Immersion Phase:
Creating a Vision for Writing

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This resource packet is in the Pilot and Review Phase during 2015-2016. Please provide feedback to Sandy.Biondo@oakland.k12.mi.us or via the K-2nd or 3rd-5th grade Oakland Schools Writing Study Groups.
# IMMERSION PHASE

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IMMERSION PHASE

THREE PHASES OR PARTS TO MAISA UNITS

When planning for units, consider three different phases or parts:

Part 1: Assessment Phase – Conducting an on-demand performance assessment prior to starting a unit is optional and should be based on a district’s overall assessment plan. If done, administer the on-demand assessment for that text type prior to the Immersion Phase. Use the information gathered from the data to inform instruction and make adjustments to the Lesson Plan Phase based on students’ needs.

Part 2: Immersion Phase – See information in this packet

Part 3: Lesson Plan Phase – See lesson plan packet

IMMERSION PHASE – GENERAL BACKGROUND KNOWLEDGE

Teaching students how to learn from mentor text takes knowledge and experience. It is highly recommended that teachers spend additional time studying and reading information on immersion and the use of mentor text. The following are some possible resources:

- Calkins, Lucy. (2009). *A quick guide to teaching second-grade writers with units of study*. Portsmouth, NH: Heinemann. (Especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors)
- Ray, Katie Wood and Lisa Cleaveland. (2004). *About the authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann. There is also an *About the Authors* DVD.
- 2nd grade MAISA Unit #2 – Lifting the Level of Narrative Writing Through Studying Craft
- Other books, articles or professional learning opportunities about immersion, author’s craft, and the use of mentor texts
The following is a brief explanation of the Immersion Phase.

Purpose

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from explorers of the text type to writers of it. Through studying mentor texts, students will develop a greater understanding of:

A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
B. Characteristics (What makes an effective xxx?)
C. How these texts tend to go?
   1. How does the beginning or introduction tend to go? What is included?
   3. How does the middle part or body tend to go? What is included?
   4. How does the ending or conclusion tend to go? What is included?
   5. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features as caption, headings, bold face, etc.; details as facts, number, sizes, etc.; opinion – claim, reasons, supporting details, etc.)

Where and When

The immersion phase should be completed before starting the mini-lesson sequence. It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of the text type and started collecting possible seed or writing ideas. Also, during this phase the whole class will begin planning and drafting a class shared writing piece.

Teachers have two options of when to conduct the Immersion Phase.

- Option One: Immersion lessons would be conducted during a planned reading time, such as read aloud and shared reading. The class would start studying mentor texts 3-5 days prior to the start of the new writing unit. Students would continue to work in writing workshop on completing the previous unit of study while this immersion work is done.
- Option Two: Immersion lessons would occur during writing workshop time. Teachers would add 3-5 days prior to starting the mini-lesson sequence.
IMMERSION PHASE – GENERAL BACKGROUND KNOWLEDGE, continued

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Text should exemplify the various components that a well written text would include. See resource packet per unit for criteria for mentor text selection and possible titles.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first reading like a reader – read, enjoy, and discuss. Then, pieces will be reread in part or whole through “writerly eyes.” Students will now read like a writer. Selections will be reread to notice, name, and discuss how and why an author wrote different parts in a particular way. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – What did this author do that I could try? Ultimately, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how the text tend to go; writing ideas; class shared draft, etc.). Teachers should follow the lead of their students — notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from EXPLORERS of the text type to WRITERS of the text type.

Some helpful words of advice from Lucy Calkins (2003), Authors as Mentors, p. 20:
“First, children must learn how to notice evidence of craftsmanship in text. For some, it will be new to think not only about what a text says but also how the text is written. You’ll need to welcome children’s rough approximations, knowing the lessons you teach in the next few days will continue to challenge children for years. Your mini-lessons will be unusual...You’ll elicit more from your children, tell them less, and offer more in response to what they say. The teaching and active involvement components will be combined, and the mini-lessons will be longer than usual.”
Noticings

Decide which of your students’ observations/noticings to “get behind” – which are worthy of more in-depth discussion and which ones students could realistically apply to their own writing. It is better to discuss a few noticings in length then to make a long list of items that elicit only surface discussion. Remember the focus of immersion lessons is not so much to teach a particular quality of good writing, but to teach students the process of noticing what other authors have done that they could eventually try in their own writing. We are offering students invitations to “Try It” once they start crafting their own pieces. This process of studying mentor authors and texts is a lifetime writing strategy.

During the unit, students will be taught “how to” effectively include various items that were noticed during immersion. It is important to note that direct instruction after immersion is critical to successful implementation of some items. Just because students notice something does not necessarily mean they can automatically include it effectively in their writing. For example, students may notice that an author uses metaphors or similes in a piece, but they may not know how to effectively include these items in their own writing. After direct instruction on similes and metaphors, students may have a better understanding of how to create them and thus begin to try it in their own writing. Typically, a group may move from: Noticing (Immersion) – Learning How To (Mini-Lesson) – Trying It (Independent Writing). Please note: Teachers should modify the MAISA units to include lessons on items that students noticed that are worthy of further exploration, but may not be in the unit. The unit can’t anticipate every area a group may want to study.

During the Immersion Phase, teachers will record students’ noticings on anchor charts. See next section for sample charts and lessons.

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.
Three Basic Goals of Immersion (simplifying the complex process)

1. Develop Background Information
2. Generate Possible Writing Ideas
3. Try It – Shared Class Writing - Begin a Class “Flash” Draft

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals. Please add, delete, and modify lessons based on the background knowledge, experience, and interests of your students.
This section will address goal #1.

Three Basic Goals of Immersion (simplifying the complex process)

1. Develop Background Information
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3. Try It – Shared Class Writing - Begin a Class “Flash” Draft

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals. Please add, delete, and modify lessons based on the background knowledge, experience, and interests of students.
SAMPLE LESSON

Goal 1 - DEVELOP BACKGROUND KNOWLEDGE

What is a Mentor? How Will Mentor Texts Help Us?

During the first immersion study in Unit #1 and at the beginning of each unit as needed, teachers should introduce/review what a mentor text is and how it helps writers.

Develop a lesson (typically during first unit of study) based on the background and experience of your students in studying and using mentor texts. Most students only need a quick review as they have been studying mentor text for years. One easy way to find out what they know is to ask them questions such as: In writing, what do we mean by a mentor? How will mentor texts and mentor authors help us? The following are some possible discussion areas based on the needs of your students:

1. Introduce the concept of a mentor. Explain how many people have mentors and how a mentor helps a person. Give specific examples for many of these categories: musicians, athletes, hobbies (e.g. famous cook), workplace (e.g. student teacher and classroom teacher), spiritual leaders or humanitarians, etc.

2. Explain how the class will now adopt a writing mentor, someone they can look up to for guidance on how to write well. This person, through his/her books, will teach us how to improve our writing. For example: “Yesterday you loved reading XXX, by XXX, so I thought maybe this author could be a teacher, a mentor for our class. I suggest for our next unit, we study XXX as our mentor, our teacher, and we try to learn writing things from her/him.” Please note: Shift to a mentor text vs. author where appropriate. “We will be exploring many texts that will serve as mentors to us. Let’s pick a few that we want to guide us as we start writing our own pieces…”

3. Spend several days during reading and writing time studying the mentor author. Help young readers understand that much of what authors write about is anchored in their own lives. Try and make a link between the author’s life and his/her literature. The purpose of exploring the writer’s background is to invite children to live like the writer they have adopted as a mentor. Suggest that the class take cues from the writer on how to live a “writerly life.” Teach them what you know about the author’s life and writing process, stressing what the author has done and that you hope children will emulate this.

4. Points to really stress during this inquiry lesson:
   - Introduce the concept of “Reading like a Writer.”
   - “What we have been doing, noticing and talking about what an author did and why, is called ‘Reading like a Writer.’ In reading, we read to discover meaning. In writing, we revisit the same text and read it with new and different lenses. The purpose of ‘Reading like a Writer’ is to notice different things an author did, so we can learn from him/her. We may want to try these things in our own writing. A person that ‘Reads like a Writer’ reads with a sense of possibility, always asking, ‘What do I see here that might work for me in my writing?’ ‘What do I want to try as a writer?’” Writers then begin setting goals.
Revisit the concept that writers do things on purpose. We call it intentionality. A writer intentionally or on purpose did something. For example, a writer may have intentionally selected those words or chose to explain a concept through a simile or inserted a diagram with a caption or repeated this line over and over again, etc.

When writers draft and revise, they make decisions along the way of what to do. To help students better understand that people make choices with intention every day, share stories from everyday life (e.g. A soccer player intentionally chooses to pass the ball in order to score a goal; a musician intentionally chooses certain notes to play in order to make the song beautiful; and a cook intentionally adds extra chocolate to make his/her cookies even better).

Writers do the same thing every day, they intentionally choose to add or change certain things in their writing work.

Teacher should keep weaving the concept that an author did this on purpose or intentionally throughout the Immersion Phase discussion and subsequent talks throughout the unit.

Have students “declare” what they are going to try based on a mentor text and/or author. They should set some writing goals. Then, students should go off to work with a vision of what they want to try.

Guide students in making a text-to-text connection – Where else have you seen an author doing the same thing as this author? Or Where else have you seen xxx? Let’s discuss why an author will chose to add that to his/her piece. Discuss the purpose of various strategies.

Add other areas as needed based on age and experience with Immersion and mentor texts.

A good resource for background information or lessons is the 2nd grade MAISA Unit #2 – Lifting the Level of Narrative Writing Through Studying Craft.
SAMPLE LESSON

Goal 1 - DEVELOP BACKGROUND KNOWLEDGE - GENERAL INFORMATION AND NOTICINGS

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

After reading like a reader, students will reread text and discuss what, why and how an author crafted text. Basically, teachers want students to build background knowledge of the following areas:

A. **Definition and Purpose** (What is xxx? Why do people read xxx? Why do people write xxx?)
B. **Characteristics** (What makes an effective xxx?)
C. **How do these texts tend to go?**
   1. How does the beginning or introduction tend to go? What is included?
   3. How does the middle part or body tend to go? What is included?
   4. How does the ending or conclusion tend to go? What is included?
   5. Author craftsmanship specific to that text type

**Definition and Purpose:** After reading several pieces or texts, assist students in defining the text type and why people would choose to write it or read it. Chart definition and purposes for future reference. The following are generic definitions and purposes. Adjust based on your grade level.

<table>
<thead>
<tr>
<th>Text Type or Target Area</th>
<th>Definition</th>
<th>Purpose – Why people write it? Why people read it?</th>
</tr>
</thead>
</table>
| Narrative – small moment | A true story about one time I did something | - To entertain and share stories of our lives with others; to be entertained by others  
- To make connections with others |
| Opinion                  | A text that shares my strong feelings about a topic or issue that I know and care about | - To share my likes and dislikes, as well as the reasons why I feel this way (in order to convince others); to learn about how others feel about a topic or issue  
- To make connections with others |
| Information              | A text that teaches others interesting and important information about a topic | - To teach others information; to learn about something  
- To make connections with others and topics |

**Noticings on Characteristics and/or How Do These Text Tend to Go?, continued**

Discussion should focus on: Notice, Name and Why or Purpose. With more experienced students, teachers may also discuss Text Connections (Where else have you seen this?) and Try It (Students generate an example of how the item under study might work in their own writing or a class piece). The following are very brief definitions using a narrative example:
A. **Notice** – What did you notice that you would like to discuss? Find something the author did that you would like to discuss. (example: “Oh, I noticed the writer kept repeating this line...”). Have students show you exactly where they noticed that item in text -- identify the exact example in text so all students can read and observe.

B. **Name** – What is this called? (example: “I think this is called repeated words or phrases or sentences.”)

C. **Why or Purpose (Make a Theory)** – Why do you think the author did this? Think about what the author did and why (example: “Hmm, maybe she did this because she was trying to make a point to us as readers. She had an important idea she wanted to really emphasize, so she keep repeating it, etc.).

More advanced areas for discussion:

D. **Connections** to other text - Where have you seen this before? (example: “I remember seeing this in another book. The book was called xxx. The author repeated the line xxxx. I think he repeated this line because he wanted us to know xxxx was the big idea in the book.”)

E. **Try It or Write-in-the-Air** - How could I do this in my own writing? Envision this crafting technique by thinking aloud how it might work in student writing. Writing-in-the-air is when a writer pretends s/he is writing the technique in the air, but really is only orally rehearsing what s/he might eventually write on paper. (Example: “So, if I am writing and I have one really important or big idea I want to stress or hold everything together throughout the text, then I could use this technique of finding places to keep repeating a line. Let’s look back at my piece about riding the roller coaster with my daughter. Read some parts in sample text... I want to think about what my big idea is. I think it might be – I can’t believe at my age, I am riding this beast! So, watch how I can sprinkle this repeated line throughout the text (after some of the events)...demonstrate adding this line after different events in the story.)

Summarize learning: By repeating this line the reader will know that I was very unsure about reading the scary roller coaster. Now, the good part about doing this aloud and not writing it yet, is that I could try a different repeated line and see which one I like better. Anyone have another suggestion I could try...”
Noticings on Characteristics and/or How Do These Text Tend to Go?, continued

There are several different ways to facilitate this discussion and subsequent understanding. Teachers can center discussion in an open-ended or general format (What do you notice that you want to discuss?) or teachers can focus discussion through a particular lens after studying more than one text (example: What do you notice about the introductions of both these pieces/books?, How does the body of these pieces tend to go?, What did you notice about the types of information both writers share?, Etc.)

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.

These charts should be cumulative and cross over from one unit of that text type to the next. For example, use the Immersion chart developed in the first study of a text type as a review when starting a future unit on that same text type later in the year.

There are several options of how to record students’ thinking and discoveries of Notice, Name and Why/Purpose. See the following pages for samples of each type.

Option A: Open-Ended Listing Chart

Option B: Noticing Chart with Columns

Option C: Noticing Chart with Visuals (e.g. icons and sample pages)

Option D: Mark-Up or Sticky Note Text

Option E: Combination of Mark-Up Text and then record in chart form (option A or B)

Please see the following pages for further information on each type of chart and a sample. See Appendices for grade level specific examples.
SAMPLE LESSON
Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES

Option A: Open-Ended Listing Chart

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

Teacher would open to a particular page or section of text and facilitate discussion. The teacher would only record students’ noticings. Discussion, however, would focus on all areas: Notice, Name and Purpose (Text Connections and Try It). Teachers facilitate discussion as needed to assist students in looking through different lenses. Teachers may want to create a listing of areas to notice/discuss with students over time. Two useful resources could be the teaching rubrics or student checklists (e.g. from Writing Pathways by Lucy Calkins) or samples that are in the Appendix. All items listed in the samples do not need to be “discovered” by students during immersion. Teachers should add to this list as the unit progresses and students learn more.

See next page for example.

SAMPLE
Open-Ended Listing Chart from a 3rd grade classroom

Personal Narratives or True Stories from our Lives

A personal narrative is a true story from our lives.

People write PN to share with others memories they have of things that they did or happened to them. People read PN because they are interested in these true stories and can often relate to them.

Noticings:

- True story of something that the author DID or something that happened to the author
- The author tried to tell the story bit-by-bit (storyteller’s voice). Acted like it was happening right now!
- Structure – Beginning (introduction), middle (body) and ending (conclusion)
- Introduction or lead – introduced the character and what the character was doing
  lead types we noticed: setting, dialogue... (add as students notice)
- Ending – brought the story to a close
  ending types we noticed: action, talk, feeling, ... (add as students notice)
- Title - gives a sneak preview of the storyline
- Organization - Story was told in order in which it happened (events)
- Sometimes the writer signaled a new event with transition words
  transition words we noticed: a little later, after that, then, after, etc. (add as students notice)
- Paragraphs
- Narrow focus – not an all about story, told about one time did something
- No pictures or only one
- Details, details, details – details we noticed: dialogue, internal thinking, physical description, exact action
  (add as students notice)
- Show, Not Tell – tried to bring story to life, made a movie in reader’s mind
- Heart of the Story – the story was more than a retelling, tried to convey a big idea from the author
- Precise word choice – especially verbs, nouns, adjectives (helps paint picture in reader’s mind)
- And other aspects as noticed
Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS).

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
SAMPLE LESSON
Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES

Option B-1: Noticing Chart with Columns

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interest of students.

SAMPLE - Narrative

<table>
<thead>
<tr>
<th>Picture or sketch of item from text*</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
</table>
| •                                   | Comparing two things                       | Simile – like/as               | • Give picture in mind  
|                                     |                                            |                                | • Show one thing known to something unknown           |
| •                                   | Acting like happening right now            | Show, not tell                 | • Helps us picture what happened                      |
| •                                   | Starts a sentence with word then a comma: finally, suddenly, the next morning... | Temporal/time words (CCSS vocabulary) | • Signals new idea or event                           |
| •                                   | Lots of facts, details (dialogue, description) | Details (hand) | • Helps us picture what is happening                  |
| •                                   | Opens with talk                            | Dialogue lead                  | • Introduces character  
|                                     |                                            |                                | • Grabs reader’s attention  
|                                     |                                            |                                | • Poses a question in reader’s mind                    |
| •                                   | Repeats same line or words                 | Repeated Lines                 | • Big idea wants us to remember and think about       |
| •                                   | And other aspects as noticed by students   |                                | •                                                    |

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

*This column may be deleted but highly recommended for early elementary students.
**Option B-2: Noticing Chart with Advanced Columns – chart with additional columns**

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
<th>Connections</th>
<th>Try it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing two things</td>
<td>Simile – like/as</td>
<td>• Give picture in mind</td>
<td>List titles students have to read that have sample in it. If possible, list example. May add an example at a later date.</td>
<td>Bright as the sun; tall as a building.</td>
</tr>
<tr>
<td>Acting like happening right now</td>
<td>Show, not tell</td>
<td>• Helps us picture what happened</td>
<td></td>
<td>Tears flowed down her cheek. She frowned and bent her head down.</td>
</tr>
<tr>
<td>Starts a sentence with word then a comma: finally, suddenly, the next morning...</td>
<td>Temporal/time words (CCSS vocabulary)</td>
<td>• Signals new idea or event</td>
<td>Late that afternoon,... Suddenly,...</td>
<td></td>
</tr>
<tr>
<td>Lots of facts, details (dialogue, description)</td>
<td>Details (hand)</td>
<td>• Helps us picture what is happening</td>
<td>Write description of what someone looks like.</td>
<td></td>
</tr>
<tr>
<td>Opens with talk</td>
<td>Dialogue lead</td>
<td>• Introduces character</td>
<td>“Who could be at our door this late at night’, declared Dad.”</td>
<td></td>
</tr>
<tr>
<td>Repeats same line or words</td>
<td>Repeated Lines</td>
<td>• Big idea wants us to remember and think about</td>
<td>“I can’t believe it!” “I can’t believe it!”</td>
<td></td>
</tr>
</tbody>
</table>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.
Option C: Noticing Chart with Visuals

Duplicate pages from the mentor text and label or make a sketch on enlarged sticky notes and label it.
SAMPLE LESSON
Goal 1 - DEVELOP BACKGROUND KNOWLEDGE – CHARTING DISCOVERIES

Option D: Mark-Up or Sticky Note Text

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

1. Open up to a page spread or identify a paragraph in extended text.

2. Facilitate discussion of Notice, Name, and Why/Purpose.

3. Label identified item with a sticky note or if reproduced text mark-it right on there.

4. Repeat with other pages or parts of text.

5. At a later time, teacher can transfer noticings to a chart for future reference. See option A or B. This chart could be used as a review.

6. Keep adding to the chart as students make more discoveries as the unit proceeds.

Source: Wolves by Laura Marsh. National Geographics. (Highly recommend any of National Geographic books.)
SAMPLE RESTAURANT REVIEW – CRACKER BARREL

Family Fun at Cracker Barrel

Have you ever been in the mood for country cooking? I recently had the pleasure of visiting the Cracker Barrel restaurant in Lansing Michigan. This restaurant offers delightful menu items, comfortable atmosphere and even shopping. Kids and parents will both love this place. Cracker Barrel is the best!

Cracker Barrel is a cozy restaurant because it has rocking chairs. It also has a fireplace that makes it feel like home. It’s even decorated with pictures from long ago.

This place offers lots of food choices. The food is creatively displayed. For example, some of the breakfast items are served in little ceramic jugs (pans). Also, the pancakes are shaped like Mickey Mouse. They have a fluffy white face, a bright red cherry nose and chocolate chip eyes. Yummy! My mom even ordered the bread that came in a bowl made of bread.

My only complaint is that the service was not very good. The reason we felt that way was because we had to wait for over an hour for a table. The lady did not tell us about the wait would be so long. This reminded me of the time we waited in a long, long line to see the dinosaurs at the museum. But, since we had to wait so long we got to shop at the restaurant store. There were things for kids and parents to buy. My sister said, “I liked shopping even better than the food.”

If you like to eat at Bob Evans you are going to love Cracker Barrel. Even though the service wasn’t spectacular the experience was great. I give the Cracker Barrel in Lansing Michigan **** out of *****. I recommend you visit Cracker Barrel soon!!!!

Source: 2nd grade Oakland Schools Writing Team, April 2011
SAMPLE LESSON
Goal 1 - DEVELOP BACKGROUND KNOWLEDGE

TEXT TYPE SCAVENGER HUNT

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

Prior to whole class discussion, hand out a copy of text and have partnerships “mark-up” or place sticky notes on text. The marked areas are items they would like to include in the class discussion.

After the whole class discussion, distribute a copy of a different text/piece and have partnerships “mark-up” text with items that are on the class chart. Provide a Scavenger Hunt List of what they are “hunting” for in their texts...“In your book, find an example of a heading and label it... an example of information shared by giving #s or sizes and label it...an example of...”

Please note: This lesson could also serve as a review lesson during the unit of study.
SAMPLE LESSON
Goal 1 - DEVELOP BACKGROUND KNOWLEDGE

“BOX IT”

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

One fundamental area teachers want students familiar with is STRUCTURE. How is a particular text type structured? In Immersion teachers often ask, “How does this text type tend to go?” Before being taught all the “extras” or “details, details, details,” young writers first need a clear understanding of the foundation and structure of a text type. Metaphorically, compare writing to building a house — When building a house, it is important that the foundation is laid and the framework and walls are up before starting to decorate. Likewise, students are building houses of narrative, houses of opinion, and houses of information. Prior to painting and adding all types of decorations, they first need to make sure the foundation is laid and the framework and walls are erected! In other words, they need a thorough understanding of the main parts of a text type before building or writing it.

Teach students they need a “blueprint” in their minds prior to building (or writing) a piece.

In simplistic terms, there are 3 basic parts to each text type:

<table>
<thead>
<tr>
<th>Introduction/lead</th>
<th>Emergent writers – may choose to call it a beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body</td>
<td>Emergent writers – may choose to call the middle</td>
</tr>
<tr>
<td>Ending/conclusion</td>
<td></td>
</tr>
</tbody>
</table>

Assist students in understanding all three text types (i.e. narrative, opinion, and information) follow this structure. Elaborate on the purpose of each part.

Model “boxing” the three parts of text. This is easier to do with text written in paragraph form and line spaces. For Example: Box the introduction with a green box, the body with a blue box and the ending with a red box. Help students to discover that if a text is written with no indents or line spaces (whether on one page or several pages) it is difficult to determine the parts. Explain the importance of paragraphing, indentation, transition words and line spacing in helping with structure. In early elementary, students may identify a page or pages as the introduction, body, and conclusion parts. Please see sample on next page.

Box It Example:
Follow Up Activities:

- Have students “Box” sample text. Have samples that have the three parts and other samples where a part may be missing or where it is difficult to visually determine the parts without doing a thorough read. Do this activity for students and with students before expecting them to do it in pairs or individually.

- Have students go back to their drafts and box the three parts. If a part is missing, they should add it. If it is not clear where the three parts are located, they can revise by adding paragraphs, line spaces and possibly transition words.

- Teach how transition words and topic sentences help to identify different parts in the body of a piece. Tip: Add transition words on small sticky notes and put in the front of each body paragraph when first teaching how to add them to text.
SAMPLE LESSON
Goal 1 - DEVELOP BACKGROUND KNOWLEDGE

“BOX IT” & “MARK IT”

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

1. Have students “Box” the 3 parts of their pieces. Please see “Box It” lesson for background information.
2. This lesson is going to take the structure concept one step further by identifying the basic elements included in each part. The goal here is transference of knowledge from one text type to the next. Students need to have a basic understanding of how “any” of the three common core text types are structured. When students go to write an on-demand text or any text without teacher guidance, they should have sufficient background knowledge of the “basic” elements included in each part.
3. Dr. Biondo’s classroom action research found at the elementary level that it is best to identify only the “basic” elements within each part. Keep it simple – limit elements and what you say about them when introducing this concept. During the unit, teachers will expand upon and teach all the additional items that correspond to each part/element – for example during the unit teachers will further explain things as: different ways to hook the reader; transition words that go before each event/reason/subtopic; types of details to be included in each text type, different types of endings, etc. For purposes of this activity and transference, it is better to keep it simple. Simply ask when first introducing: What goes in this part?

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Opinion</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/lead</td>
<td>Introduction/lead</td>
<td>Introduction/lead</td>
</tr>
<tr>
<td>hook reader</td>
<td>hook reader</td>
<td>hook reader</td>
</tr>
<tr>
<td>introduce storyline</td>
<td>introduce opinion</td>
<td>introduce topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td><strong>Body</strong></td>
<td><strong>Body</strong></td>
</tr>
<tr>
<td>events</td>
<td>reasons</td>
<td>subtopics or categories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ending/Conclusion</strong></td>
<td><strong>Ending/Conclusion</strong></td>
<td><strong>Ending/Conclusion</strong></td>
</tr>
<tr>
<td>conclude story</td>
<td>restate opinion</td>
<td>restate topic</td>
</tr>
</tbody>
</table>

“BOX IT” & “MARK IT”, continued

4. Help students to “internalize” the parts by linking it to their hands.
5. Model FOR students – Select an exemplar text and enlarge on docu-camera, smart board, or chart paper, etc. Model boxing up the text. Put a green box around the introduction/lead, put a blue box around the body, and put a red box around the ending/conclusion. Then, on post-it note flags write the 4 basic elements. Go back and identify each element by sticking the post-it note flag on the section/words that corresponds to that item. Put the following on post-it flags:
   A. Hook the reader
   B. Introduce story line (or opinion or topic)
   C. Event, Event, Event or reason, reason, reason or subtopic, subtopic, subtopic
   D. Conclude story or restate opinion or restate topic

Explain to students that we have identified three events or three reasons or three subtopics, but a text may have more or less than three.

See sample on the next page.

“BOX IT” & “MARK IT”, continued

Box It and Mark It Example
6. Model WITH Students – Select another exemplar text. Do the same steps above with student input.

7. BY Students – Select another exemplar text and give each student a copy. Have them follow the same steps as they work through the process in partnerships and then eventually on their own.

8. Use as a revision activity – Have students “Box It” and “Mark It” on their own drafts. If they find a missing part, they can revise and/or add it.

“BOX IT” & “MARK IT”, continued

9. Other possible visuals to help solidify the concepts:
   A. Hand – see previous page for example
   B. Body
C. Hamburger (top bun with sesame seeds = introduction/lead - hook reader and introduce storyline, middle part of lettuce, cheese and meat = event, event, event; bottom bun = ending - conclude story)

D. Other – design your own with your K-2 or 3-5 colleagues

10. TIP: It is suggested to discuss and identify the parts and elements of a text type in EACH unit of study, so students begin to understand that each text type has the SAME 3 basic parts and the SAME basic elements.

11. TIP: For younger students or less able writers, show how a booklet translates into structure: page one is the introduction, pages 2, 3, and 4 are the body and page 5 is the conclusion or ending. Also, discuss “hook the reader” but don’t necessarily “require” it for Kindergarten and First Grade writers.

12. TIP: Reading & Writing Connection – Discuss how having this structure in mind will assist with reading comprehension. As students read a text, they should anticipate and read for each part and element -- for example, when reading the introduction or first paragraph/s look for the author’s opinion, then read on to find his/her reasons in the body, finally look for how the author restates his/her opinion in the last part or conclusion of the piece.
SAMPLE LESSON

Goal 1 - DEVELOP BACKGROUND KNOWLEDGE

STUDENT CHECKLIST CONNECTION

Students should be using a checklist to guide their work throughout a unit. Teachers may develop their own or use one from a resource as *Writing Pathways* (2015) by Lucy Calkins or MAISA. This checklist should align to items that were discovered during Immersion. If using student checklists from *Writing Pathways* (2015) by Lucy Calkins or MAISA, show students the connection between what they discovered during Immersion and what is on the checklist. Help them understand why every item they noticed isn’t on the checklist. The Immersion list may go more in-depth than the Calkins’ checklist. For example, the 3rd grade checklist says: “I worked to show what happened to (and in) my characters.” The immersion checklist may also list internal and external attributes used in stories to discuss main characters.

Share with students and explain how they can use this checklist in two ways:
1. As a guide for what to include in their work, or
2. As a goal setting sheet to help them determine possible items/areas to focus on in their development as a writer.

TIP: Use the checklist as a teacher guide of various things you want students to notice as they study that text type and how to name it on the immersion anchor chart.
SAMPLE LESSONS SECTION

This section will address goal #2.

Three Basic Goals of Immersion (simplifying the complex process)

1. Develop Background Information

2. Generate Possible Writing Ideas

3. Try It – Shared Class Writing - Begin a Class “Flash” Draft

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals. Please add, delete, and modify lessons based on the background knowledge, experience, and interests of students.
Goal #2 – GENERATE POSSIBLE WRITING IDEAS & TERRITORIES

The second goal during Immersion is to assist students in generating possible writing ideas and writing territories. Students should leave the Immersion Phase bubbling over with ideas they might want to write about during independent writing time. One of the easiest ways to generate writing ideas is to help students make text-to-self connections. Take an idea from mentor text and generalize it to a possible writing territory, then from the generalized area to an individual writing idea. These generalized areas are often called “Writing Territories.” For example, if we read a book about soccer we may generalize to the writing territory of Sports. Do you know a lot about a sport that you could teach someone else? Have you played this sport? Have you observed others playing this sport? Have you read about it? Have you talked about it with others? Are there people you know that know a lot about this area and could talk with you about it? Example 2: This story really highlights how the main character faced her fear of the dark. Do you have a fear that you overcame? (Generalize to the wider category of any fear, not just fear of the dark).

Develop a class anchor chart as a future reference/resource tool. Students would make a list or fill in a chart specific to them in their writing notebooks or on a handout. Teachers may want to keep their own Writer’s Notebooks or Ideas Page, so they can model leading a “Writerly Life.”

The following are SAMPLE charts for various units or text types. Please add, delete, and modify the lesson and charts based on the background knowledge, experience, and interest of students, as well as the text shared.

Discuss how the idea from a book leads to a possible writing idea for the class and individual students.

Book → General Writing Idea → Possible writing idea for me!

Please see grade level specific examples in the Appendix.
### Narrative example for personal narrative (3rd – 5th grade):

<table>
<thead>
<tr>
<th>Text</th>
<th>Possible Writing Idea (or Territories)</th>
<th>MY Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mammoth Cave</td>
<td>Strong Feelings</td>
<td>• Fear – roller coaster</td>
</tr>
<tr>
<td>The Marble Champ</td>
<td>-fear/nervous -happy -sad -embarrassed</td>
<td>• Embarrassed - Shrimp in braces</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
<td>• Happy – picked as captain</td>
</tr>
<tr>
<td>One Green Apple</td>
<td>Special Places</td>
<td>• Homework Pond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Owl Moon</td>
<td>Special People and what you do with</td>
<td>• Tea time with Grams</td>
</tr>
<tr>
<td></td>
<td>them</td>
<td>•</td>
</tr>
<tr>
<td>Three Stones</td>
<td>Change</td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, book title/topic, to show teachers how to go from a sample text to a generalized area or territory.

### Narrative example for realistic fiction:

<table>
<thead>
<tr>
<th>Text</th>
<th>Problem/Conflict</th>
<th>MY Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day Jitters</td>
<td>New situation or change</td>
<td>• New school and don’t know anyone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Join a new team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New family member (baby, step brother/sister)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Loss of person (moved away, dog ran away)</td>
</tr>
<tr>
<td>Amalia and the Grasshopper</td>
<td>Learning something new</td>
<td>• Riding a bike</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learn dance for recital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Swim across pool</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, book title/topic, to show teachers how to go from a sample text to a generalized area or territory.

### Information example:
### Topics I Already Know Well

My Writing Ideas – make your list based on what you know a lot about and could teach others

<table>
<thead>
<tr>
<th>Text</th>
<th>Possible Writing Idea</th>
<th>MY Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Martin Luther King Jr. The Homerun Champ</strong></td>
<td>People –</td>
<td>• Justin Verlander (athlete)</td>
</tr>
<tr>
<td></td>
<td>- Family and Friends</td>
<td>• Grandma Maggie (family)</td>
</tr>
<tr>
<td></td>
<td>- Mentor/coach</td>
<td>• Coach Vince (mentor)</td>
</tr>
<tr>
<td></td>
<td>- Historian</td>
<td>• Fire fighter</td>
</tr>
<tr>
<td></td>
<td>- Political figure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Celebrity – musician, actor, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Inventor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Athlete</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Community helper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Quilting with a Difference The World of Dummies</strong></td>
<td>Hobby, Collections (could combine with activities)</td>
<td>• Collecting Precious Moments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Puppets</td>
</tr>
<tr>
<td><strong>Wacky Wheels Ready, Set, Score (Hockey)</strong></td>
<td>Activities/Things You Like to Do</td>
<td>• Roller Blading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bike Riding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wrestling</td>
</tr>
<tr>
<td><strong>Pet Vet</strong></td>
<td>Medical – Taking Care of Self</td>
<td>• Going to Ortho for braces</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Going on a Safari</strong></td>
<td>Local Places to Visit</td>
<td>• George George Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Partridge Creek Mall</td>
</tr>
<tr>
<td><strong>Man’s Best Friend – Dogs! Bagels, Bagels, Bagels</strong></td>
<td>Things</td>
<td>• Golden Retrievers</td>
</tr>
<tr>
<td></td>
<td>- Animals</td>
<td>• Chocolate</td>
</tr>
<tr>
<td></td>
<td>- Food</td>
<td></td>
</tr>
<tr>
<td><strong>How to Make Slime</strong></td>
<td>How-To</td>
<td>• How to make pancakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How to ride a bike</td>
</tr>
<tr>
<td><strong>ETC.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, text, to show teachers how to go from a sample text to a generalized area.
**Opinion example for Reviews (2\textsuperscript{nd} grade):**

<table>
<thead>
<tr>
<th>Review Title/s</th>
<th>Target Area</th>
<th>MY Writing Ideas</th>
</tr>
</thead>
</table>
| Family Fun at Cracker Barrel        | Places – Restaurants, malls, stores, | • Crumbs Bakery  
|                                    |                              | • Partridge Creek Mall  
|                                    |                              | • Oakland University              |
| Mario Brothers Rocks!               | Computer Games               |                                       |
| -Hershey Hotel                     | Tourist Attractions          | • Apple Orchard (field trip)          |
| -Fun at the Zoo                    |                              |                                       |
| -Dr. Suess is a Genius             | Books                        | • Because of Winn Dixie               |
| -Cleary Missed on this One!        |                              | • Oh Places You’ll Go                 |
| Despicable Me Hits the Box Office  | Movies / TV shows            | • Frozen - movie                      |
|                                    |                              | • The Voice – TV show                 |

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, review title, to show teachers how to go from a sample text to a generalized area.
Opinion examples for Social Issues (1st grade):

<table>
<thead>
<tr>
<th>Book/Title</th>
<th>Target Area</th>
<th>MY Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Dear Mr. Principal</td>
<td>School</td>
<td>- Recycle water bottles</td>
</tr>
<tr>
<td>-Time to Clean Up the Playground</td>
<td></td>
<td>- Playground garbage cans</td>
</tr>
<tr>
<td>-Dear Melanie (bully)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Dear Mom (recycle)</td>
<td>Home</td>
<td>- Overuse of water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Equity of children</td>
</tr>
<tr>
<td>-4th July Noise</td>
<td>Neighborhood</td>
<td>- Dog doo doo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Recycle bins</td>
</tr>
<tr>
<td>-Let’s all get along!</td>
<td>World</td>
<td>- Police and fireman</td>
</tr>
</tbody>
</table>

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, opinion title, to show teachers how to go from a sample text to a generalized area.
This section will address goal #3.

Three Basic Goals of Immersion (simplifying the complex process)

1. Develop Background Information
2. Generate Possible Writing Ideas
3. Try It – Shared Class Writing - Begin a Class “Flash” Draft

When planning for the Immersion Phase, teachers may want to target these three main goals. The following are SAMPLE lessons targeted toward these goals. Please add, delete, and modify lessons based on the background knowledge, experience, and interests of students.
Goal #3 – TRY IT! – SHARED CLASS WRITING – BEGIN A CLASS “FLASH” DRAFT

Background Information

The following is a sample lesson. Please add, delete, and modify lesson based on the background knowledge, experience, and interests of students.

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished piece. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume - having students write lots of drafts of whatever type of writing they are doing, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

Depending on the text type and form, a flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – introduction, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Provided are two different examples: Example 1 shows a flash draft done in one setting with a group of upper elementary students and example 2 shows a plan for drafting over a few days with early elementary students.
Goal #3 – TRY IT! – SHARED CLASS WRITING – BEGIN A CLASS “FLASH” DRAFT

Example 1: Done in one setting with upper elementary students – Literary Essay

Goal is to draft one essay right away and through that activity begin to:

A. Introduce the talk and language of literary essays
B. Give prompts to scaffold each step

Literary Essay Activity based on Spaghetti by Cynthia Rylant

Part I: Read aloud story to the group – talk about it – read as a reader 1st.

Part II: Jotting of ideas – Teacher guides students in jotting down some notes about these areas. These jottings will be used for small group discussion.
1. Traits – List any traits that Gabriel embodied – Gabriel is _____.
   Jot --- Example: lonely, searching for companionship
2. Change – Essays often show change of character throughout story. How did Gabriel change?
   Jot ---
3. Lessons Character Learned
   What lessons did Gabriel learn by the end of the story?
   Jot ---
4. Themes – often connected to lessons learned are themes; Think now in terms of problems in the story. Example: loneliness
   What is story saying about __________? (Loneliness)
   Jot ---
5. Author’s Craft
   How did this author write with craft?
   What did the author do to convey meaning?
   Jot ---

Part III: Small Group Discussion – discuss the above items with other classmates

Part IV: Create a Class “Flash” Draft (Teacher records on enlarged text.)
1. Have students jot down ideas about each of the areas in Part I.

2. Then select 1 area for the essay.

   **INTRODUCTION – CLAIM (or opinion)**

3. Example: trait Gabriel is lonely.

4. Say: *In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.*

5. Turn and talk to your partner and repeat exactly what I say:
   *In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.*

6. Develop shared text together. Teacher writes the claim on enlarged text.

   **BODY – SUPPORT YOUR OPINION – GIVE REASONS**

7. How was Gabriel lonely in the beginning of the story?

8. “I heard you say he was lonely when... I heard you...”

9. Explain have introduction and now working on first body section - reason.

10. “One thing in the story that shows _____ is _____ is when _____.”

11. Turn and talk to your partner and repeat exactly what I say:
    “One thing in the story that shows _____ is _____ is when _____.”

12. How might we write that part? Develop shared text together.

   **ELABORATION OF REASONS**

13. Now go back to the reason and elaborate on it.

14. Use prompts to guide thinking: This is important because..., This is significant because..., etc.
15. Turn and talk to your partner and repeat exactly what I say:
   “This is important because…”

16. Example: Sitting on step by himself is important because...

17. How might we write that part? Develop shared text together.

18. Repeat with another reason: “Another thing in the story that shows _____ is _____ is when _____.” Discuss next reason based on previous discussion.

19. Turn and talk to your partner and repeat exactly what I say:
   “Another thing in the story that shows _____ is _____ is when _____.”

20. How might we write that part? Develop shared text together.

**CLOSING PARAGRAPH**


22. “This shows that ______________.”

23. Develop shared text together.

Class “Flash” Draft sample

In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.

One thing in the story that shows _____ is _____ is when ____. This is important because...

Another thing in the story that shows _____ is _____ is when ____. This is significant because...

This shows that ______________.

Note: In approximately 30-60 minutes, the class will develop a “flash” draft literary essay. This essay is not real sophisticated, but a nice canvas to teach into!
Goal #3 – TRY IT! – SHARED CLASS WRITING – BEGIN A CLASS “FLASH” DRAFT

Example 2: Done in multiple shared writing sessions with early elementary students –

Informational Writing: Personal Expertise

➢ Sample sequence of shared writing lessons:

   o Day 1 – Choose a topic and begin a table of contents (Select a topic that all students are familiar with such as All-About the Cafeteria, All-About the Playground, All-About Summer, All-About 2nd Grade.) Rehearse things class knows about the topic using 5 finger facts (rehearsal) and a modified web (planning).

   o Day 2 – Finish the table of contents and start writing the introduction

   o Day 3 – Write one of the chapters

   o Day 4 – Write another chapter

   o Etc.

➢ Think and talk together about different pages that could be added to the class or teacher text. Discuss what to write next and how to write it.

➢ The piece may be done in the following ways: as a whole class, different parts constructed in small groups and then shared with the class, or a combination of both.
Sample Lesson Planner – Generic

This is ONE EXAMPLE of how a teacher MAY plan his/her immersion lessons for developing background information. This is only a template from which to work as what students actually notice and say will dictate how a teacher proceeds in an inquiry-based lesson. There is no way to anticipate exactly what students will choose to discuss. However, teachers often like to have plan, as well as possible talking points for each mentor text.

1. Books should be familiar to students. These should already have been read and discussed with students. We first experience text as a reader -- thus, reading like a reader.
2. Explain to students that we are going to “revisit” some books to learn from them about the type of writing we will be doing.
3. Reread books if necessary (depends on grade level, text type and length of text) and discuss how we will now view the text through “writerly” eyes -- read like a writer. Reread to notice how these texts tend to go and what the author did intentionally. Reading to discover what I might try when I write these types of text.

DAY 1

Book A

A. Reread if needed.
B. What do you notice?
C. Areas I might highlight through discussion and show exact example/s in book: list possible talking points
D. Record on anchor chart.

Book B (if time allows, depends on the grade level and length of text)

A. Reread if needed.
B. Go back to list started with Book A, and cross-check with Book B. Help them to see connections between the two texts. Add to existing items in which students have more to say.
C. What do you notice in Book B?
D. Areas I might highlight through discussion and show exact example/s in book: list possible talking points
E. Record on anchor chart.
F. Begin discussion of how would we define this text type (What is a xxxxx?) and what is its purpose (Why would someone write xxx? Why would someone read xxx?). Record.
**Day 2**

**Book C**

A. Reread if needed.
B. Go back to anchor chart, and cross-check with Book C. Help them to see connections between the texts. Add to existing items in which students have more to say.

C. What do you notice in Book C?
D. Areas I might highlight through discussion and show exact example/s in book: list possible talking points
E. Record on anchor chart.

F. Add to definition and purposes section as needed. Record.

**Book D** (if time allows, depends on the grade level and length of text)

A. Reread if needed.
B. Go back to anchor chart, and cross-check with Book C. Help them to see connections between the texts. Add to existing items in which students have more to say.

C. What do you notice in Book C?
D. Areas I might highlight through discussion and show exact example/s in book: list possible talking points
E. Record on anchor chart.

F. Add to definition and purposes section as needed. Record.

**Day 3**

Box It & Mark It Activity with teacher and student text

**Day 4**

Generating Possible Writing Ideas and Territories

**Shared Class Writing “Flash” Draft** – occurs during Shared Writing Time
GRADE LEVEL APPENDICES

Teachers only need to download their corresponding grade level to view samples for each MAISA writing unit. This section is presently “under construction” by the K-2 and 3-5 Oakland Schools Writing Study groups. The K-2 team worked this summer on compiling some examples. The 3rd through 5th grade team will begin collection this school year.
Teacher Notes that apply to ALL charts:

- These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

- For Kindergartners or for emergent writers, teachers should have a visual representation of the noticings in front of the words. The purpose of including words in this immersion chart at the Kindergarten level is to assist teachers in facilitating discussion and explaining these concepts. It is not expected that students would be able to read these words.

- Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS).

- Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
Text Type: Narrative
Chart Type: Open-Ended Listing Chart
Unit # and Unit Name: Unit 2 – Launching the Writing Workshop and
Unit 5 – Growing as Small Moment Writers

**SAMPLE CHART**

<table>
<thead>
<tr>
<th>Personal Stories or Small Moment Pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>A personal narrative is a true story from our lives.</td>
</tr>
</tbody>
</table>

People write PN to share with others memories they have of things that they did or happened to them. People read PN because they are interested in these true stories and can often relate to them.

Noticings:

- True story of something that the author DID or something that happened to the author
- Whole story about what happened
- Organization - Story was told in order in which it happened (events)
- Structure – Beginning (introduction), middle (body) and ending (conclusion)
- Beginning – introduced the character and what the character was doing
- Ending – told the last thing that happened
- Middle – who was there, what they did, and how they felt (details)

**Unit 5 – Growing as Small Moment Writers Specific Additional Noticings:**

- One moment in time, zoom in and focus one event within the story
- Ways to add more - dialogue, internal thinking, physical description, exact action (details)
- Ending types - action, talk, feeling
- And other aspects as noticed

Please see title page for teacher notes and tips.
A label and list book teaches reader about something.

People write label and list books to teach others about something. People read label and list books to learn about something.

Noticings:
- They are about real objects
- The author wrote about one object or collection
- Realistic pictures to teach
- Labels were used to show detail
- Pictures and words matched
- Compare or contrast objects (same and different)
- Structure – introduction of topic/title, details across pages

Convention Noticings:
- Author able to read
- There is a letter for each sound
- High frequency words are spelled correctly
- There are spaces between words
- Uses lowercase letters in the words
- Each sentence starts with an uppercase letter

Please see title page for teacher notes and tips.
### SAMPLE CHART

**Pattern Books**

A pattern book teaches or tells something with repeating words.

People write pattern books to tell and teach others about something. People also write pattern books for younger readers to read. People read pattern books to learn about something and practice reading.

#### Noticings:
- About one topic, the topic can be narrative or informational
- The title and words are about the topic
- Pictures match the words and tell more about the topic
- Many of the words and sentences repeat
- Use high frequency words to create a framework for the pattern
- Have different pattern structures – simple, surprise ending, see-saw, questions/answer

#### Conventions Noticings:
- Author able to read
- There is a letter for each sound
- High frequency words are spelled correctly
- There are spaces between words
- Uses lowercase letters in the words
- Each sentence starts with an uppercase letter

Please see title page for teacher notes and tips.
Opinion Pieces

An opinion piece tells about the author’s opinion, likes, or dislikes about a topic or a book.

People write opinion pieces to share their opinions about a topic or book. People read opinion pieces to find out about other peoples’ opinions, likes, or dislikes.

Noticings:

• Start with an opinion

• Gave reasons for the opinion

• Gives more information about the topic or gave evidence to support reasons

• Opinion is restated at the end

• And other aspects as noticed

Please see title page for teacher notes and tips.
### SAMPLE CHART

<table>
<thead>
<tr>
<th>Informational Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>An informational book teaches or shares interesting information about a topic.</td>
</tr>
</tbody>
</table>

People write informational books to teach their readers a lot of information as well as to make readers interested in their information. People read information to learn interesting information and find out about new topics.

**Noticings:**
- Different layouts – list of facts, different kinds of something, parts of something, questions and answer, how-to
- The title introduces the topic
- Uses text features – table of contents, labels, captions, headings, bold print, diagrams, etc.
- Each page has different information about the topic
- Teaching voice
- Some books have endings – name the topic again, share opinion or feeling

**Personal Expertise Additional Noticings:**
- About one topic – person, place, activity, thing
- Uses qualifiers - sometimes, always, some, all
- Some books use comparing language – a *something* is like *something else*, but not like, etc.
How-to Additional Noticings:

- About one topic – something you know how to do at school, at home, outside
- Sequential order of steps first, next, last
- Precise words specific to topic
- Warnings and tips
- Text features – zoom in, arrows, action line

**Text Features Noticings**

<table>
<thead>
<tr>
<th>Text Features</th>
<th>Table of Contents</th>
<th>Glossary</th>
<th>Index</th>
<th>Headings</th>
<th>Illustrations Photos</th>
<th>Bold Print</th>
<th>Captions</th>
<th>Diagrams</th>
<th>Maps &amp; Graphics</th>
<th>Labels</th>
</tr>
</thead>
</table>

**The Noticing Chart with Columns could be used here to help name the text features that were noticed and why the authors used them to share information.**

**Please see title page for teacher notes and tips.**
Kindergarten Sample Noticing Chart with Visuals – Pattern Books

Duplicate pages from the mentor text and label or on enlarged post-it notes make a sketch of the item and label it.
Kindergarten Sample Noticing Chart with Visuals – Label and List Unit
Kindergarten Sample Noticing Chart with Visuals – Small Moments
Kindergarten Sample Noticing Chart with Visuals – Opinion

Dear Mom,

Greeting

I have a hamster named Alex. He is very smart and can do many tricks. He can even do the wheel. Alex is my favorite animal because he is so cute and smart. He likes to eat vegetables and his favorite is broccoli. Alex is very happy when I take him outside to play. He runs around and plays with his ball. If you ever want a hamster, I would recommend Alex because he is very social and loves to play. He is the best hamster ever!

Love,

Responsible Alex

Closing

How does a letter go?

What did the author do when sharing an opinion?

Cool stuff you noticed...

tells reasons

tries to Convince.
SAMPLE GOAL #2 – GENERATE POSSIBLE WRITING IDEAS

Narrative example for personal story and small moment writing (Kindergarten):

**Units 2 & 5: Small Moments**
Generating Ideas: Things We Know and Can Do Chart

Note: The class chart is made as a poster with sticky notes that students can use and take with them to their writing spots. These ideas can be placed on the poster at any time. Teachers start this process during Unit #1 and model adding to the chart throughout the year.
Informational writing idea generation charts (Kindergarten):

How-to & Personal Expertise Writing Topic Ideas – make your list based on what you know a lot about and could teach others

<table>
<thead>
<tr>
<th>Things I know about and can teach others how to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Personal Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________________
Opinion writing idea generation chart (Kindergarten):

<table>
<thead>
<tr>
<th>Name</th>
<th>Things I have strong feelings about</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Books</td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
</tbody>
</table>

Note: The class copy can be made in immersion meetings and students can create their own personal copy to have in their folder. Students can create them independently or teacher can help students create their own in small groups.
Table of Contents

1. Unit #1 Launching the Writing Workshop AND Unit #2 Revision
   Open-Ended Listing Noticing Chart

2. Unit #1 Launching Writing Workshop and Unit #2 Revision
   Noticing Chart with Columns

3. Unit #4 Apprenticeship Writing: Studying Craft
   Noticing Chart with Columns

4. Unit #5 Opinion Letters for Social Action
   Open-Ended Listing Noticing Chart

5. Unit #5 Opinion Letters for Social Action
   Noticing Chart with Columns

6. Unit #6 Informational Books: Personal Expertise
   Open-Ended Listing Noticing Chart

7. Unit #6 Informational Books: Personal Expertise Text Features
   Open-Ended Listing Noticing Chart

8. Unit #6 Informational Books: Personal Expertise
   Noticing Chart with Columns

9. Unit #6 Informational Books: Personal Expertise Text Features
   Noticing Chart with Columns

10. Unit #3 Informational Books: How-To Books
    Open-Ended Listing Noticing Chart

11. Unit #3 Informational Books: How-To Books Text Features
    Open-Ended Listing Noticing Chart
A personal narrative is a true story from our lives.

People write PN to share with others memories they have of things that they did or happened to them. People read PN because they are interested in these true stories and can often relate to them.

Noticings:
- A small moment is a true story of something you DID
- Zoom in on one time you did something (not whole day/week/etc.)
- Pictures and words go together
- Beginning (introduction), middle (body) and ending (conclusion)
- Grab reader’s attention (introduction or lead)
- End in the moment or with a feeling (ending)
- Title – gives reader a hint about what the story is about
- Punctuation (ending marks . ? !)
- Told in order
- Temporal words: and, then, so, next, after, later on, when, etc.
- Characters talking – speech bubbles/dialogue
- Where the characters are in the story (setting)
- Show, Not Tell – made a movie in reader’s mind
- Heart of the Story – big idea
- Exact words – example: person in front of the net is called a goalie; flowers specifically named roses
- Details, details, details – dialogue, setting, internal thinking, physical description, character action (add as students notice)
- And other aspects as noticed

Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
**SAMPLE 1ST GRADE**

<table>
<thead>
<tr>
<th>Picture or sketch of item from text*</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
</table>
| •                                   | One event/Short period of time | Zooming in/Small Moment | • Make connections  
•                               | Shows how characters act and feel and didn’t just tell us | Show, not tell | • Helps us picture what happened |
<p>| •                                   | Time words such as and, then, so, after, next, first, finally | Temporal/time words (CCSS vocabulary) | • Signals new idea or event |
| •                                   | Tells how things look, feel, smell, hear, sound | Physical Description | • Helps us picture what is happening |
| •                                   | Characters talking | Dialogue | • Helps us picture/hear what is happening |
| •                                   | Where the story happens | Setting | • Helps us picture where the character is |
| •                                   | What the character is thinking inside his/her head | Internal Thinking | • Helps us picture what the character is thinking and feeling |
| •                                   | What character is doing with his/her body | Character Action | • Helps us picture what the character is doing with feet, hands, and face |</p>
<table>
<thead>
<tr>
<th>Lots of pages</th>
<th>Beginning, middle, end</th>
<th>Told in order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Makes sense</td>
</tr>
<tr>
<td>The story begins</td>
<td>Lead/Introduction</td>
<td>Introduces character and/or setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grabs reader’s attention</td>
</tr>
<tr>
<td>The story ends</td>
<td>Ending/Conclusion</td>
<td>Ends in the moment or feeling</td>
</tr>
<tr>
<td>Story has a most important part</td>
<td>Heart of the story</td>
<td>Wraps up story</td>
</tr>
<tr>
<td>And other aspects as noticed by students</td>
<td></td>
<td>Author’s message/lesson learned/theme</td>
</tr>
</tbody>
</table>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts - from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.

*Column one may be deleted but highly recommended for early elementary students. In the above example, the teacher chose to use icons. A teacher may also draw his/her own visual representation or take a picture of an example from a mentor text and include it.
**Text type:** Narrative  
**Chart Type:** Noticing Chart with Columns  
**Unit #4:** Apprenticeship Writing: Studying Craft  

**SAMPLE CHART**

<table>
<thead>
<tr>
<th>Example(s)</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-l-o-w-y</td>
<td>Lines between</td>
<td>Dashes</td>
<td>• Stretches out a word telling the reader to slow down</td>
</tr>
<tr>
<td>All-l-l-l-l</td>
<td>letters</td>
<td></td>
<td>• Tells reader it is an important word</td>
</tr>
<tr>
<td>And then...</td>
<td>Dot dot dot</td>
<td>Ellipsis</td>
<td>• Leaves the reader in suspense</td>
</tr>
<tr>
<td>Again...</td>
<td></td>
<td></td>
<td>• Slows the reader down</td>
</tr>
<tr>
<td>()</td>
<td></td>
<td>Parenthesis</td>
<td>• Tell the reader there is more coming</td>
</tr>
<tr>
<td>STOP</td>
<td>Uppercase letters</td>
<td></td>
<td>• Whispers in the reader’s ear</td>
</tr>
<tr>
<td>AHHHHH!</td>
<td>Colored/bold letters</td>
<td>Text to match meaning</td>
<td>• Puts emphasis on the words or action</td>
</tr>
<tr>
<td>I love hotdogs!</td>
<td>Italics</td>
<td></td>
<td>• Helps reader feel and hear the action</td>
</tr>
<tr>
<td>Wheeeeee, whoosh</td>
<td>Words that make</td>
<td>Sound words/effects</td>
<td>• Important words or lines</td>
</tr>
<tr>
<td></td>
<td>sounds</td>
<td>(onomatopoeia)</td>
<td>• Emphasis on that word or lines</td>
</tr>
<tr>
<td>Up. Up. Up.</td>
<td>Repeats same word</td>
<td>Repeated words/lines</td>
<td>• Author trying to make a point</td>
</tr>
<tr>
<td></td>
<td>or lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finally, now, when, then</td>
<td>Words tell time</td>
<td>Temporal words</td>
<td>• Signals a change in events</td>
</tr>
<tr>
<td>I limped onto the bus.</td>
<td>Action words</td>
<td>Precise words (verbs)</td>
<td>• Helps the reader picture it in their head</td>
</tr>
<tr>
<td>“Grandma, I want them.”</td>
<td>People talking</td>
<td>Dialogue</td>
<td>• Tells the reader exactly what someone said</td>
</tr>
<tr>
<td>Strawberry apples, bananas</td>
<td>,</td>
<td>Comma</td>
<td>• Helps the reader get to know the character</td>
</tr>
<tr>
<td>As mom called my name, I</td>
<td>What someone thinks or feels</td>
<td>Internal thinking</td>
<td>• Understand what the character is thinking and feeling</td>
</tr>
<tr>
<td>hope I’m not in trouble.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My hands were</td>
<td>Describes what the</td>
<td>Character action</td>
<td>• Helps the reader picture the story in their minds</td>
</tr>
<tr>
<td>clapping, my feet</td>
<td>character is doing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>were jumping, and I had a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>giant smile on my face.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
**Text Type:** Opinion  
**Chart Type:** Open-Ended Listing Noticing Chart  
**Unit #5: Opinion Letters for Social Action**

*Please note teachers: What is put on this chart will be based on mentor texts studied. This unit is based on letters for social action. Therefore, students will notice that these pieces are oriented more toward the author telling what they want and why. There is a focus on ‘change’ students want to see happening at home, school, or in the community. Also, it is suggested to use other mentor texts that look at the broader spectrum of opinion, whereby the author shares likes and dislikes about a variety of topics and books. Mentor texts should include both opinion pieces written in letter format and paragraph form. This was not clear in the MAISA unit.*

---

**SAMPLE**  
Open-Ended Listing Noticing Chart from a 1st grade classroom

**Opinion Writing**

- An opinion piece tells the author’s likes and dislikes and tells why.
- People write opinion pieces to share their strong feelings about something. People read opinion pieces to find out how others feel about something and why they feel this way. Readers can decide if they agree or disagree with another person’s opinion.

**Noticings:**

- Authors shared what they liked or didn’t like about something (general opinion)  
  OR  
  Authors share what they want and why (social action opinion)
- Gave reasons or said why they felt this way
- Authors wrote about things such as: books, school, home, community
- Structure: 3 parts – beginning or introduction, middle or body, ending or conclusion
- Lead/introduction – got reader’s attention, named topic and shared opinion about it (how felt)
- Middle/body – gave reasons (said more about the topic)
- Ending/conclusion – told our opinion again  
  Ways the author did it: end with a strong feeling, wonder and exclaim, …
- “Say More” words – author told more about opinion by adding words such as: and, because, also, …
- May have pictures to go along with my words
- And other aspects as noticed

**Noticings on letter format – this is one way to share our opinions with others**

- Author is writing to someone, we call this an audience
- Different parts to a letter  
  - Greeting part – tell who author is writing to (Dear xxxx,)
  - Body part – tells opinion and reasons
  - Ending/Closing part – closing – thank the reader and ask them to respond
  - Signature part – Closing word (From, Sincerely,...) and Name (who the letter is from)
- And other aspects as noticed

---

Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
<table>
<thead>
<tr>
<th>Picture or sketch of item from text*</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
</table>
| •                                  | Authors shared what they liked or didn’t like about something OR Authors share what they want and why - social action opinion | Opinion | • Share thoughts with reader  
  • Gets reader interested in piece |
| •                                  | Told why they felt this way | Reason | • Shares ideas or to convince reader |
| •                                  | Write about things that were important to them | Social action – things that need to be changed  
  Topics – home, school, community, books | • Personal connections make for strong writing  
  • Share important feelings or ideas with reader |
| •                                  | 3 parts | Structure | • Helps keep piece organized and sequential (in order) |
| •                                  | Part 1 – got reader’s attention, named topic, told opinion | Introduction or lead | • So writer knows what you are writing about and will keep reading |
| •                                  | Part 2 – body told why felt this way | Reasons | • Supports opinion  
  • Helps convince the reader |
| •                                  | Part 3 – ending  
  Told our opinion again and may have sent them off with something to think about or do | Ending or conclusion | • Reminds the reader of the writer’s opinion  
  • Gives the reader something to think about  
  • Ends the piece |
| •                                  | “Say More” –  
  Gave examples or explained more | Evidence | • Helps us picture what the writers is thinking  
  • Helps reader to understand it better |
| •                                  | “Say More” words –  
  And, because, also, … | Transition words | • Word used so author will tell more  
  • Signals new reason or idea (also, Reason one…) |
<p>| •                                  | Picture or sketch | Picture or sketch | • Provides a visual for the reader |
| •                                  | Other things as noticed | | • |</p>
<table>
<thead>
<tr>
<th><strong>Letter Format Noticings</strong></th>
<th>The letter is to someone</th>
<th>Audience</th>
<th>• Helps the writer identify who can help them make a change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The letters all start with Dear __________,</td>
<td>Greeting</td>
<td>• Tells who the letter is to</td>
</tr>
<tr>
<td></td>
<td>Told what they like/want to change</td>
<td>Body</td>
<td>• Convince the reader to make a change</td>
</tr>
<tr>
<td></td>
<td>Thank the reader for reading the letter Ask reader to write back</td>
<td>Closing</td>
<td>• Helps the writer to end their letter smoothly</td>
</tr>
<tr>
<td></td>
<td>Told who the letter is from</td>
<td>signature</td>
<td>• Tells the reader who wants the change</td>
</tr>
<tr>
<td></td>
<td>And other as noticed by students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

*Column one may be deleted but highly recommended for early elementary students. In the above example, the teacher chose to use icons. A teacher may also draw his/her own visual representation or take a picture of an example from a mentor text and include it.

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
**Text Type:** Information  
**Chart Type:** Open-Ended Listing Noticing Chart  
**Unit #6:** Informational Books: Personal Expertise

---

**SAMPLE**  
Open-Ended Listing Noticing Chart from a 1st grade classroom

### Informational Books: Personal Expertise

An informational book teaches the reader about a topic.

People write informational books to share facts on topics that they know a lot about. People read informational books so they can learn new information about topics that they are interested in.

**Noticings:**

- Title – identifies the topic
- Included information and facts on specific topic
- Facts/information are grouped into sections or chapters
- Book is organized by headings (big ideas)
- Chapters may have subheadings or paragraphs
- Table of contents – shows what information is included and where to find it
- Includes introduction that says what the topic/subject is
- Includes a lead – hooking the reader or grabbing his/her attention
- Conclusion wraps up the piece
- Important words are in bold or in text box
- Includes text features (see chart below)
- And other aspects as noticed

---

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

Students may not give the category (e.g. heading, subheading, text box, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS).

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
People use text features to make their writing more organized and interesting. Readers use text features to help them notice and understand important facts, pictures or words. It is critical that readers to read the information found in text features.

Noticings:
- Title – identifies the topic
- Table of Contents – tells what each section is about
- Heading – tells the name of each section
- Photograph – a real life picture of how something looks
- Label – a word that tells the name of a picture
- Caption – a sentence about picture
- Bold print/capital letters/colored print/italicized print – makes important words stand out
- Text box – gives extra information about a topic, word or picture
- Diagram – tells the parts of something
- Index – tells the page a specific word can be found on
- Glossary – tell the meaning of bolded words
- Parentheses – gives the readers extra information
- Maps – shows where something is located
- And other aspects as noticed

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

Students may not give the category (e.g. heading, subheading, text box, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
**Text Type:** Information  
**Chart Type:** Noticing Chart with Columns  
**Unit #6:** Informational Books: Personal Expertise

<table>
<thead>
<tr>
<th>Picture or sketch of item from text*</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Name of piece</td>
<td>Title</td>
<td>• Tells the topic</td>
</tr>
<tr>
<td>•</td>
<td>Information and facts about a specific topic</td>
<td>Facts</td>
<td>• Shares/teaches information</td>
</tr>
</tbody>
</table>
| •                                   | Facts/information are in groups | Sections/Chapters | • Organizes the piece  
|                                      |                                  |      | • Keeps similar information together |
| •                                   | Words on the top of the page | Headings | • Tells the name of each section |
| •                                   | Words that stand out in the middle of the page | Subheadings | • Tells what part of a page is about |
| •                                   | Sentences are in groups | Paragraphs | • Keeps similar information in one place |
| •                                   | List of what is in the book | Table of Contents | • What is in the book and where to locate it |
| •                                   | Tells what the topic/subject is | Introduction | • Tells what the piece is about |
| •                                   | First sentence in the book | Lead | • Hooks the reader  
|                                      |                                  |      | • Grabs the reader’s attention |
| •                                   | Last sentence(s) in the book | Conclusion | • Restates the topic  
|                                      |                                  |      | • Wraps up the piece |
| •                                   | Important words are in dark black letters or are capitalized | Bold print/Capital letters | • Makes important words stand out |
| •                                   | Other text features | (See chart below) | |
| •                                   | And other as noticed by students | | |

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. *Column one may be deleted but highly recommended for early elementary students. In the above example, the teacher chose to use icons. A teacher may also draw his/her own visual representation or take a picture of an example from a mentor text and include it. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.*
**Text Type:** Information  
**Chart Type:** Noticing Chart with Columns  
**Unit #6:** Informational Books: Text Features

<table>
<thead>
<tr>
<th>Picture or sketch of item from text*</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Name of piece</td>
<td>Title</td>
<td>• Tells the topic</td>
</tr>
<tr>
<td>•</td>
<td>List of what is in the book</td>
<td>Table of Contents</td>
<td>• What is in the book and where to locate it</td>
</tr>
<tr>
<td></td>
<td>Words on the top of the page</td>
<td>Heading</td>
<td>• Tells the name of each section</td>
</tr>
<tr>
<td></td>
<td>Pictures on the page</td>
<td>Photograph</td>
<td>• Shows how something looks</td>
</tr>
<tr>
<td></td>
<td>Words next to a picture</td>
<td>Label</td>
<td>• Tells the name of a picture</td>
</tr>
<tr>
<td>•</td>
<td>Words under, next to or on a picture</td>
<td>Caption</td>
<td>• Tells what is happening in the picture</td>
</tr>
<tr>
<td></td>
<td>Important words are in dark black letters or are capitalized</td>
<td>Bold print/Capital letters</td>
<td>• Makes important words stand out</td>
</tr>
<tr>
<td></td>
<td>Words in a box on the page</td>
<td>Text box</td>
<td>• Gives extra information about a topic, word or picture</td>
</tr>
<tr>
<td>•</td>
<td>Picture with words, lines and arrows</td>
<td>Diagram</td>
<td>• Tells the parts of something</td>
</tr>
<tr>
<td></td>
<td>Numbers listed after groups of words</td>
<td>Index</td>
<td>• Tells the page important words can be found on</td>
</tr>
<tr>
<td>•</td>
<td>List of words in dark black letters</td>
<td>Glossary</td>
<td>• Tells the meaning of bolded words</td>
</tr>
<tr>
<td></td>
<td>Words “trapped” between curved lines</td>
<td>Parentheses</td>
<td>• Gives the reader extra information</td>
</tr>
<tr>
<td>•</td>
<td>Pictures of places</td>
<td>Maps</td>
<td>• Shows where something is located</td>
</tr>
<tr>
<td>•</td>
<td>And other as noticed by students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

*Column one may be deleted but highly recommended for early elementary students. In the above example, the teacher chose to use icons. A teacher may also draw his/her own visual representation or take a picture of an example from a mentor text and include it.

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
**Text Type:** Information  
**Chart Type:** Open-Ended Listing Chart  
**Unit #3:** Informational Books: How-To Books

---

**SAMPLE**  
**Open-Ended Listing Noticing Chart from a 1st grade classroom**

**Informational Books: How-To Books**

A How-To book teaches the reader how to do something.

People write How-To books to teach the reader how to do something that they know how to do. People read How-To books so they can learn how to do something.

**Noticings:**

- **Title** - identifies the topic  
- **Materials** – tells the reader the materials, ingredients, or tools they will need to complete the How-To  
- **Introduction** - invites the reader to give their How-To a try  
- **Directions** - tells the reader what to do  
- **Ordered steps** - lets the reader the order in which to do the steps  
- **Conclusion** - helps bring the How-To to a close, while asking the reader to give it a try  
- **Pictures** - shows the reader what each step should look like  
- **Text features** - see chart below

---

Students may not give the category (e.g. heading, subheading, text box, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
Text Type: Information
Chart Type: Open-Ended Listing Chart
Unit #3: Informational Books: How-To Books Text Features

SAMPLE
Open-Ended Listing Noticing Chart from a 1st grade classroom

Informational Books: How-To Books Text Features

People use text features to make their writing more organized and interesting. Readers use text features to help them notice and understand important facts, pictures or words. It is critical that readers to read the information found in text features

Noticings:
- Title – identifies the topic
- Label – a word that tells the name of a picture
- Caption – words next to, or below, a picture that tells the reader what is happening in the picture
- Bold print/capital letters/colored print/italicized print/fancy letters – makes important words stand out
- Diagram – tells the parts of something
- Glossary – tells the meaning of bolded/fancy words
- Parentheses – gives the readers extra information
- Arrow- shows the movement in the picture
- Close-up picture- pictures that zoom in and teach
- Precise words- tell the reader what to do with detailed information
- Numbered steps- numbers (1, 2, 3) that help the reader know the order in which to do the steps
- Warning- tells the reader when a specific step might be dangerous
- Tips- provide the reader with helpful information
- Ordinal words- (first, next, then, after that...) words that help the reader understand the order of the steps
- And other aspects as noticed

Students may not give the category (e.g. heading, subheading, text box, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts – from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type.
SECOND GRADE

SAMPLE CHARTS
A small moment is a true story from our lives.

Authors write small moments to share with others strong memories they have of things that they did or happened to them. Readers read small moments because they are interested in these true stories and can often relate to them or make connections to them.

Noticings:
- True story from author’s life
- The author valued that tiny moment from his/her life
- The author stretched out the moment across the pages-bit-by-bit...and used a storyteller’s voice
- Introduction or Lead—the author intentionally chose a good beginning through action, talk or setting
- Most of the time the author uses the word “I” (First Person voice)
- The author told their story in order by using temporal words (transition words) such as when, then, and after.
- The author may have used temporal words (transition words) to signal to the reader that time has passed such as a little later, after that, the next day etc.
- Structure—Beginning (introduction), middle (body) and ending (conclusion)
- Ending—the author brought the story to a close; ending types we noticed: action, talk, feeling, ...
- Title - gives a sneak preview of the storyline
- Organization - Story was told in order in which it happened (events). The events were stretched out across several pages in the book
- Narrow focus – not an all about story, told about one time did something
- Details, details, details – dialogue, internal thinking, physical description, exact action helped to bring the character to life (add as students notice)
- Show, Not Tell—painted a picture in the readers mind
- Heart of the Story—the author had a message, not just a retelling
- Strong words – especially verbs, nouns, adjectives (helps paint picture in reader’s mind)
- And other aspects as noticed

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS).

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
**Text Type:** Narrative-Small Moment  
**Chart Type:** Noticing Chart with Columns  
**Unit # 1: Launching with Small Moments  2nd grade**

<table>
<thead>
<tr>
<th>Picture or sketch of item from text*</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>• True story from the author’s life, important to them</td>
<td>Small moment</td>
<td>• To share stories and make connections with readers</td>
<td></td>
</tr>
<tr>
<td>• Story told bit-by-bit</td>
<td>Storyteller’s voice</td>
<td>• Helps us picture of what happened like a movie in your mind</td>
<td></td>
</tr>
</tbody>
</table>
| • Opens with talk | Dialogue lead | • Introduces character  
• Grabs reader’s attention |
| • Stories mostly told using the word “I” | First Person or “I” voice | • It’s a story about what happened to the author |
| • The author started pages with words like then, next, after | Organization Temporal words (CCSS vocabulary) | • To tell the events of the story in order |
| • Starts a sentence with word then a comma: finally, suddenly, the next morning... | Temporal words (CCSS vocabulary) | • Signals new idea or event |
| • Lots of way the author said more about... (dialogue, description...) | Details (hand) [Depending on students’ needs, teachers may want to put each type of detail as a separate noticing] | • Helps us picture what is happening |
| • Used words to show what is happening and not tell | Show, Not Tell | • Paints a picture in the reader’s mind. |
| • The author used words like *peer*ed and *beam* | Strong words | • Helps readers paint a picture in their minds |
| • There is an overall or main message | Heart of the Story | • The author has a main message that he/she wants the readers to learn or feel. |

*Depending on students’ needs, teachers may want to put each type of detail as a separate noticing.

Please see next page for teacher notes and tips.
Teacher notes and tips:

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.
*This column may be deleted but highly recommended for early elementary students.

*Visual representations should be included for any items the teacher feels students would benefit from a concrete example. All noticings do not need a picture or sketch.

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Writers’ craft—a particular way of HOW an author does something with words and structure.

Why study craft? What did the author do that I could try?

SAMPLE
Open-Ended Listing Noticing Chart from a 2\textsuperscript{nd} grade classroom

Noticings from Mentor Text  \textit{Puddles} by Jonathan London

- True story
- The story is told bit-by-bit
- Narrow focus
- Words match the meaning - Words look like puddles, words were all over the page in different places, bold face and big, etc.
- Extra spaces in between words
- Sound words (Onomatopoeia) – drip, splash, slop, flop—plop, Ka-BOOM,
- Rhyming at the end of lines
- Lots of punctuation (!, ... - )
- Repeated verse/line – Puddles! Big ones, little ones, long ones.. on page 13, then repeats on p. 25
- Action words (verbs) that are about rain – trickling, snaking, squirm, slog, rattling,
- Describing words
- Dialogue – not used a lot
- Compared things using the word like
- Made up words like puddle-jump
- And other aspects as noticed

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
### Anchor Chart – Sample Chart with Columns

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
<th>Connections</th>
<th>Try it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing two</td>
<td>Simile – like/as</td>
<td>Give picture in mind</td>
<td>Include in this column either the title of a book or specific examples from the book that show an example. Ask, “Have you seen this anywhere else?” Text-to-Text connections.</td>
<td>Bright as the sun; tall as a building.</td>
</tr>
<tr>
<td>Acting like happening right now</td>
<td>Show, not tell</td>
<td>Helps us picture what happened</td>
<td>“She jumped up and down and had a smile on her face.” (TC)</td>
<td>Tears flowed down her cheek. She frowned and bent her head down.</td>
</tr>
<tr>
<td>Starts a sentence with word then a comma:</td>
<td>Temporal/time words (CCSS</td>
<td>Signals new idea or event</td>
<td>Then they drummed and whirled and flipped and twirled. (RS)</td>
<td>Late that afternoon,... Suddenly,...</td>
</tr>
<tr>
<td>then, after, the next morning...</td>
<td>vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lots of facts, details (dialogue, description)</td>
<td>Details (hand)</td>
<td>Helps us picture what is happening</td>
<td>She swirled in her new red suit. (RS)</td>
<td>Write description of what someone looks like.</td>
</tr>
<tr>
<td>Opens with talk</td>
<td>Dialogue lead</td>
<td>Introduces character</td>
<td>“Grandma, I want them!” (TS)</td>
<td>“Who could be at our door this late at night’, declared Dad.”</td>
</tr>
<tr>
<td>Repeats same line or words</td>
<td>Repeated Lines</td>
<td>Big idea wants us to remember and think about</td>
<td>Puddles by Jonathan London</td>
<td>“I can’t believe it!”</td>
</tr>
</tbody>
</table>

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
Opinion Reviews

Students like to write about the movies they've seen, the books they've read, the video games they've played, and the food they've enjoyed. Writing Opinion Reviews help children develop the muscles that are essential in persuasive writing.

During Immersion, it is especially helpful to read reviews of books, video games, movies, restaurants, and places they know well because this will help children see what is, and what is not, included in a review. Immersion with reviews will help children discern the qualities of writing that make it interesting for the reader, just like they've done with other mentor texts.

Sample Noticing Anchor Chart of a Review

- The review has a title and reveals the type of review
- The author gave an opinion and used strong words to persuade the audience.
- The author supported their opinion with reasons.
- The author wrote a structure that included an introduction, body and conclusion.
- The author included different categories for their review. (Examples of Restaurant Review categories: taste, service, atmosphere, price)
- The author crafted a catchy lead.
- The author wrote some background information to give the reader a sense of their review.
- The author crafted a strong ending.
- The author told about their overall experience.
- The author used voice and specialized language/show-not-tell
- The author used at least one quote from another person to support their opinion.
- The author used linking words or phrases such as also, because, I believe, you should ... etc..
- The author included a title for their review.
- The author used language of comparison to inform readers. For example, If you liked__ then you will love.....
- The author described the target audience of who might like the _____ etc...
Text Type: Opinion
Chart Type: Open-Ended Listing Chart
Opinion – general noticings 2nd grade

Sample Noticing Anchor Chart of Opinion/Argument Writing

- The author wrote their opinion and gave reasons
- The author crafted a lead that set readers up to expect that his/her writing would try to convince them of their opinion.
- The author used words to connect their ideas such as also, another, and because.
- The author wrote an ending in which they reminded readers of his/her opinion.
- The author gave reasons why the reader should agree with their opinion
- The author wrote several sentences to say more about each reason
- The author chose words that would make readers agree with his/her opinion.

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
Text Type: Information
Chart Type: Open-Ended Listing Chart
Unit# 5: Informational Writing: Personal Expertise

2nd Grade Informational Writing: Personal Expertise, Unit 5

Noticings Chart

- The writer narrowed their focus on a particular topic
- The writer is an expert on ___________
- The writer provided lots of informational about ___________
- The writer expanded on their topic by putting information about ________ into categories
- The writer crafted a beginning that named the subject and hooked the reader
- The writer told more about their subject by adding layouts and structures (*do separate noticings chart for layouts and structures)
- The writer made their facts specific by using names, numbers, sizes etc....
- The writer used Show, Not Tell to help readers get pictures in their mind
- The writer used personal responses and exclamations to show their reader how they think or feel about their information
- The writer used nonfiction language, words and phrases, like some, most, one example is, on the other hand, since, because.. etc...
- The writer used important words to help the reader understand what they are reading. Examples: bold face, text box, defined in context...
- The writer interviewed an expert to add more information about their topic
- The ended with a powerful conclusion

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

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**Text Type:** Information

**Chart Type:** Open-Ended Listing Chart

**Unit# 5: Informational Writing: Personal Expertise**

### 2nd Grade Informational Writing: Noticings Chart

*(Based off of Lucy Rubric for Informational Writing)*

- The writer taught readers important points about ________________
- The writer wrote a beginning that named the subject and hooked the reader
- The writer used transition words to say more about ____________
  
  Example: *and, also, however, for example...*

- The writer wrote some sentences or a section to end or wrap up the piece
- The writer wrote different parts that told different information about ____________
- The writer used different kinds of information such as facts, definitions, details, steps, tips etc...
- The writer used special language to show that he or she was an expert on ____________

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

*This column may be deleted but highly recommended for early elementary students.*

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Text Type: Information
Chart Type: Open-Ended Listing Chart
Unit# 7: Shared Research & Informational Writing: Descriptive Reports

2nd Grade Shared Research & Informational Writing: Descriptive Reports, Unit 7

Noticings Chart

- The writer wrote a title that identified what is being described
- The structure of the writing is organized into topics and subtopics. Chunks of information are organized by topics and subtopics.
- The information is grouped in categories-paragraphs and/or subheadings
- Table of Contents shows what information is included and where to find it
- The writer crafted an effective lead to grab their readers’ attention and introduce a topic.
- The writer included text features such as headings, bold print, labels, captions, diagrams to say more about the topic
- The writer included layouts such as how-to, question and answer format, different-kinds-of-something, lists, etc..
- The writer used linking words or phrases to continue and idea or introduce another idea such as also, another, and, more, or but.
- The writer used qualifying words such as some, most, many, as all...to be more precise about information
- The writer used a variety of sentence beginnings to make the information more interesting.
- The writer included a quote or interview from a person knowledgeable about_______
- The writer crafted an effective concluding statement or section

This chart should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed.

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
Please provide feedback to Sandy.Biondo@oakland.k12.mi.us or via the K-2nd or 3rd – 5th Oakland Schools Writing Study Group.