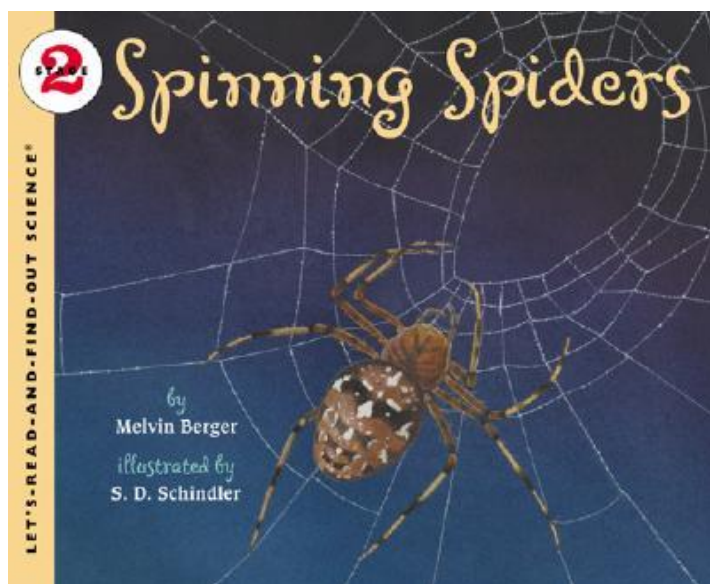
Disciplinary Literacy includes literacy skills specialized to:

- History
- Science
- Mathematics
- Literature

or other subject matter (such as astronomy or the study of DNA).

(See references for Fang and Shanahan & Shanahan)







Building CHARACTERistics

Accountable	Amiable	Brave	Caring
(sense-of) Citizenship	(sense-of) Community	Concerned	
Compassionate	Confident	Considerate	
Courageous	Curious	Dependable	Determined
Diligent	Disciplined	Empathetic	Encouraging
(work) Ethic	Ethical	Fair	Flexible
Friendly	Generous	Helpful	Honest
Honorable	Humane	Humble	Humorous
Independent	Integrity	Intellectually-Curious	Jocular
Jovial	Joyful	Just	Kind
(sense-of) Leadership	Loving	Loyal	
Mature	Modest	Moral	Nice
Obedient	Open-Minded		
Optimistic	Passionate	Patient	Polite
Pragmatic	Prompt	Punctual	Ready
Resourceful	Respectful	Responsible	(sense-of) Self
Self-Disciplined	Sensitive	Spiritual	Sportsmanlike
Strong	Supportive	Team Player	Tolerant
Trustworthy	Truthful	Understanding	Unique
Values	Vallant	Virtuous	Volunteering
(sense-of) Wellness	Wise		



English Language Arts Standards » Reading: Informational Text - Grade 5

Craft and Structure

CCSS.ELA-Literacy.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-Literacy.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-Literacy.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

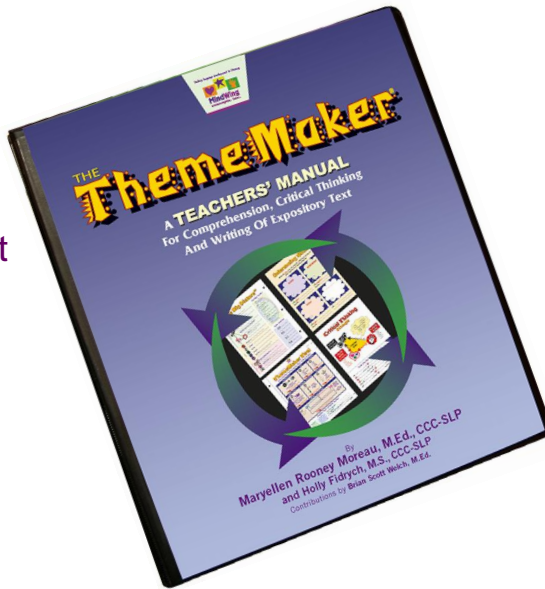
CCSS.ELA-Literacy.RI.5.8


Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.


The following slides contain ThemeMaker® Maps for thinking about information (expository text), comprehension and writing.



Building language development for literacy

 MindWing
 concepts, etc.


List Map


Name _____ Date _____


YOUR PLAN  "List" things related to a topic.


STUDENT


Expository Text


 Leg Parts Audience pg 55


 Coxa


 Trochanter

 femur

 Patella

 Tibia

 metatarsus

 Tarsus

Topic Sentence: Spider legs have seven sections.

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List Map

Expository Text **STUDENT**

Name _____ Date _____

YOUR PLAN "List" things related to a topic.

Insects Spiders Eat Audience pg 39

Flies

bugs

grass hoppers

choice beetles

moths

butterflies

cockroaches

gnats

midges

daddy longlegs

centipedes

mosquitoes

crickets

Key Words:
for example, also
list, and, besides,
furthermore,
in addition to,
another, also,
for instance, more,
some

Topic Sentence: Spiders eat many types of insects

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Sequence Map

Expository Text **STUDENT**

Name _____ Date _____

YOUR PLAN Tell the order or steps.

Wilber's Plan for a day on the farm

To begin with, 1 Breakfast at 6:30 (names/lists items)

First 7-8 Talk with Templeton, the rat

Next 2 8-9 Nap in the sun

9-11 Dig a hole

Then 3 11-12 Stand still and watch flies, bees, and swallows.

12-1 Lunch-time (lists items)

After that, 4 1-2 Sleep

soon after 3-3 Scratch itchy places by rubbing against the fence.

Finally 5 3-4 Stand perfectly still and think


4 Supper (lists items)

Topic Sentence: Rain destroyed Wilber's plan for the day. He had every hour planned.

Reference: _____

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Sequence Map



STUDENT



Name _____ Date pg. 37-38 Expository Text



YOUR PLAN Tell the order or steps.



 Charlotte's steps to wrap up a fly

To begin with,  Dive at him
 Drop a tiny silken thread unwound from her rear end (spinnerets)

Next,  wrap him up


Now Then,  knock him out, so he'll be more comfortable by biting the fly.


After that, soon after,  Plan to eat him for breakfast



Finally,  _____


Topic Sentence: Charlotte took several steps to wrap up a fly for breakfast.

Reference: _____

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Cause/Effect Map


STUDENT


Name _____ Date _____ Expository Text


YOUR PLAN Explain the reason why something happened.

Audience Page 37

Strong hot thin delicate silken strands, woven by spiders  Strong webs that stretch easily break

Insects, thumping around in webs  break web parts or holes in the web

making holes in webs  Spiders to rebuild their webs (usually at night)

Topic Sentence: Sometimes spiders have to repair their webs.

Key Words: cause, reason, because, therefore, in order to, thus, since, consequently, as a result, effect, if-then, so

Reference: _____

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Sequence Map

STUDENT

Name _____ Date pg. 52-57 Expository Text

YOUR PLAN Tell the order or steps.

Charlotte gives Wilbur directions about how to spin a web.

To begin with, 1 Take a deep breath

First Now Climb to the highest place you can get to.

Next 2 Make an attachment with your spinnerettes

Then 3 Hurl yourself into space

After that, soon after 4 let out a dragline as you go down.

Finally 5 _____

Topic Sentence: Charlotte used her own experience to give Wilbur directions on building a web.

(He was a pig and as Charlotte told him on page 52, "you lack a set of spinnerettes and you lack know-how.")

Reference: (Consult Gibbons at Quarter references)

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Problem/Solution Map

STUDENT

Name _____ Date _____ Expository Text

YOUR PLAN State a problem and offer a plan to solve it.

Wilbur asks Charlotte to save him Audience pages 62-65

Charlotte

at the Zuckerman's farm

How to save Wilbur's life.

Concerned, Confident (Proud)

Thinks best when hanging upside down at the top of her web.

Plan is still in its early stages and hasn't completely shaped up yet but I'm still working on it.

She was patient.

She decided (pg 67) to play a trick on Zuckerman.

"If I can fool a pig," thought Charlotte, "I can surely fool a man."

Key Words:
problem, trouble, want, desire, wish, decide, persuade, convince, negotiate, solve, answer, reply, response, solution, result, consequence, therefore

Cohesive Ties:
Causal ties, Conditional ties, Temporal (time) ties

Action Verbs:

Topic Sentence: Charlotte's Plan was to play a trick on Zuckerman, to save Wilbur's life.

Reference: Charlotte has a "theory of mind"

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Compare and Contrast Map

Date page 60 Expository Text **STUDENT**

YOUR PLAN Show how two or more components or ideas are the same or different.

Key Words:
Compare: same, alike, similar, both, all
Contrast: different, unlike, but, however, rather than

Topics: Spider web Queensboro Bridge

DIFFERENT	Criteria	DIFFERENT
<ul style="list-style-type: none"> • Takes 1 evening to weave a web • Spiders weave with silk • Catch insects, then wait quietly for something to come • Spc is voluntary 	<ul style="list-style-type: none"> Time Who Purpose Result 	<ul style="list-style-type: none"> • Took 8 years to build a bridge • men build bridge with steel • not back and forth across the bridge • thinking something's better on the other side • they rush
SAME		
<p>The Queensboro bridge seemed similar in structure to a spider's web, notes Charlotte, on page 60 (aka "59th street bridge")</p> <p>It is a cantilever structure.</p>		

Topic Sentence: _____

Reference: _____

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Opinion / Argument / Persuade

Date pg 89

YOUR PLAN State an opinion / persuade or negotiate with others.

Getting ideas for words that Charlotte will write in her web as part of a plan to save Wilbur.

Issue: The issue is how to get new words when Templeton, the self-centered rat, is the only one able to get access to old magazines at the dump - there is a "director's meeting" on the farm, headed by oldest sheep.

What You Think (Opinion #1): The oldest sheep thinks Templeton should go but knows (as do all the animals) about Templeton's self-centered personality: "always looking out for himself, never thinking of the other fellow."

What You Think The Other Person Is Thinking (Opinion #2): Templeton won't want to bother going to search the dump for the greater good.

Your Plan To Convince: All are of the same opinion: The oldest sheep plans to save Wilbur by convincing Templeton to go to the dump in search of words for Charlotte to copy.

- This calls for a problem-solving map.

Key Words: problem, trouble, want, desire, wish, decide, persuade, convince, negotiate, solve, answer, reply, response, solution, result, consequence, therefore

Cohesive Ties: because, so, if, if-then, but, first, next, finally

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Opinion / Argument / Persuade

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YOUR PLAN **List or Sequence Reasons and Facts. (use the word "because")**

Reason: *appeals to his basic instincts* → Fact: *all know Templeton likes to eat and will only agree if he is offered.*

(See problem solving map)

Reason: _____ → Fact: _____

Reason: _____ → Fact: _____

Reason: _____ → Fact: _____

to persuade the person/group? *As a result of the steps of solving the problem The old sheep convinces Templeton to go.*

→ Are you satisfied? If not, what will you change? _____

Topic Sentence: *The barnyard animals hold a meeting in order to decide how to help Charlotte find words for her web. The decision involves convincing self-centered Templeton to go get words at the dump.*

Reference: _____

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Problem/Solution Map

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Expository Text **STUDENT**

Name _____ Date _____

YOUR PLAN **State a problem and offer a plan to solve it.**

Steps to convince Templeton to go to the dump in search of words for Charlotte to copy.

BEGINNING

barnyard animals (oldest sheep is speaker person)

"directors meeting"

MIDDLE

Problem: *steps to convince Templeton to go to get words at the dump for Charlotte to copy.*

Plan to Solve: *convince Templeton with effects of Wilbur's demise on his (Templeton's) life.*

END

Solution: *First, the old sheep asks him to go (Templeton says "let him die." "I should worry") next the sheep uses the word worry as a point of argument - All know how Templeton thinks. They know that Templeton relies on Wilbur's left over food to survive the winter.*

Key Words: problem, trouble, want, desire, wish, decide, persuade, convince, negotiate, solve, answer, reply, response, solution, result, consequence, therefore.

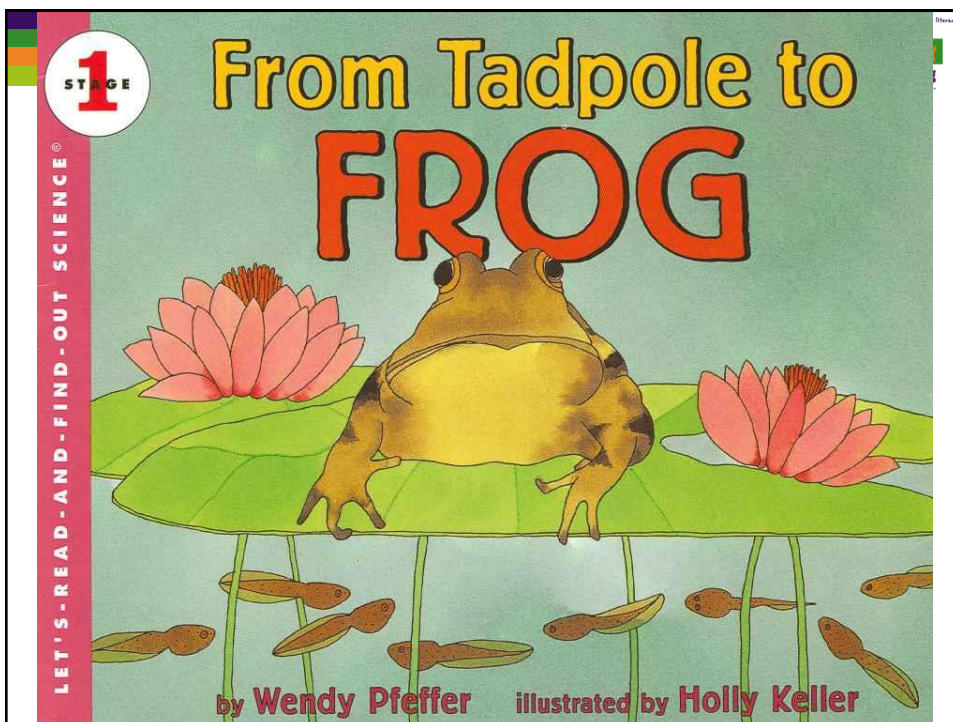
Cohesive Ties: Causal ties, Conditional ties, Temporal (time) ties.

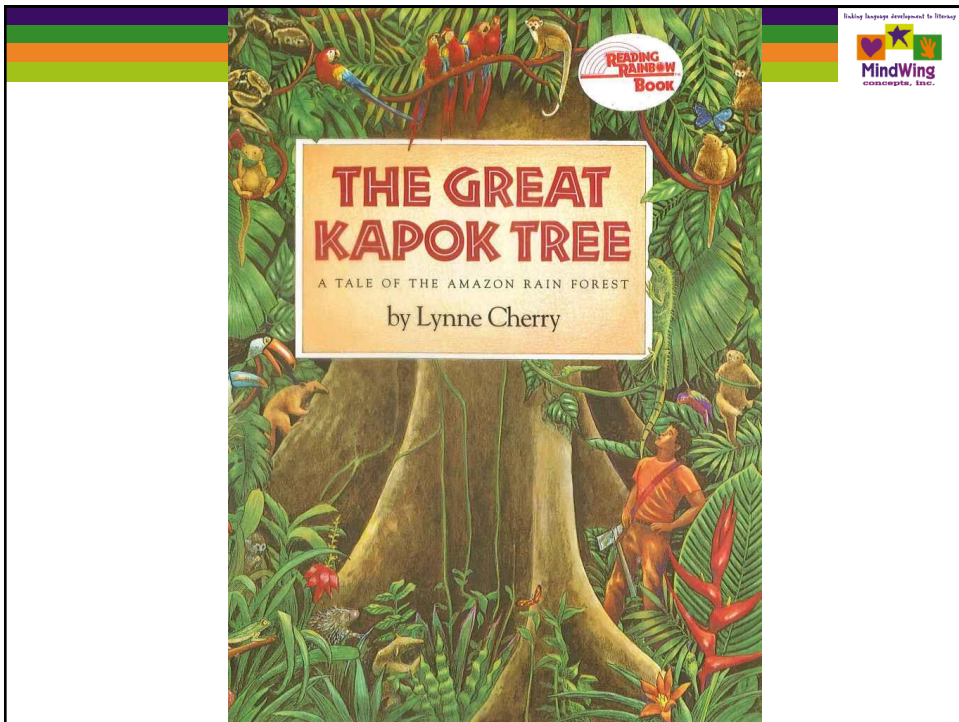
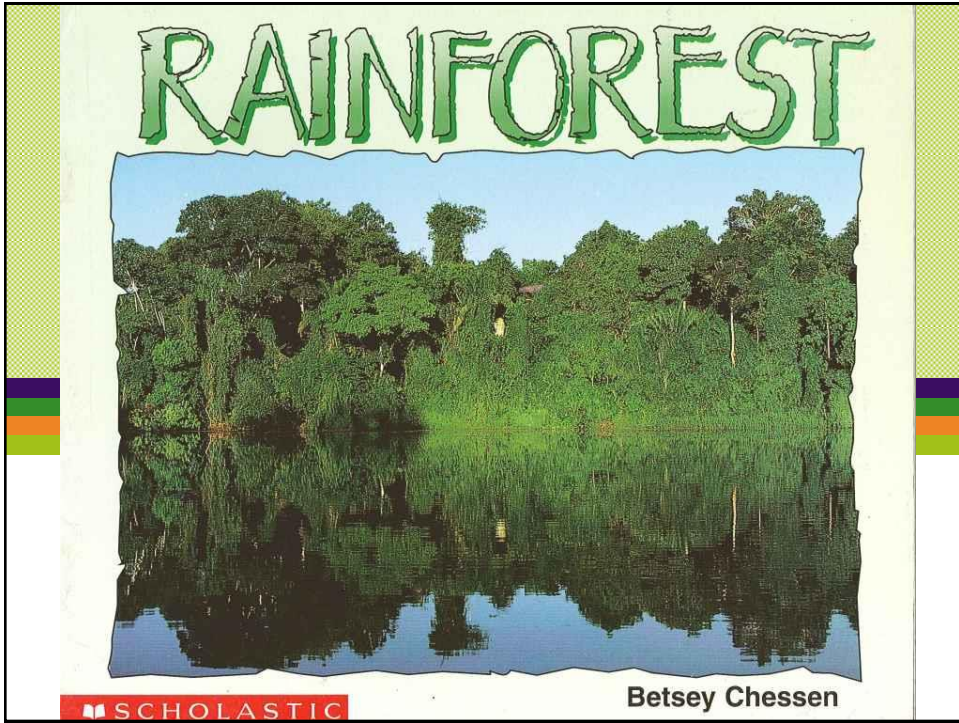
Topic Sentence: *The problem is solved, when Templeton, realizing ("Templeton's whiskers quivered") this, agreed to go.*

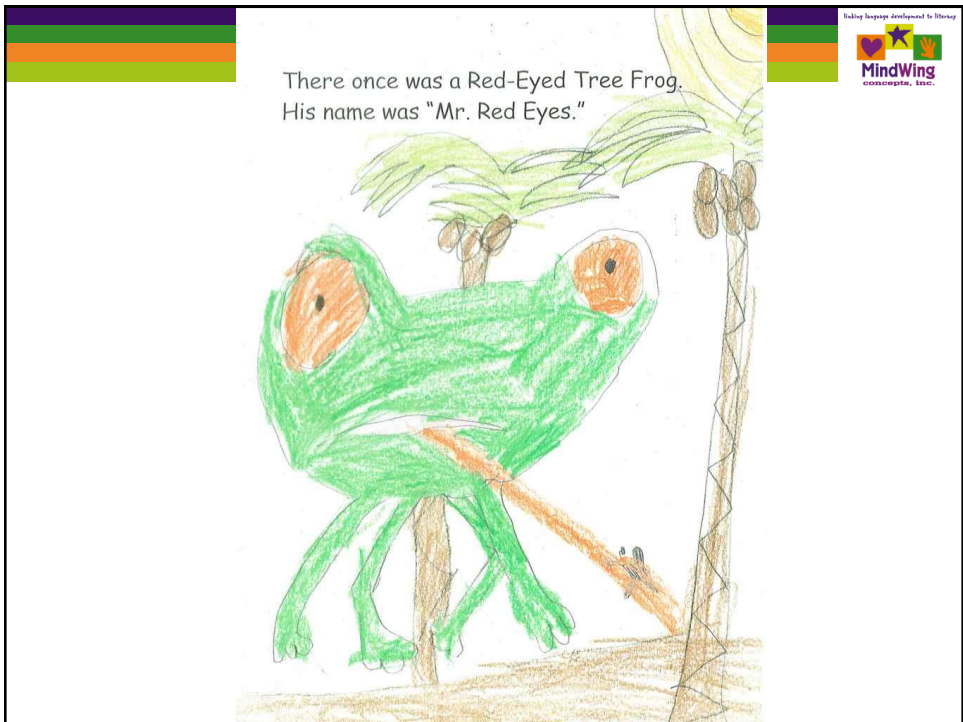
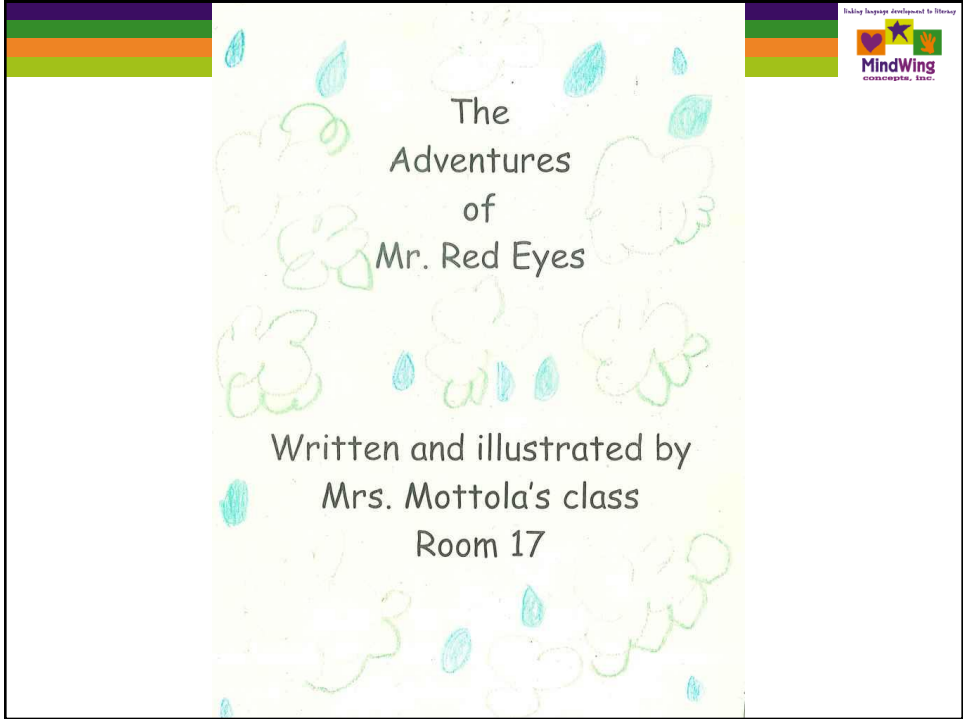
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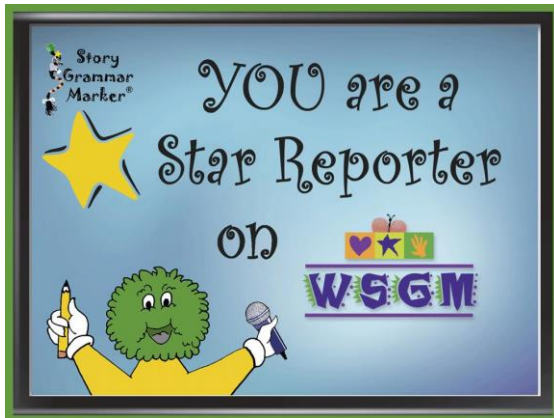
A Classroom Writing Lesson and Activity Integrating Narrative & Expository Text





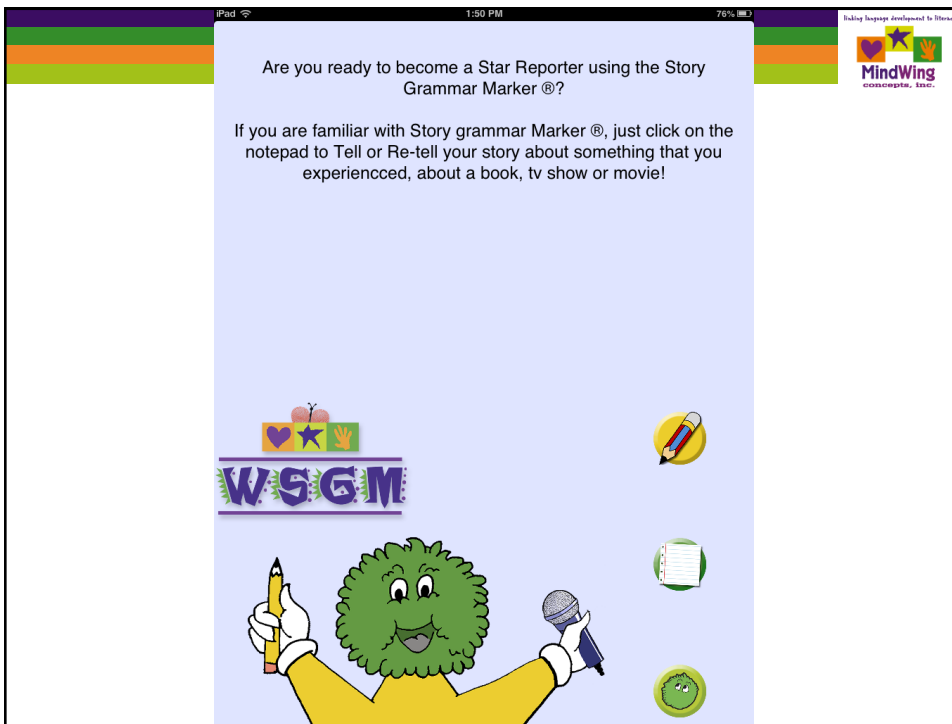


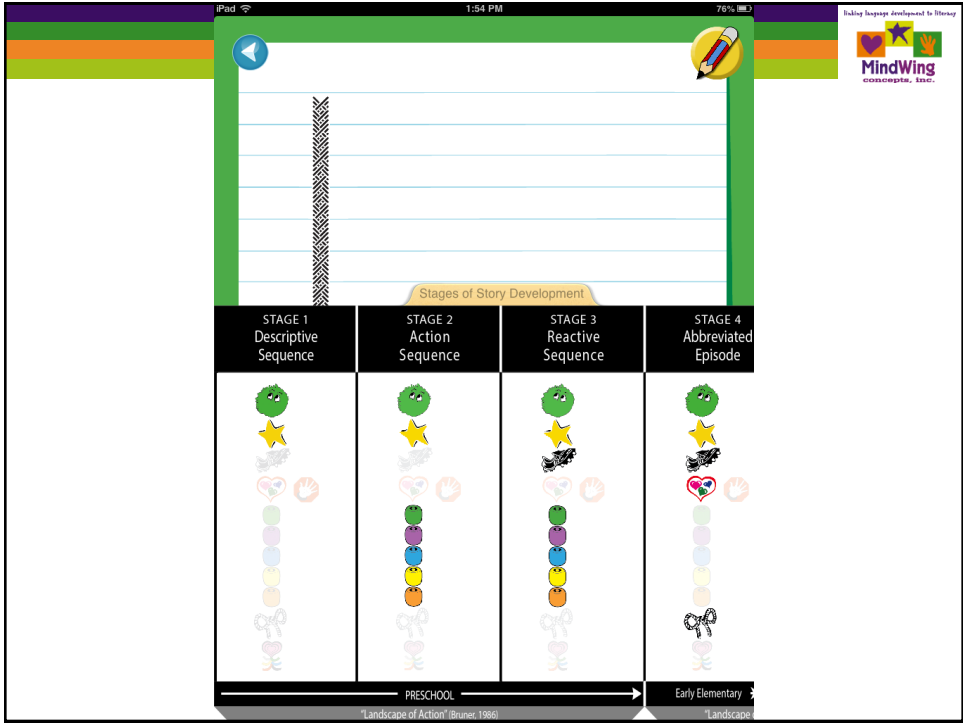
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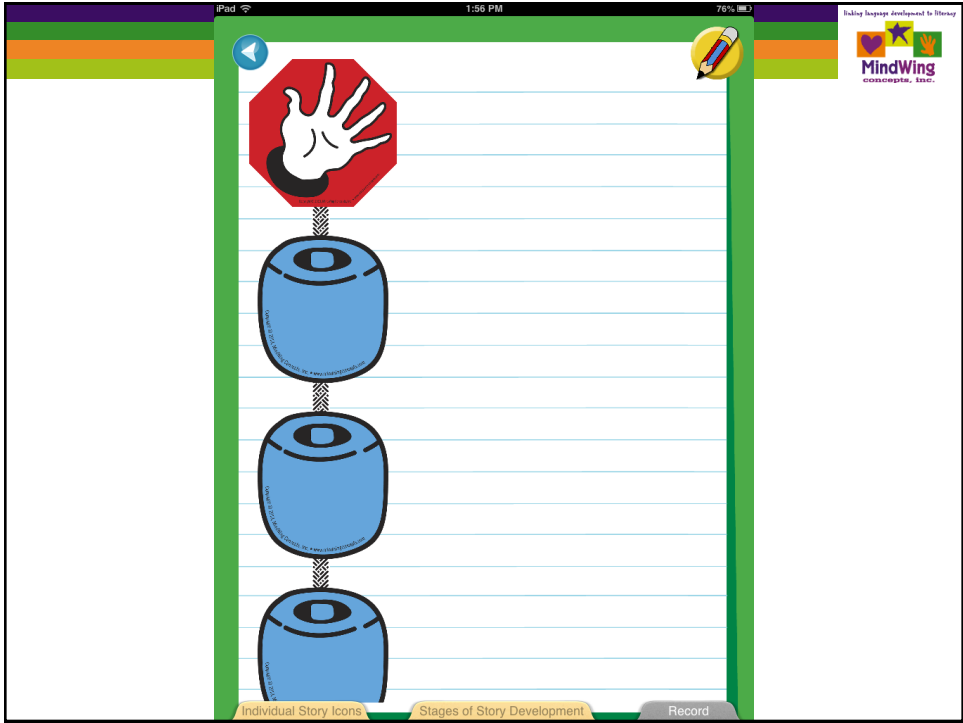


This App will be available
early Summer...

Available on the iPad
App Store







iPad 1:54 PM 76%

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The Setting is a star because sailors look to the stars to find out "where" they are and "when" it is when out at sea. But, it is much more than a time and place. The setting includes

Individual Story Icons Stages of Story Development Record

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SEE

HEAR

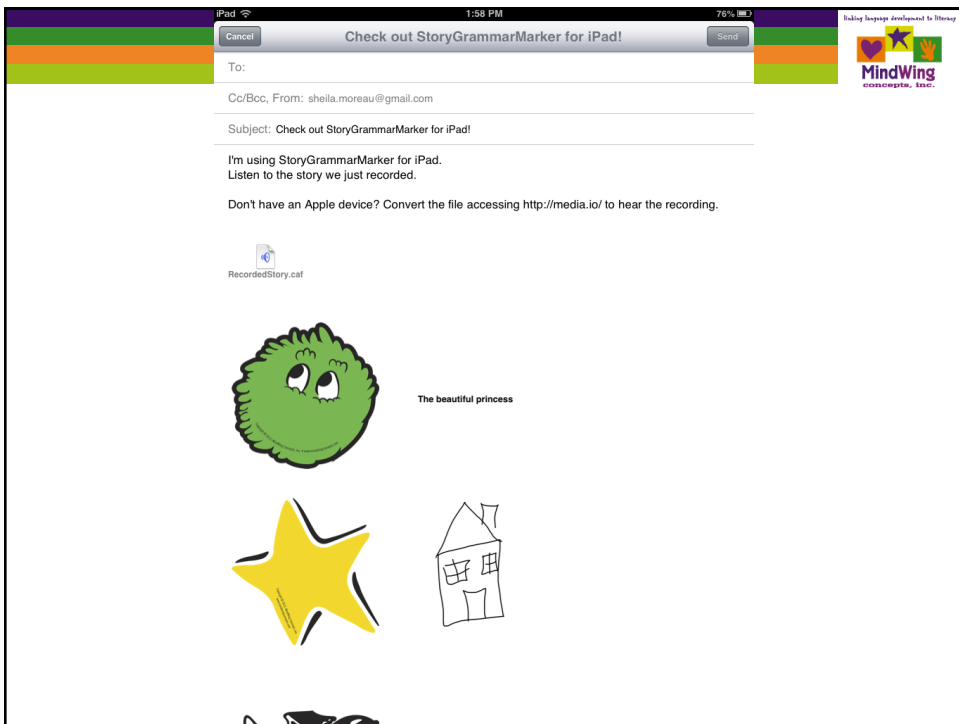
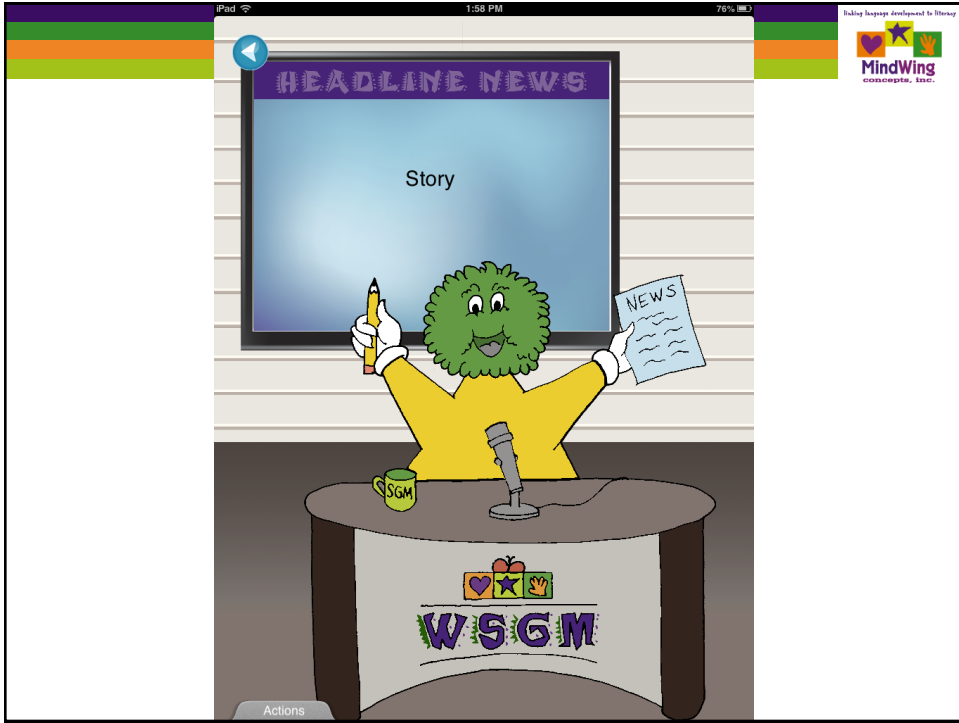
SETTING
Where / When

TASTE

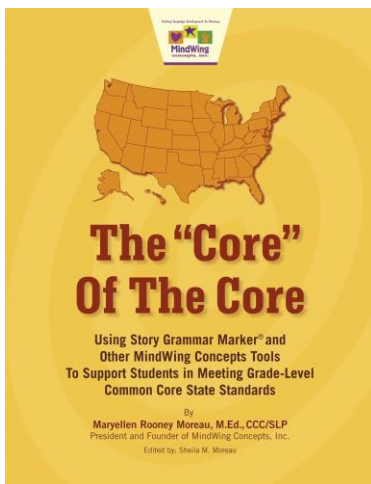
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