

*Presents*

An Institute in the Teaching of Narrative, Informational and Opinion Writing

January 2015

**Brian Cambourne’s Conditions for Literacy Learning**

1. **Immersion**—Children need to be surrounded by interesting, high-quality children’s books and different kinds of text (e.g., charts, labels, newspapers, magazines). Read aloud every day to children, sing to them, play word games, and use movement and dance to generate lively engagement in language, literacy, and stories.
2. **Demonstration**— Model reading and writing for children. Let them see you writing notes, letters, stories, recipes, and lists. Make sure they notice you reading to yourself, for pleasure, for information, for directions, and for other purposes. Show them how to hold a book, turn the pages, and read aloud.
3. **Engagement**—Help children become active learners who see themselves as potential readers and writers. Set up a risk-free environment so they can experiment with language and literacy. Provide easy access to paper, pencils, crayons, markers, books, and other literacy materials.
4. **Expectation**—Set realistic expectations for language and literacy development. Become familiar with the developmental stages of emergent literacy, and support children in appropriate tasks. Expect that they will become accomplished readers and writers in their own time.
5. **Responsibility**—Give children choices about books to read and what to write about. Set up the environment to promote self-direction. Provide easy access to books and literacy materials on low shelves and in baskets and show children how to take care of them.
6. **Approximation**—Accept children’s mistakes when they are learning to talk, read, and write. Congratulate them on their accomplishments. Guide them gently into accuracy and soon they will begin to self-correct.
7. **Practice/Use**—Create a climate for functional and meaningful uses of oral and written language. Encourage children to read along with you; help you write notes, letters, and lists; and engage in lots of conversations.
8. **Feedback/Response**—Listen to children, welcome their comments and questions and extend their use of oral and written language. Celebrate the enormous language and literacy learning that is occurring daily! Give them feedback that will help them grow as readers and writers.

Components of Balanced Literacy

* Writing Workshop- Students have time each day to write independently about topics of their choice.
* Reading Workshop- Students have time each day to read ‘just right books’ independently.
* Read Aloud- Teachers read books of different genres aloud to students stopping to think aloud as a way to model comprehension strategies like prediction, monitoring for meaning, making inferences, making connections, etc. Students are actively engaged in the text because the teacher stops often to have the students talk, jot, sketch and/or write about the text practicing these comprehension skills. Only the teacher has a copy of the text.
* Shared Writing- Teachers compose/create a text with student help that has many features of the genre they are trying to model for students. Both the teacher and the students are involved in what the text will say and how it will go. The teacher holds the pen the entire time often writing what kids say but also helping them lift the level of the writing.
* Shared Reading- Teachers use texts with enlarged print and have students read along as they point at the text on the chart, big book or document reader. Students are working on fluency as they read along with the teacher
* Word Study- Teachers engage students in activities that help students learn about letters, words, spelling patterns, etc.
* Small Group Instruction- Teachers take students into small groups of 2-4 students and teach them a specific skill or help them get ready for a new level of text. In writing teachers group them based on similar needs.

***Stages of the Writing Process in Primary Grades (K-2)***

1. **Think of an idea for your writing (story, book, poem, letter, review, etc..**
2. **Plan your writing (sketch, rehearse, touch the pages or lines, jot a few words)**
3. **Write!!! Use labels and sentences!**
4. **Reread your piece.**
5. **Revise your writing (use all the strategies you know)**
6. **Edit your writing (use all the strategies you know)**
7. **Start again with a new idea…- Go through steps 1-6.**
8. **When it’s time for the class to get ready for publishing, choose your best piece of writing that you worked really HARD on**
9. **Do final revisions to this piece (use the charts to help you)**
10. **Do final edits to this piece (use the charts to help you)**
11. **Publish your piece- Color if you choose to and get it ready for the celebration or publishing party (this can be the time to make an about the author, dedication page, blurb, etc.)**
12. **Celebrate!!! Have kids read their pieces and/or put their pieces out for others to read and enjoy.**
13. **Reflect on your growth- Look at how you’ve grown and changed as a writer. Talk or write about what you did well and what you want to improve next time.**

**\*\*\*Kids are writing using paper choices and folders to organize their work, not notebooks. Notebooks do not allow the same flexibility and differentiation that the paper choices do.**

**Stages in the Writing Process (Grades 3-12)**

*Building common language in any community is important for many different reasons. The different stages of the writing process have been named in different ways. We have given you the different words that are commonly used for each stage. As a school, it will be important for you to make a decision as to what you will refer to each stage as and to then use these words consistently.*

* **Immersion- 2-5 Days (Before and During the Unit of Study)**

*Before any unit of study it is crucial to* ***immerse*** *students in the genre they will be embarking on as writers. Immersion can happen both inside and outside of the writing workshop. The key is to expose students to and prepare them for the kind of writing each unit of study entails.* ***Immersion*** *can include reading aloud in the new genre students will be writing in, sharing previous student work or examples of this new genre, teachers sharing their own examples that they’ve written, allowing students to read texts of this genre noticing the features and craft of it, creating a chart that highlights features of the new genre, and creating a shared interactive writing class piece together to help the kids understand how this new genre goes. )*

* **Collecting/Generating/Gathering – 2-5 Days (Week 1)**

This happens in the notebooks – time spent generating different ideas for the writing we are planning to do. For example, in the personal narrative units students generate seed entries that sound like stories. For the essay unit they generate ideas about topics that are important to them. For persuasive writing they choose topics they care about and think about their audiences. For informational writing students generate ideas of nonfiction topics they could write. Here they are trying out different topics and ideas and exploring how they might go. They are not committed to any of these ideas yet.

* **Choosing/Developing/Nurturing – 1-2 Days (Week 1/2)**

Students reread their notebook entries and think about which idea they want to work more on. They commit to an idea to take forward – an idea that means the most to the writer or has the most significance. Writers might spend time using their pens (and/or their partners) to help them think through the reasons why the choice they made is a good one for them. They may be thinking WHY did I choose this to write about? WHY is this important to me? WHAT do I want my readers to think and feel? WHO might read this piece of writing? Essentially writers are trying to figure out what the heart of their writing is so they can bring this out in their piece.

* **Planning – 1-3 Days (Week 2)**

This happens in the notebooks - Might entail making a timeline or story mountain, could be the use of oral story telling, could be creating boxes and bullets or a drafting booklet with sketches. The specifics here will depend on genre; however the goal of this stage is to rehearse for the draft.

* **Drafting - 1-2 Days (Week 3)**

This happens outside of the notebook on ‘drafting paper’ and can be kept in a drafting folder. It should be fast and furious; happening in one to two days. Writers should NOT be copying what they’ve written in their notebooks but rather writing it anew and to the best of their ability using all their writing skills and techniques they’ve learned. If you feel a writer cannot sustain the length of time you plan to be working through the process on one piece, you might encourage that kind of writer to draft 2 pieces. The more sophisticated writers are usually able to spend more time working on one draft because they have the skill and stamina to do so. They may also draft the same idea or piece in different ways if they have time to do so.

* **Revising – 3-5 Days (Week 3)**

Revision is the heart of the writing process! Revision should be encouraged throughout the process, but students also benefit from staying in this stage for a few days to help them re-see their writing – improving the qualities of the writing. Often times teachers work with students on leads, endings, elaborating on the important parts of your piece, and taking out parts that don’t fit. Revision strips, tape, post its and colored pens can be used during this phase of the writing process and will promote more enthusiasm around revision.

* **Editing – 1-2 Days (Week 4)**

During editing students are correcting their writing for: Punctuation, Capitalization, Conventions, Mechanics, Spelling, and Grammar. They are making the piece more readable. **Students are doing this work on their own independently. Teachers are not correcting their work for them.** Students may have partners work with them to double check their work for mistakes they may have missed.

* **Publishing – 1-2 Days (Week 4)**

This is when students put their writing out into the world. They will first be making a final copy of it that is neat and legible. The publishing of a piece shouldn’t take any more than 2 days –the stages before publishing are more important than publishing itself…*it’s more about the process than the product!* Students can add title and cover pages, dedication pages, About the Author pages, back of the book blurbs, etc… If students are typing their pieces or publishing it using a computer this is the time they would work on that.

* **Celebration and Reflection- 1 Day (Week 4)**

Teachers choose a plan for their celebrations and have students reflect on what they’ve done well as writers and what they could do better next time. This is a great time for students to set goals for themselves as writers too. Some celebrations could be:

-Displaying work on a bulletin board in or outside of the classroom for other students, parents, visitors to read,

-Reading their pieces to a small group or partner,

-Meeting with a buddy class- whether upper or lower grade to share their pieces,

-Inviting parents to see the writing,

-Setting up the writing as a museum for students to walk around and read each other’s pieces and write compliments to each other.

**Mini Lesson Planning Sheet**

|  |
| --- |
| Unit of Study: Teaching Point: |
| Materials Needed: |
| **Connection:** (create a metaphor or story that matches the TP—make it something that the kids can connect to, refer to previous teaching if it fits with the new teaching point, or show student samples or mentor texts with the new teaching point as a way to hook kids into the lesson)  ***So today I want to teach you… (Say the teaching point here)*** |
| **Teach:** (demonstrate unpacking the steps—give a little how-to)  ***Watch me as I…(say the teaching point here)***  Give steps:  ***Did you notice how I…(say the teaching point again here)?*** |
| **Active Involvement:** Let kids practice the strategy you just modeled. Kids can turn and talk to try it, try it alone or both. Decide if they are trying it with their own writing or a class shared writing piece.)  ***Now it’s your turn to try…(say the teaching point again here)***  ***So I was listening to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name child) and he/she tried exactly this. Let me share what he/she said…(you can share one or two examples depending on your time)*** |
| **Link:** (Emphasize the importance of this work and the purpose for teaching this, review the chart, if there is one. Remind the students of the strategy you just taught them once more. )  ***Today and every day… (Say the teaching point one last time)*** |
| **Mid Workshop Interruption:**  Possible teaching ideas:  -Find a child who tried what you did in the mini-lesson and share that  -Find a child who tried something you previously taught  -Find a child who tried something you will be teaching tomorrow or soon  -Talk about a management problem and how you will deal with it as a class moving forward  -Get kids ready for partner work. You can say something like…”You’ll be meeting with your partner in a few minutes… Think about how they might help you with your writing today. “  ***So writers today I want to share with you ……***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teaching Share at the End of the Workshop** (Gather students back at the rug):  Possible teaching ideas:  -Find a child who tried what you did in the mini-lesson and share that  -Find a child who tried something you previously taught  -Find a child who tried something you will be teaching tomorrow or soon  -Talk about a management problem and how you will deal with it as a class moving forward  -Ask students to plan their work for tomorrow or to think about the work they’ll do tonight at home  -Give students the opportunity to share their work with partners and give each other suggestions for their future work  -Work on volume- ask kids to set a goal for how much they will write tonight at home or tomorrow in school- do they need to do more than they are doing???  ***So writers today I want to share with you ……*** |

**Conferring in the Writing Workshop**

1. **Research** the writer. Observe their behaviors as they write. Read their writing. Look through their notebook and/or folder to get a better picture of what their strengths and needs are. Ask open-ended questions like, “What are you working on as a **writer** today?” and “What are you planning to do next?” then listen carefully.
2. **Decide** based on your research one thing you will compliment the writer on and also what one thing you will teach to this writer.
3. **Compliment** the writer. Find one thing that this writer has done well (or somewhat well) and name it. Show the writer where they have done it in their piece and encourage them to keep doing it. You can say something like, “I am so impressed to see that you….. Look how you did that right here in your writing. That is SO important to do as a writer. Make sure to keep doing that!”
4. **Teach** the writer. Choose one thing to teach this writer. (It may be what you complimented them on or something that *they* want to work on. It may also be something you notice they need help with. ) Name the strategy you want to teach them. You can say, “So what I want to teach you today is…” Model it in your own writing (in your writers notebook) or show an example (from your own notebook, a student sample OR a mentor text). The only time you may just coach them is if you are working with a very strong writer, or you have already taught this strategy and it is just a reminder. Stay with the writer for a bit as they try the new strategy. This can be another time to compliment the writer (especially if you had difficulty finding something to compliment them on earlier in the conference)
5. **Link**. Remind the writer what you just taught them and how this can help them in their writing all the time, not just today. Another thing you can do is ask them, “So what was the big thing you learned today in this conference?” This can be an opportunity to leave the writer with a little strategy card that has the new thing you taught them. You can add their name and date to it as well as an example of the strategy to help them remember it. Have them keep this card until they are independent at using this strategy.

**Possible Research Questions to Ask in the Writing Conference**

***To get the student to START talking about their writing process…***

* How’s your writing going?
* What are you working on as a writer?
* What are you working on in your writing?
* Who are you thinking of sharing this piece of writing with?
* What are you planning to do next?

***If the student is struggling to talk about their process..***

* What strategies are you trying out in your writing?
* Are you using any of the new strategies you’ve learned?
* Look at the charts- are you trying to do any of those things in your piece today?
* Can you read a bit of your piece to me?

OR…. If you notice they are still stuck, you can NAME what you see them doing….

* So it looks like you’re working on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in your writing today…
* One thing I noticed you doing as a writer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_... Is that something you’re working on as a writer today?

***If the student seems finished with that piece of writing but you believe there’s more work for them to do, you could say…***

* If you WERE going to revise it more, what could you do to make it better?
* Is this a piece you care about? Usually when you care about a piece of writing, you go back to work on it some more…
* Could I teach you another strategy for revising your writing?
* What do you think you’ll ask your partner to help you with today when you meet with him/her?

**Grade: \_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_ Celebration Date:\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit of Study**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Goals for the unit:**



**Materials/Things to Set up Before the Unit Starts:**

Reflections:

|  |  |
| --- | --- |
| **Things Students Are Doing Well From Previous Units** | **Things Students Still Need Work On** |

**Bend 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible teaching points:

**Possible Charts We Can Create With Our Kids:**

**Bend 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible teaching points:



**Possible Charts We Can Create With Our Kids:**

**Bend 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible teaching points:



**Possible Charts We Can Create With Our Kids:**

**Bend 4**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible teaching points:



**Possible Charts We Can Create With Our Kids:**

**Bend 5**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible teaching points:



**Possible Charts We Can Create With Our Kids:**

**Other Component Work to Support the Unit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Bend 1 | Bend 2 | Bend 3 | Bend 4 |
| Writing Partner Work |  |  |  |  |
| Shared Reading Texts and Work |  |  |  |  |
| Read Aloud Books and Talk Work |  |  |  |  |
| Oral Storytelling |  |  |  |  |
| Shared Writing |  |  |  |  |
| Interactive Writing |  |  |  |  |
| Word Study |  |  |  |  |

**Celebration Ideas:**



**Literacy Partners Writing Workshop Bottom Lines**

*These guidelines will help increase independence, stamina and volume in your classroom. Please work to put these guidelines in place over the next few weeks. We feel confident you will see a difference in how your writers carry on after these guidelines have been established.*

***VOLUME/STAMINA***

1. Kids write in school **every single day**☺!!!
2. Kids write about topics of their own choice- they are never writing to a prompt or teacher-selected topic.
3. Teachers are helping kids set goals as writers and building stamina in writing. The amount of time each month over the year spent in writing workshop should be growing each month- Teachers may want to make a graph chart to show their growth each month
4. Kids in grades 3-5 write at home every day and carry their notebooks between school and home. They are working to produce at least 1 page of writing every single day in school and every single day at home.
5. Kids in K-2 writing across booklets of 3-5 pages every single day. There are extra booklets available to them at the writing center. They are working to produce between 3-5 booklets in a week.

***CLASSROOM ROUTINES/STRUCTURES***

1. Kids have assigned turn and talk partners- they know how to turn and talk with them on the rug during mini lesson. They turn eye to eye and sit knee-to-knee (This means facing each other). These partners may or may not be the same as their writing partners.
2. Kids have writing partners that they meet with often to talk about their writing plans, read their writing to, get feedback from, etc.. (These partners sit hip-to -hip or shoulder-to-shoulder with one piece of writing between them. These partners are posted in the classroom.)
3. Kids set up for writing workshop before the mini-lesson. They set up their paper, tools, etc… so that there will be no interruptions during the workshop. All other materials are put away.
4. Teachers have a system for conferring and make this system clear to students- maybe they carry a clipboard with a STOP sign and tap on that sign during interruptions. Teachers are consistent with this system and stick to it.
5. Students understand that the mini-lesson is explicit and direct instruction. They do not interrupt or raise their hands during the mini-lesson when the teacher is modeling.

***CLASSROOM ENVIRONMENT***

1. Classrooms have a meeting place where kids gather- this area has room for all students and a chart stand so teacher can use charts with his/her teaching. This space may also have a smart board or projector so the teacher can show his or her own demonstration writing with ease.
2. Classrooms have a writing center- an accessible place where kids can go to get writing tools they need without asking the teacher- new tools are being added as they are taught (i.e. flaps and tape, scissors, staplers). At a minimum this center has paper and writing utensils to start with.
3. Kids have writing spaces to work so that they can be more engaged in writing OR know that they are allowed to move to a private space to work more productively
4. All students have a place either inside the classroom or outside the classroom to post their published work. All student work is hung and celebrated after each unit of study!
5. Upper grade classrooms have a chart that shows the writing process. Kids can move their name around the chart to show which part of the process they are in☺. Lower grades can try this too!

***STUDENT AND TEACHER WRITING TOOLS***

1. Kids have access to coloring tools ONLY during the publishing phase of writing. These tools are not out during writing workshop at other times. These should be kept at the writing center or put away during writing workshop if kids have their own toolboxes.
2. Kids write with pens rather than pencil so that the teacher can celebrate their process and approximations. This will allow the teacher to see the revision work writers are doing and also encourage more writing volume!
3. All primary children have a writing folder with 2 pockets. All upper grade students have a writers notebook AND a folder. These tools are used SOLELY to hold writing workshop work- no other materials; worksheets, etc… should go into these tools. (Ideally these folders and notebooks are personalized with pictures and mementos that inspire the child to new ideas for writing)
4. Teachers have their own writing folder in K-2 that is personalized with pictures, quotes, to inspire writing. Teachers of grades 3-5 have their own writing notebook and folder. Their notebook is personalized with pictures, quotes, to inspire writing.
5. Teachers have their own demonstration writing. They are writing alongside of their students and model their writing in front of students often. (This writing stays in their folder or notebook so they can refer back to it during conferences and small group lessons)
6. Teachers have a system for taking notes on their students during writing workshop and write notes after each conference they have with a student or group of students.

***GRADE- WIDE PLANNING***

1. Teachers are doing a new unit of study in writing every 4-6 weeks. Celebrations are made public and all teachers on the grade level team celebrate the same writing units by the end date. Each grade team has a scope in sequence for their year and spends time planning these units together.

**Some Possibilities of Ways Partners Can Support Each Other During All Parts of the Writing Process**

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| --- | --- | --- |
| **Part of the Writing Process** | **Work Partners Can Do Together** | **When Partners Could Meet** |
| Generating Ideas | Talk about how they got their idea for their writing and what they plan to write about that day | Right after the mini-lesson |
| Planning | Rehearse their writing to each other across their fingers, touching pages or tell each other what they might sketch or jot on a post it as a plan for each page | Right after the mini-lesson |
| Planning | Tell each other what they plan to work on during tomorrow’s workshop or jot on a post it a suggestion for what their partner could work on so they remember | At the end of writing workshop right before or during the share |
| Drafting | Read their pieces to each other | At the end of writing workshop right before or during the share |
| Drafting | Give each other a compliment so they know what they do well and should continue doing as writers | At the end of writing workshop right before or during the share |
| Revision | Show their partner what they will do or what they did to revise their piece | At the end of writing workshop or at the beginning of writing workshop |
| Editing | Show their partner what they will do or what they did to revise their piece | At the end of writing workshop or at the beginning of writing workshop |

K-5th Suggested Writing Mentor Text List

|  |  |
| --- | --- |
| Kindergarten | Launching: Ralph Tells a Story, by Abby Hanlon & Inside My Heart, by Molly Bang  Small Moments: Night at the Fair, by Donald Crews & Wave, by Suzy Lee  How Tos: Walk On, by Marla Frazee & How to Eat A Hot Dog, by Joy Cowley  Pattern Books: Yummy Yucky, by Leslie Patricelli, & My Mom is Excellent, by Nick Butterworth  Information Books: Mothers (Family Series), Pebble Books: Families, by Lola M. Schaefer & Black Bears, Pebble Books  Poetry: Falling Down the Page: A Book of List Poems, by Georgia Heard & Honey I Love, by Eloise Greenfield  Opinion Writing: Red is Best, by Kathy Stinson & My Mom is Excellent, by Nick Butterworth |
| 1st grade | Launching the Writing Workshop: Ralph Tells a Story, by Abby Hanlon & The Best Story, by Eileen Spinelli  Small Moments: Box of Treats, by Kevin Henkes (board books) & ShortCut, by Donald Crews  How Tos: Walk On, by Marla Frazee & How to Eat A Hot Dog, by Joy Cowley  Information Books: My Soccer Book, by Gail Gibbons & Ladybugs, by Claire Llewellyn  Realistic Fiction: William’s Doll, by Charlotte Zolotow & Peter’s Chair, by Ezra Jack Keats  Poetry: Poetry Speaks to Children book and CD, Elise Paschen, Dominique Raccah, Wendy Rasmussen and Judy Love & Falling Down the Page: A Book of List Poems, by Georgia Heard  Persuasive Letters: I Wanna Iguana, by Karen Kaufman Orloff and David Catrow & Click, Clack Moo, Cows that Type, by Doreen Cronin |
| 2nd grade | Launching the Writing Workshop: Ralph Tells a Story, by Abby Hanlon & William Gordon McDonald Partridge, by Mem Fox  Small Moments: Shortcut, by Donald Crews & Bippity Bop Barbershop, by Natasha Anastasia Tarpley  Information Books: Babysitting Basics, by Leah Browning & Reptiles and Amphibians, by Roger Priddy  Poetry: Hip Hop Speaks to Children (Book and CD), by Elise Paschen, Dominique Raccha, Wendy Rasmussen and Judy Love & The Dreamkeeper and Other Poems, by Langston Hughes  Realistic Fiction: My Best Friend, by Mary Ann Rodman & Stand Tall Molly Lou Melon, by Patty Lovell  Persuasive Reviews/Letters: Should We Have Pets? : A Persuasive Text, by Pamela Jane, Sylvia Lollis and Joyce Hogan & I Wanna Iguana, by Karen Kaufman Orloff and David Catrow |
| 3rd grade | Living a Writerly Life: A Writer’s Notebook, by Ralph Fletcher & Nothing Ever Happens on 90th Street, by Roni Schotter  Small Moments: Bippity Bop Barbershop, by Natasha Anastasia Tarpley & Come On Rain, by Karen Hesse  Realistic Fiction: Let’s Get a Pup, Said Kate, by Bob Graham & Enemy Pie, by Derek Munson  Poetry: All The Small Poems, and Fourteen More, by Valerie Worth & The Place My Words Are Looking For, Selected by Paul B. Janeczko  Information Books: Ice Cream: The Full Scoop, by Gail Gibbons & Look Closer: Sea Creatures, DK Reader  Persuasive Reviews/Essays: Persuasive Reviews: Should We Have Pets?: A Persuasive Text, by Pamela Jane, Sylvia Lollis and Joyce Hogan & Earrings, by Judith Viorst |
| 4th grade | Living a Writerly Life: A Writer’s Notebook, by Ralph Fletcher & Jazmine’s Notebook, by Nikki Grimes  Personal Narrative: Come On, Rain, by Karen Hesse & Fireflies, by Julie Brinkloe  Poetry: This Place I Know: Poems of Comfort, by Georgia Heard & Love That Dog, by Sharon Creech  Information Books: Skateboarding, by Clive Gifford & Scary Sharks, by Camilla de la Bedoyere  Memoir: Hey World Here I Am, by Jean Little and Sue Truesdell & Childtimes, by Eloise Greenfield  Literary Essay: Fly Away Home, by Eve Bunting and Dancing in the Wings, by Debbie Ellen  Realistic Fiction: Let’s Get a Pup, Said Kate, by Bob Graham & Enemy Pie, by Derek Munson |
| 5th grade | Living a Writerly Life: A Writer’s Notebook, by Ralph Fletcher & Jazmine’s Notebook, by Nikki Grimes  Personal Narrative: Fireflies, by Julie Brinkloe & Owl Moon, by Jane Yolen  Poetry: Baseball, Snakes and Summer Squash, by Donald Graves and Paul Birling & Love That Dog, by Sharon Creech  Memoir: Hey World Here I Am, by Jean Little and Sue Truesdell & Childtimes, by Eloise Greenfield  Historical Fiction: Freedom Summer, by Deborah Wiles & Pink and Say, by Patricia Polacco  Information Books: Hey Batta Batta Swing!: The Wild Old Days of Baseball, by Sally Cook and James Charlton & Predator Vs. Prey, by Lee Martin  Literary Essay: Fly Away Home, by Eve Bunting and Dancing in the Wings, by Debbie Ellen |