

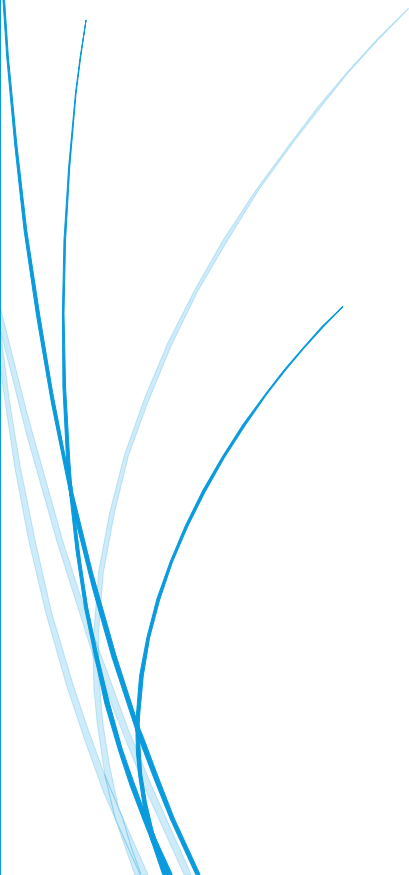


BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

# Mentoring Manual

Accomplished Practice 8-Knowledge of Subject Matter



# KNOWLEDGE OF SUBJECT MATTER TABLE OF CONTENTS

.....	0
Sample Key Indicators .....	4
Creative Arts-Component 1 .....	5
Target Audience:.....	5
Who Can Help?.....	5
People .....	5
Websites .....	5
Books .....	5
Small Group Instruction- Reading and Math-Component 2.....	5
Definition:.....	5
Target Audience:.....	6
How?.....	6
Who Can Help?.....	7
People .....	7
Websites .....	7
Books .....	7
Science-Component 3.....	10
Target Audience:.....	10
Who Can Help?.....	10
People .....	10
Websites .....	10
Books .....	10
Social Studies-Component 4.....	11
Target Audience:.....	11
Who Can Help?.....	11
People .....	11
Websites .....	11

Books .....	11
90 Minute Reading Block-Component 5.....	11
Definition: .....	11
Target Audience:.....	11
How?.....	12
Who Can Help?.....	12
People .....	12
Website .....	12
Writing-Component 6: .....	23
Definition: .....	23
Target Audience:.....	23
How?.....	23
Who Can Help?.....	24
People .....	24
Websites .....	24
Books .....	24

# KNOWLEDGE OF SUBJECT MATTER

## ACCOMPLISHED PRACTICE #8

Demonstrates knowledge and understanding of the subject matter.

### SAMPLE KEY INDICATORS

- Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.
- Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
- Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Maintains currency in regard to changes in the subject field.
- Demonstrates a breadth of subject matter that enables her/him to collaborate with colleagues from other subject fields in the integration of instruction.
- Develops short and long term personal and professional goals relating to knowledge of subject matter.

# CREATIVE ARTS-COMPONENT 1

## TARGET AUDIENCE:

All Art, Music, and Drama Teachers

## WHO CAN HELP?

### PEOPLE

Resource Teachers

### WEBSITES

- i. [The Guide to Great Art on the Internet](#)
- ii. [New York Philharmonic Kidzone](#)
- iii. [Children's Area of the San Francisco Symphony Web Site](#)

### BOOKS

- i. [Art Education and Human Development](#) by Howard Gardner
- ii. [The Intelligent Eye: Learning to Think by Looking at Art](#) by David Perkins
- iii. [Basic Music Theory: 50 Ready to Use Activities for Grades 3-9](#) by Audrey Adair
- iv. [Music Matters](#) by David Elliott

# SMALL GROUP INSTRUCTION- READING AND MATH-COMPONENT 2

## DEFINITION:

While teachers are working in small groups with students at a teacher-led table, the remaining students should be working on review skills at stations on material that reinforces the skills they have learned previously during whole group instruction. Stations may include skills such as: vocabulary/word study, non-fiction with emphasis on integration of knowledge and key ideas, science and/or social studies with literacy integration, writing including language, editing, citation of text evidence, and inquiry, focused reading skills including task cards, and listening/audio. Math Stations may include: current skill reviews, spiral skill review, hands-on activities, and real-world application activities. These activities can be completed independently or using a peer to peer model that utilizes accountable discussion with a student menu of specific tasks and goals to complete. Text should be on the student's independent and instructional level. Technology should be a daily part of the student menu to practice,

reinforce, and review skills. These stations and the management of this time are as diverse as every teacher’s personality.

**TARGET AUDIENCE:**

K-12<sup>th</sup> Grade Teachers of Language Arts and Reading and Math

**HOW?**

- Do not assume students know how to behave and what to do in small groups. Procedures and teacher expectations need to be explicitly taught for teacher-led, centers/stations, and technology. Use modeling techniques to show students what it should sound like and look like.
- Teacher-led: Reading example- vocabulary, fluency, and comprehension. Math example- review skill, focus skill, real-world application. Remediation groups should be utilized as needed dependent upon data results.
- Grouping: Teachers may choose to have students work independently, in pairs, or in small groups depending on the purpose of the activities. Groups may be homogeneous or heterogeneous, depending on how rotations are structured.
- Stations: Students should be given a student menu with explicit instructions on how to complete assignments and tasks. Directions should be written in student-friendly language. All materials should be organized in a readily accessible bin or crate that is labeled.
- Technology: Students should complete an accountability data log for daily activity which includes the date, lesson, completion and/or grade for the assignment.
- Management: Research has shown that choice helps student motivation, however when it comes to classroom management, many teachers do better initially by giving controlled choices.
- Providing a few open-ended activities within each literacy station allows for student choice within in the assigned station. For example, for a literature response or writing station, have the students choose from writing a new ending to a story, writing interview questions for the main character that will be on a talk show, or using a Venn Diagram to compare and contrast two characters from books. Label each station with “Students must do…” and “Students can do…” will allow early finishers with opportunities to choose another related assignment.

Example of Rotation:

Red Group	Blue Group	Green Group
Teacher-Led Small Group	Peer to Peer/Independent	Technology
Technology	Teacher-Led Small Group	Peer to Peer/Independent
Peer to Peer/Independent	Technology	Teacher-Led Small Group

## WHO CAN HELP?

---

### PEOPLE

- i. Mentor Teacher
- ii. Instructional Coach
- iii. Reading Leadership Team
- iv. Math Leadership Team

---

### WEBSITES

- i. [Read, Write, and Think Classroom Resources](#)
- ii. Click on [Student Center Activities](#)
- iii. [Create Your Own Math Worksheets](#)
- iv. [Flashcards for Basic Facts, Telling Time, Counting Money, Algebra, and Geometry](#)

---

### BOOKS

- i. [Practice with Purpose: Literacy Work Stations for Grades 3-6](#) by Debbie Diller
- ii. [Literacy Work Stations: Making Centers Work](#) by Debbie Diller
- iii. [Hands on Math Projects with Real Life Applications](#) by Gary Robert Muschla
- iv. [Math Centers: Take it to Your Seat](#) by Evan Moor Publishing
- v. [Games Galore Math](#) by the Mailbox

## TEACHING YOUR STUDENTS STRATEGIES TO BE SUCCESSFUL AT INDEPENDENT READING

### Before Reading Strategies:

- Preview a book (front and back covers):
  - Look at the title:
    - Heading
    - Illustrations
    - Summary
- Think about what you already know about the topic.
- Make predictions about what you think will happen.
- Make connections to other things in your life.

### During Reading Strategies:

- Check on the predictions you made.
- Visualize an image of what you read.
- Make a connection.
- Ask questions about what is happening.
- Predict what a word will be based on what you know.
- Break an unfamiliar word into parts.
- Relate an unknown word to a familiar word.
- Skip the word and go on.
- Self-correct when something does not make sense.
- Reread difficult passages.
- Read parts so they sound like talking using different voices for different characters.

### After Reading Strategies:

- Look up important words in the dictionary.
- Ask yourself questions about what is happening.
- Talk to someone else who has read the story.
- Pay attention to what is new to you.

## READING ACTIVITIES FOR LITERACY STATION IDEAS

- **Audio Books** – Students listen to audio versions and read along from a variety of genres.
- **Author Study** – Students study the biographical information, similarities and differences between works, and genres of work by a selected author.
- **Book/Story projects** – Students complete projects that demonstrate an understanding of a book read or read aloud. Examples of projects include book reports, models or dioramas with written details, puppets, book jacket covers, or billboard ads.
- **Buddy Reading** – Students work in pairs to read appropriate level materials from various genres, including fiction, non-fiction, leveled readers, poetry, or songs.
- **Character analysis** – Students analyze characters: write a description of the character, illustrate the character, write/discuss what makes the character's personality unique, what causes the character's behavior, compare and contrast two characters, or draw conclusions about events, characters, setting or content.
- **Computer station** – Students work on reading strategies using computer programs or internet websites.
- **Fictional Friends** – Students respond to questions such as friend, why? Of all of the characters, who would you want for a friend, why? What are some things you would like to discuss with this character? What are some things you and this character could do together?
- **Figurative Language** – Students use models to help them create their own examples of figurative language (idioms, similes, metaphors). Examples of activities include matching (figurative to literal, phrase to picture), incomplete examples (the moon was white as a \_\_\_\_\_), phrase bank – take a simple sentence, and rewriting using a form of figurative language.
- **Fluency** – Students practice to increase oral reading fluency using accuracy, proper expression, and reading rhythm. Examples of activities include reading rhythmic text (poetry, songs, and chants); reading predictable texts, repeating readings of short passages (fiction and non-fiction), timed readings, and read/record/listen.
- **Games** – Students participate in board games or file folder games that emphasize the five elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.
- **Interview the character/cooperative groups** – A small group of students work together on an interview project. One person is the character from the story and one is the recorder. The interviewer asks questions based on events in the story. The character answers questions using ideas connected with the character's personality.
- **Literature Study** – Students to read and discuss chapter books in small groups. Students evaluate and give reasons why some books are better than others, listen to each other's points of view, read aloud selected passages with expression, discuss characters, plots, the author's point of view, and make connections.
- **Main idea/summarizing** – Students identify main ideas and supporting details of short passages.
- **Map maker** – Students draw and label a map of a setting.
- **Movie Maker** – Students write a one page 'pitch' to a producer explaining why the story would or would not be a good movie.
- **Pantomimes** – Students pantomime a character or scene from a story.

- **Poetry** – Students recognize models of poetry (replace words in poems or make a new poem, use structure of poem as model for new poem, use adjectives that describe \_\_\_\_\_ to write a new poem).
- **Post card** – Students may write to a friend about a book, write to the author about a book, write to a character in the book, or write as if they were the character in the book.
- **Reader’s Theater:** A small group of students is given a short script at the beginning of the week. The students work on developing their individual character’s voice, motivation, etc. At the end of the week, students perform the script using no prompts.
- **Round Table:** Students discuss topics from the text in small groups. They answer questions such as: What is interesting to you? What bothers you? What confuses you? What questions do you have about this book?
- **Ten Important Sentences:** Students use 10 sentences from a story to reread, identify the main idea, determine fact and opinion, sequence events, and identify cause and effect.
- **Word Wall Activities:** Students interact with high frequency words. Primary students can match words with pictures or draw illustrations to go with the words. Older students can group words by theme, use the words to develop sentences, or create a list of words from a story.

## SCIENCE-COMPONENT 3

### TARGET AUDIENCE:

All Science Teachers

### WHO CAN HELP?

#### PEOPLE

- i. Mentor Teacher
- ii. Subject Area Chairperson

#### WEBSITES

- i. [National Science Teachers Association](#) for all Strands of Science
- ii. [NASA’s Homepage](#); This Site Contains Areas for Students and Educators
- iii. [Informational Articles with Questions and Activities](#); Articles on all Areas, including: Dinosaurs, Chemistry, Human Body, and Weather
- iv. [Ideas and Hints for Science Projects](#)

#### BOOKS

- i. [Giant Resource Book](#) by Evan Moor Publishers
- ii. [Science Fair Projects](#) by Instructional Fair
- iii. [Hands on Earth Science \(Life Science and Physical Science\)](#) by Carson Dellosa

## SOCIAL STUDIES-COMPONENT 4

### TARGET AUDIENCE:

All Social Studies Teachers

### WHO CAN HELP?

#### PEOPLE

- i. Mentor Teacher
- ii. Subject Area Chairperson

#### WEBSITES

- i. [National Geographic](#)
- ii. [Meet the Colonists, Explore their Homes, and Learn about Colonial Law](#)
- iii. [Basic Information on each State](#)

#### BOOKS

- i. [Spectrum Regions](#) by McGraw Hill
- ii. [Social Studies Through the Year](#) by Teacher Created Materials
- iii. [Spotlight on America](#) by Teacher Created Materials

## 90 MINUTE READING BLOCK-COMPONENT 5

### DEFINITION:

The 90-minute reading block is an uninterrupted time of explicit and systematic Reading instruction. This initial instruction is the first line of defense to prevent Reading failure for all students. All students have access to the grade level expectations during the whole group portion of this time. Teachers should be delivering the initial lessons from a Comprehensive Core Reading Program (CCRP) for this whole group portion, which usually consists of 30 to 40 minutes. For the remainder of the time, teachers use differentiated instruction focusing on the needs of students using the CCRP or a Supplemental Reading Program (SRP).

### TARGET AUDIENCE:

K-12 Language Arts and Reading Teachers

## HOW?

### **Whole group instruction, small group instruction, and independent literacy activities.**

#### Whole group instruction (“I Do”):

- All students receive exposure to grade level expectations.
- Mini lessons of targeted skills.
- Introduction of new concepts and strategies.
- Shared Reading.

#### Small Group Instruction (“We Do”):

- Flexible grouping according to instructional needs and abilities.
- Grouping based on assessment data.
- Instruction is differentiated for all ability levels.
- Scaffold instruction.

#### Reading Centers/Work Stations/Literacy Stations (“You Do”):

- Meaningful and purposeful.
- Extension or reinforcement of taught skills.
- Opportunity to apply the skills they have learned.
- Opportunity for cooperative learning and independent learning.

## WHO CAN HELP?

### PEOPLE

Mentor Teacher  
Reading Coach  
Reading Leadership Team

### WEBSITE

NEFEC "[The go Minute Reading Block Model](#)"

# Scientifically Based Reading Instruction

Instructional Content	Instructional Design
<ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Instructional Strategies</li> <li>• Coordinated Instructional Sequences</li> <li>• Ample Practice Opportunities</li> <li>• Aligned Student Materials</li> </ul>

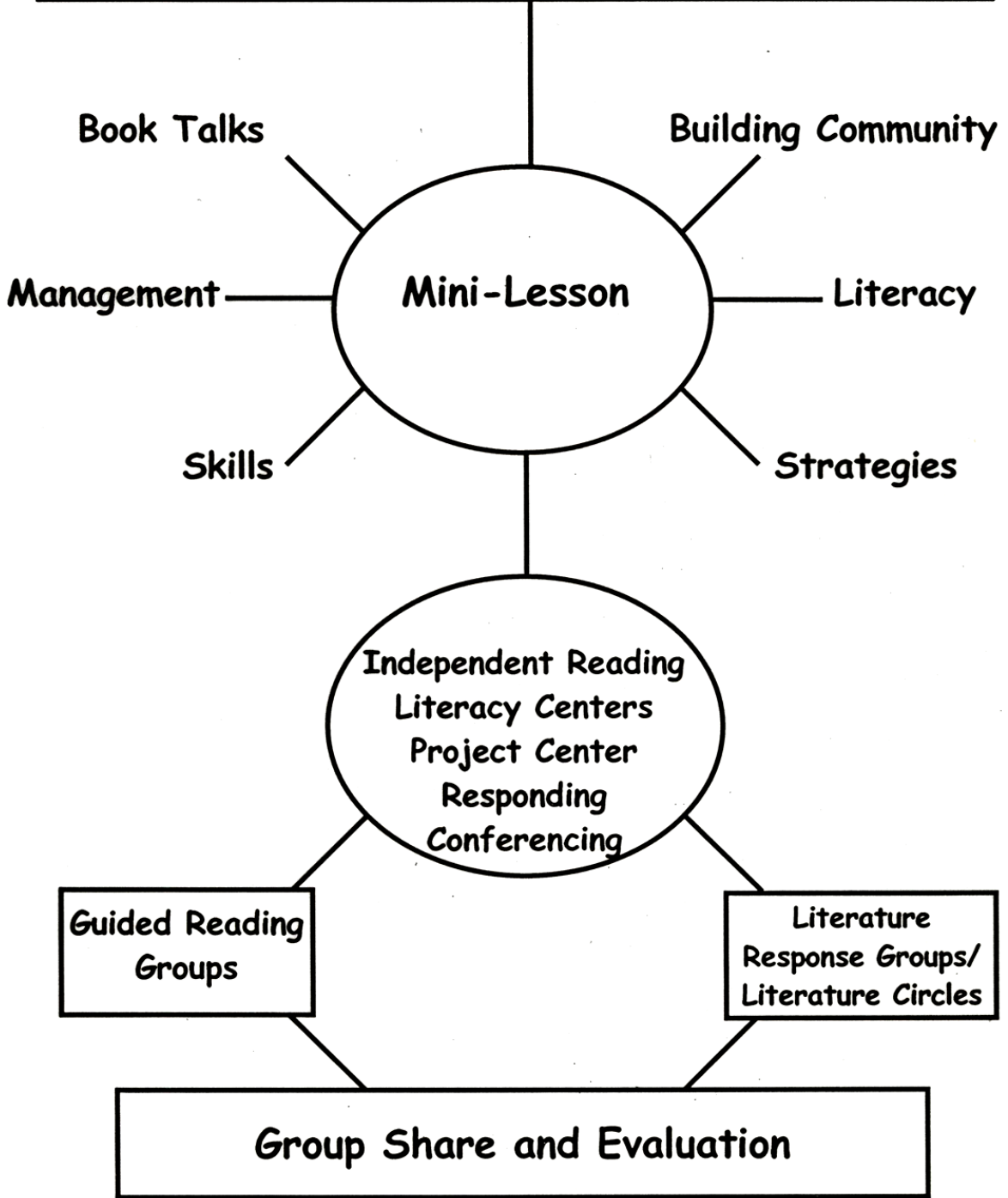


Source: "This publication is based on presentations offered at one of the 2005 Just Read, Florida! Conferences or Academies, © 2005 Just Read, Florida!, which has been reprinted and modified with their permission."

Reading and Language Arts Instruction		
	Teacher	Students
90 Minute Reading Block	20-30 Minutes  Whole Group Instruction  Lesson Framing/Learning Target  Grade Level Strategies  Shared Reading  Mini-Lessons relating to  Phonemic Awareness,  Phonics, Fluency,  Vocabulary, and	Whole Group Lesson

<p>60 Minutes Language Arts Instruction</p>	<p>15 minutes Mini-Lesson on selected daily focus: Grammar, Spelling, Writing Process, Handwriting, etc.</p> <p>35 minutes Writing Workshop: Modeling, Writing Conferences, Monitoring Writing, etc.</p> <p>10 minutes Revisit daily focus, discuss common needs, look ahead to next day's lesson.</p>	<p>Whole Group Lesson Independent/ Small Group Writing Activity Independent Practice of Daily Focus Writing Conferences Whole Group Activity</p>
---	--	--

**Elements of the 90+ Minutes Reading Block**



## 90 MINUTE READING BLOCK (Secondary)

-source Just Read, Florida! Technical Assistance Meetings

Time and Activity	Mon	Tues	Wed	Thurs	Fri	Method	Reading Components
20 minutes Initial Instruction	Whole class or small group differentiated instruction. -Explicit and scaffolded modeling of strategies in instructional level text.					Supplemental Reading Program	<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> </ul>
5 minutes	Daily vocabulary review routine						<ul style="list-style-type: none"> <li>▪ Morphemic Analysis</li> <li>▪ Syntactic Application</li> </ul>
40 minutes Differentiated Instruction	Differentiated Instruction Small group and individual instruction. Literacy centers Technology Audio-assisted reading Reading strategy instruction, application, and feedback						<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> <li>▪ Phonics</li> <li>▪ Phonemic Awareness</li> </ul>
20 minutes Independent Reading Practice	Student selected text at independent reading level. Progress monitoring by teacher (WCPM fluency and comprehension).						<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> </ul>
5 minutes closing	Teacher Read Aloud Discussion of new vocabulary. Discussion of concepts.						<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> </ul>

### 55 MINUTE READING BLOCK (Secondary)

-source Just Read, Florida! Technical Assistance Meetings

Time and Activity	Mon	Tues	Wed	Thurs	Fri	Method	Reading Components
25 minutes Initial Instruction	Whole class or small group differentiated instruction. -Explicit and scaffolded modeling of strategies in instructional level text.					Supplemental Reading Program	<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> </ul>
5 minutes	Daily vocabulary review routine						<ul style="list-style-type: none"> <li>▪ Morphemic Analysis</li> <li>▪ Syntactic Application</li> </ul>
20 minutes Differentiated Instruction	Student selected text at independent reading level. Progress monitoring by teacher (WCPM fluency and comprehension.						<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> </ul>
5 minutes closing	Discussion of new vocabulary. Discussion of concepts.	Teacher Read Aloud					<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> </ul>

# ***What Should I Do With The Others?***

## **Reading Center Ideas:**

- Character Analysis
- Question Making to Further Understanding
- Retell/Summarize a Procedural Text in Writing
- Plot Development
- Paired Reading
- Reader's Theatre/Play
- Support Opinion/Answer from Text
- Text Connection
- Reciprocal Teaching
- Computer Station - Reading Practice
- Audio Books
- Reader Response Logs
- Vocabulary- Content Area Specific
- Word Work
- Word Wall Activities
- Book/Story Projects
- Extend a Read Aloud or Buddy Reading Selection
- Literature Study
- Author Study
- Problem Solving - Compare and Contrast
- Fluency - Poetry, Phrasing, Nursery Rhymes, Choral
- Links to Reading First
- Ten Important Sentences

## **Reminders:**

- Set expectations for behavior during Reading centers time. Post visible expectations for teacher-led, stations/centers, and technology.
- Hold children accountable for what they do during Reading center time.
- Initiate student conferences to monitor progress.
- Have tools/resources accessible for student use when they get stuck on a Reading center assignment.
  - Designated Peer
  - Experts
  - Dictionary
  - Word Walls
  - Theme Boards
  - Expectations Charts
  - Assignment Board



# Effective Reading Instruction

<p><b>Phonemic Awareness</b></p> <p>Hear, identify, and manipulate sounds of spoken words</p> <p><b>PHONEME</b></p> <p><b>Isolation</b> Recognizes individual sounds in words</p> <p><b>Identity</b> Recognizes same sounds in different words</p> <p><b>Categorization</b> Recognizes word with odd sound in a set of words</p> <p><b>Blending</b> Combines sequence of sounds into a single word</p> <p><b>Segmentation</b> Breaks a word into separate sounds</p>	<p><b>Phonics</b></p> <p>Know relationship between letters of written language and sounds of spoken language</p> <p><b>EXPLICIT and SYSTEMATIC INSTRUCTION</b></p> <p>Identify useful series of sounds.</p> <p>Teach them in a logical sequence.</p> <p>Apply sounds to reading and writing.</p>	<p><b>Fluency</b></p> <p>Read text accurately and quickly</p> <p><b>BRIDGE BETWEEN WORD RECOGNITION AND COMPREHENSION</b></p> <p>Provide models of fluent reading.</p> <p>Provide repeated and monitored oral reading.</p> <p>Increase practice through audiotapes, peer guidance, tutors, *use of technology</p> <p>Provide a variety of short text passages at student's independent reading level.</p>	<p><b>Vocabulary</b></p> <p>Words used to communicate effectively or use/recognize in print</p> <p><b>INDIRECT INSTRUCTION</b></p> <p>Students engage in oral language, listen to adults read to them, and read extensively on their own.</p> <p><b>DIRECT INSTRUCTION</b></p> <p>Teach individual words and word learning strategies.</p> <p>Teach use of dictionaries, glossaries, thesauruses, how to use word parts, and context clues.</p>	<p><b>Comprehension</b></p> <p>Understand what is read</p> <p><b>COMPREHENSION STRATEGIES</b></p> <p>Teach students to be aware of what they do and do not understand, &amp; the fix-up strategies.</p> <p>Use graphic and semantic organizers.</p> <p>Use text explicit/implicit and scriptal questions.</p> <p>Teach students to ask their own questions.</p> <p>Teach story structure.</p> <p>Use summarizing.</p>
--	--	---	---	---

# The 5 Essential Instructional Components of Reading Instruction

The five essential components of effective reading instruction are scientifically based on research in reading and learning. To ensure that children learn to read well, instruction should be explicit and systematic and should be provided in these five areas:

**Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds-or phonemes-in spoken words. Phonemic awareness improves word reading, spelling and comprehension.

**Phonics** is the relationship between the letters of written language and the sounds of spoken language. The symbol/sound relationship taught in a systematic and explicit manner. An example of systematic instruction in phonics could be a pre-specified sequence of letter/sound correspondences taught in a logical order (ex: most common sounds taught first from simple to complex). Explicit instruction is where the teacher models and teachers directly, provides guided practice and independent practice.

**Fluency** is the ability to read text accurately and quickly with proper expression. Instruction includes modeling, reading at appropriate reading level, oral reading with feedback, monitor fluency progress, variety of strategies (reader's theater, timed readings, partner reading, repeated reading).

**Vocabulary**-the words students must know to communicate effectively. Students need to know the meanings and pronunciation of words used in oral and written language. Vocabulary development can be taught directly (teach important, difficult, and useful words) and indirectly. Direct teaching includes teaching word learning strategies (metacognition) and how to use word parts to determine meaning of words. Indirect teaching includes multiple exposures to words and encouragement in wide independent reading practices.

**Comprehension**-is the ability to understand and gain meaning from what has been read. Comprehension also includes the ability to monitor understanding. Comprehension instruction includes teaching students how to monitor comprehension, the use of graphic organizers (Ex: The use of Venn Diagrams to compare and contrast two main characters from stories read), main idea, summarizing, and text structure.

## Literature Response Activities

1. Create a life-sized model of two of your favorite characters and dress them as they are dressed in the book. Crouch down behind your character and describe yourself as the character. Tell what your role in the book is and how you relate to the other characters.
2. Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other object. An explanation of how this character fits into the book should accompany the sculpture.
3. Interview a character from your book. Write at least 10 questions that will give the character in the book the opportunity to discuss his/her thoughts and feelings about his/her role in the story. However you choose to present your interview is up to you.
4. Write a diary that one of the story's main characters might have kept before, during, or after the book's events. Remember that the character's thoughts and feelings are very important to the diary.
5. If you are reading the same book as one or more others are reading, dramatize a scene from the book. Write a script and have several rehearsals before presenting it to the class.
6. Prepare an oral report of 5 minutes. Give a brief summary of the plot and describe the personality of one of the main characters. Be prepared for questions from the class.
7. Give a sales talk, pretend the students in the class are clerks in a bookstore and you want them to push this book.
8. Build a miniature stage setting of a scene in the book. Include a written explanation of the scene.

9. Make several sketches of some of the scenes in the book and label them.
10. Describe the setting of a scene, and then do it in pantomime.
11. Construct puppets and present a show of one or more interesting parts of the book.
12. Dress as one of the characters and act out a characterization.
13. Imagine that you are the author of the book you have just read. Suddenly the book becomes a best seller. Write a letter to the movie producer trying to get that person interested in making your book into a movie. Explain why the story, characters, conflicts, etc., would make a good film. Suggest a filming location and the actors to play the various roles. You may only use books that have not been made into movies yet.
14. Write a book review as it would be done for a newspaper. (Be sure to read a few before writing your own).
15. Construct a diorama (three dimensional scene which includes models of people, buildings, plants and animals) of one of the main events in the book. Include a written description of the scene.
16. Write a feature article (with a headline) that tells the story of the book as it might be found on the front page of a newspaper in the town where the story takes place.
17. Write a letter (10 sentence minimum) to the main character of your book asking questions, protesting a situation, and/or making a complaint and/or a suggestion. This must be done in correct letter format.
18. Read the same book as one of your friends. The two of you make a video or do a live performance of MASTERPIECE BOOK REVIEW, a program that reviews books and interviews authors.
19. If the story of your book takes place in another country, prepare a travel brochure using pictures you have found or drawn.

20. Write a FULL (physical, emotional, relational) description of three of the characters in the book. Draw a portrait to accompany each description.
21. After reading a book of history or historical fiction, make an illustrated timeline showing events of the story and draw a map showing the location(s) where the story took place.
22. Read two books on the same subject and compare and contrast them.
23. Read a book that has been made in to a movie. Write an essay comparing the movie version to the book version.
24. Create a mini comic book relating a chapter of the book.
25. Make three posters about the book using two or more of the following media: paint, crayons, chalk, paper, ink, real materials.

2.

## WRITING-COMPONENT 6:

### DEFINITION:

Critical writing is an integral part of all subject areas. The Collins Writing Program allows students to brainstorm, free-write, make lists, and ask questions (Type 1), answer specific questions and demonstrate knowledge (Type 2), focus writing skills based on FCAs, focus correction areas, to improve and master skills needed for writing compositions (Type 3), use editing and receive peer feedback (Type 4), and provide opportunities for multiple drafts and publishable compositions (Type 5).

### TARGET AUDIENCE:

All Teachers

### HOW?

Type 1- Routinely utilize a writing journal and provide questions to further inquiry.

Type 2- Compose content-specific questions for students to demonstrate knowledge.

Type 3- Determine FCAs (focus correction areas) to meet student needs for preparation of FSA writing, when applicable. (Use FSA writing rubrics for assistance in developing FCAs.)

Type 4-Practice peer to peer editing and reflect feedback.

Type 5- Use infrequently as special projects where publication is intended.

## WHO CAN HELP?

---

### PEOPLE

- i. K-12 Resource Teachers
  - ii. Instructional Coaches
  - iii. Reading Leadership
  - iv. Mentor Teachers
- 

### WEBSITES

- i. [Inspire a Love of Poetry and Teach Students how to Write Different Types of Poems](#)
  - ii. [www.edina.k12.mn.us/concord](http://www.edina.k12.mn.us/concord)
  - iii. [Collins Writing Program](#), includes free resources
  - iv. [FSA Writing Rubrics and Samples](#)
- 

### BOOKS

- i. [Developing an Effective Writing Program for the Elementary Grades](#) by Gary Chadwell
- ii. [Essential Conventions Check Mate Teacher Resource Guide](#) by Gary Chadwell
- iii. [Writing Mini Lessons](#) by Carson Dellosa
- iv. [If You're Trying to Teach Kids to Write](#) by Marjorie Frank
- v. [Books, Lessons, and Ideas for Teaching the Six Traits: Writing at Middle and High School](#) by Vicki Spandel