Framing Your Thoughts

PREVIEW

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Mary Lee Enfield, Ph.D.
Dear Reader,

Welcome to Written Expression - Framing Your Thoughts. This guide is part of the Project Read® curriculum, written by author Tori Greene and produced by Language Circle Enterprises®.

The Project Read curriculum is a complete Language Arts program designed to respect alternative learning profiles. Research-based and student-tested, Project Read materials have been proven to cultivate knowledge, promote academic independence, and foster self-confidence for over four decades. Language Circle passionately adheres to a strong philosophy:

“To ensure that all children, no matter their circumstance or ability, have the opportunity to understand, embrace, and enjoy the many components of the written and spoken word.”

The Written Expression curriculum by Language Circle focuses on the art of sentence and paragraph development, using multisensory activities and sequential instruction to develop the basic skills of writing. Activities center on 8 graphic symbols that explain sentence structure in a concrete manner. These activities evolve sequentially from simple to complex sentence-building, and ultimately to paragraph composition. This program is appropriate for 1st grade through adult-aged learners.

In this preview guide you will find sample lessons from both the Sentence Structure Guide and Applied Writing Guide. For Sentence Structure, you will see selections from Units 1 and 2. Unit 1 teaches ‘barebone’ sentences and subject/predicate agreement. Unit 2 expands on the barebone by adding predicate expanders to add interest and paint a picture in the mind’s eye of the reader. In the Applied Writing section you will find a sample lesson from Unit 1, Paragraph Writing. This unit covers paragraph construction and directly teaches the key point, topic sentence, supporting sentences, and the restatement sentence. Samples from the corresponding Mastery Tests are also included in this packet. From these sample materials, we hope you will gain a better understanding of the structure and methodology of the Project Read curriculum.

At Language Circle, we believe that the instructor must be well-equipped in order to educate their students properly. The guide and instructional materials are designed to make each lesson easy to comprehend and teach, providing instructors with a sense of comfort and organization. It is our hope that the Framing Your Thoughts Sentence Structure and Applied Writing Guides ignite your passion for teaching and arm you with the tools to educate each one of your unique students, no matter their learning profile.

Thank you for taking the time to review this material. Please visit our website for more information at www.projectread.com or call the Language Circle office 800-450-0343 with any questions.
Framing Your Thoughts® Sentence Structure Curriculum by Language Circle Enterprises® focuses on the art of sentence development using multisensory activities and sequential instruction to develop the basic skills of writing.

Instruction centers on 8 graphic symbols that explain sentence structure in a concrete, practical manner. The skills evolve sequentially from simple to complex sentence building, and ultimately to paragraph composition.

MATERIALS

★ Framing Your Thoughts® Sentence Structure Guide and Companion DVD
★ Framing Your Thoughts® Applied Writing Guide and Companion DVD
★ Sentence Structure Symbol Pack
  • Sentence Structure Student Practice CD-ROM
  • Applied Writing Student Practice CD-ROM
  • Student Sentence Structure Symbol Card Pack
  • Framing Your Thoughts Sentence Builders (set of 10)
  • Framing Your Thoughts Mastery Tests
  • Sentence Parts Symbols Poster
  • Starter Words Posters (set of 4)
  • Checking Your Sentence Editing Poster
  • Bound Predicate Poster
★ Essential Classroom Materials

WRITTEN EXPRESSION
CONCEPTS & SKILLS OVERVIEW

SENTENCE STRUCTURE
“Barebone” Sentences
• Introduction to the 8 Graphic Symbols
• Subject
• Predicate
• Substitute Namers
• Show Word Function with Symbol Diagramming

Predicate Expanders
• “Where” “How” “When” and “Why”? 
• Starter Words
• Mobility of Predicate Expanders
• Show Word Function with Symbol Diagramming

Subject Describers
• Physical Characteristics
• Behavior/Personality
• Numbers
• Ownership
• Set-Apart/Interrupter
• Show Word Function with Symbol Diagramming

Predicate Expander that Carries Action to a Receiver
• Definition
• Recognizing Indirect Receivers
• Show Word Function with Symbol Diagramming

Bound Predicates
• Bound Predicates with Completers
• Tense and Numbers
• Show Word Function with Symbol Diagramming

APPLIED WRITING

Paragraph Writing
• Definition
• Format
• Steps
  - Planning
  - Writing
  - Editing
• Types
Framing your Thoughts.

Teachers, have you ever experienced the frustration of watching your students construct fragments, run-on-sentences, and struggle with general sentence organization? These are the common challenges that educators face when teaching students to write. Well, fret no more. With the help of Language Circle, you will soon be able to teach your students how to “frame their thoughts” and bring integrity to their writing.

How does one go about “framing their thoughts,” you might ask? Sounds complicated. Let us show you how.

At Language Circle, we offer a program called “Framing Your Thoughts” under our Written Expression strand. Tori Greene, the author of the Project Read curriculum, has developed eight graphic symbols that represent the elements of sentence construction. This idea is unique to the Project Read curriculum as we outline how every sentence in the English language can be comprised of just eight graphic symbols, allowing us to teach sentence structure in a way that is manageable for both teachers and students.

Still not crystal clear? Allow us to elaborate.

The “Framing Your Thoughts” program breaks sentences down into their simplest form, teaching students the difference between words that anchor sentences, and words that creatively expand sentences. This program demonstrates how the subject and the predicate anchor the sentence, and how a sentence requires these two sentence parts to stand alone. When students become comfortable identifying these subject and predicate words, the remaining graphic symbols help students understand how to expand sentences creatively. Gradually, students transfer their knowledge of the eight graphic symbols by linking their ideas together to form a chain of descriptive ideas. With enough practice, these chains of ideas become thoughtful, creative, and accurate sentences.

In addition to teaching students the fundamentals of writing, the “Framing Your Thoughts” curriculum provides strand integration between each curricular strand of the Project Read programs, as well as supports and nourishes core language arts programs.
Hi everyone, my name is Emily and I’m the new Creative Writing Assistant for Project Read® Language Circle®. From now on, I will be reporting to you once a month with all of the news, chatter, and general goings-on here in Language Circle® land. If you’d like to learn even more about us, visit us at www.projectread.com or get in touch with me at emily@projectread.com. Thanks for being part of our circle!

- Emily and the Project Read® Team
Framing Your Thoughts

Sentence Structure

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FRAMING YOUR THOUGHTS – SENTENCE STRUCTURE
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UNIT 1
Skill 4
SENTENCE FORMULA

ANTICIPATORY SET: Display the sentence frame with the two parts in it.

INPUT: When the subject plus the action of the subject equals a complete thought, it is a sentence.

Teacher draws the formula for a sentence on the board or overhead while reciting the definition of a sentence.

MODELING: Sentence formula:

MODELING:

ANTICIPATORY SET: Display the following sentences on page 1-57.

Dogs bark.
Bill and Tim skate.

Lightning flashes, crackles, and strikes.

Tigers, leopards, and bears claw.

1. Teacher and students read the sentences orally.
2. Prove the sentences are complete sentences.
   A. Place the subject symbol (-----) under the subject word or words.
   B. Place the predicate symbol (\___\_\_) under the action predicate word or words.

**INPUT:**

**Teacher Information:**
Teacher reads published books built on barebone sentences:
- Who Hops
- Worms Wiggle
- City Storm
- Owls Fly
(See Bibliography at end of guide for more information.)

*These are all barebone sentences. Each sentence has only the two essential pieces of a sentence.*

*These sentences are called barebone sentences because they have the bare essentials.*

*There is nothing in the sentence that describes the subject or expands the action predicate.*

*A barebone sentence has no details about the subject word or action predicate word.*

*A sentence only needs a subject word plus an action predicate word to equal a complete thought.*

The formula for a sentence: subject plus action predicate equals a complete thought.

*GUIDED PRACTICE:* Teacher and students recite the formula while *skywriting or drawing the formula for a sentence.* See page 1-58 for visual image of the sentence formula.

*CHECKING FOR UNDERSTANDING:* Students read the barebone sentences identifying and classifying the subjects and the action of the subjects on Practice Sheet 1K.
Primary: page 1-59, Answer Key page 1-61
Intermediate: pages 1-60, Answer Key page 1-62
Directions:  
1. Teacher and students read the sentences orally.  
2. Prove the sentences are complete sentences.  
   A. Place the subject symbol (——) under the subject word or words.  
   B. Place the predicate symbol (\(\wedge\wedge\wedge\wedge\)) under the action predicate word or words.  

1. Dogs bark.  
2. Bill and Tim skate.  
3. Lightning flashes, crackles, and strikes.  
4. Tigers, leopards, and bears chew.
Student Practice Sheet 1K

Unit 1, Skill 3
Primary

Directions: Diagram sentence by placing symbols under subject and action predicate words.

Example:

Frogs leap.

1. Firemen help.

2. The circus opened.


4. Tigers growl.

5. Dad jogs.

Directions: 1. Diagram sentence by placing symbols under subject and action predicate words.

Example: The clown jumps.

1. The earth trembles. 9. Love grows.
2. A wheel squeaks. 10. The tank exploded.
3. The river rages. 11. Sunlight gleams.
4. The captain ponders. 12. The airport closed.
5. The crowd listens. 13. Hate destroys.
7. The principal observes. 15. The crops failed.
**Practice Sheet 1K – Key**  
Unit 1, Skill 3  
Primary

Directions:  
*Diagram symbols illustrate the sentence parts and how they function.*

Diagram* sentence by placing symbols under subject and action predicate words.

Example:  

*Frogs leap.*

1. *Firemen help.*

2. *The circus opened.*


5. *Dad jogs.*

1. The earth trembles.

2. A wheel squeaks.

3. The river rages.

4. The captain ponders.

5. The crowd listens.

6. The path disappeared.

7. The principal observes.


9. The tank exploded.

10. Sunlight gleams.

11. The airport closed.

12. Hate destroys.

13. The class laughed.


15. Freedom continues.
GUIDED PRACTICE: Practice Sheets 1L and 1M

Primary: Direct students to build barebone sentences on sentence frames, Form 1L (page 1-64), by selecting subject and action predicate words from Student Practice Sheets 1C and 1G (pages 1-16, 1-41 and 1-42).

Intermediate: Direct students to build barebone sentences on sentence frames, Form 1M (page 1-66), by selecting subject and action predicate words from Student Practice Sheet 1M (page 1-65).
Directions: Build sentences by selecting and cutting subject and action predicate words from Practice Sheet 1D & Practice Sheet 1G and pasting them on the form below.
**Student Practice Sheet 1M**

Intermediate

**Directions:** Build sentences on Form 1M by selecting and cutting a subject word and an action predicate word from the words below and pasting them onto Form 1M.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>earth</td>
<td>wheel</td>
<td>river</td>
<td>captain</td>
<td></td>
</tr>
<tr>
<td>storm</td>
<td>class</td>
<td>hate</td>
<td>prisoner</td>
<td></td>
</tr>
<tr>
<td>tank</td>
<td>principal</td>
<td>crowd</td>
<td>love</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREDICATE</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cheers</td>
<td>trembles</td>
<td>squeaks</td>
<td>rages</td>
<td></td>
</tr>
<tr>
<td>ponders</td>
<td>listens</td>
<td>observes</td>
<td>explodes</td>
<td></td>
</tr>
<tr>
<td>escapes</td>
<td>destroys</td>
<td>laughs</td>
<td>fails</td>
<td></td>
</tr>
</tbody>
</table>
Student Practice Sheet 1M
Form 1M
Intermediate

Directions: Build sentences by selecting and cutting subject and action predicate words from Practice Sheet 1M and pasting them onto the form below.
UNIT 2 –
CONCEPT: PREDICATE EXPANDERS

Symbol: ▲

SKILLS:

1. Predicate Expander  
   Symbol: ▲
   a. Starter words ........................................ pg. 2-3
   b. Recognition and Understanding
      of Position Words .................................. pg. 2-7
      (Saga of the Hungry Bug)

2. Predicate Expander  
   Symbol: ▲
   • starter words ........................................ pg. 2-33

3. Mobility of Predicate Expanders ................................ pg. 2-53

4. Predicate Expander  
   Symbol: ▲
   • starter words ........................................ pg. 2-61

5. Predicate Expander  
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6. Mastery of Predicate Expander Mobility .................. pg. 2-81
UNIT 2
Skill 1
PREDICATE EXPANDER

where
UNIT 2
Skill 1
PREDICATE EXPANDER

ANTICIPATORY SET: Display the following barebone sentence. Students should have the same barebone sentence in front of them, page 2-4.

Question: Thumbs up if this is a sentence.

The kitten sleeps.

Answer: Yes. Subject and predicate equal a complete thought.

VAKT: Students prove it is a sentence by diagramming the sentence. (Students draw function symbol under each word.)

Example:

The kitten sleeps.

TEACHING OBJECTIVE: This lesson focuses on the predicate word. This lesson’s purpose is to expand the predicate by adding details about the predicate word.

INPUT: The predicate symbol looks like four mountains hooked together.* (Display symbol, page 2-2.)

INPUT: Each mountain represents a triangle that holds a question that when answered expands the predicate.

MODEL: Students and teacher place a question mark inside of each mountain.

Example:

INPUT: The four question words to expand the predicate are:

* Students have a copy of the predicate symbol.
The kitten sleeps.
INPUT:
* This information should be repeated often so students understand the importance of elaboration.

Expanding the predicate word adds more information about the action, and creates a clearer visual image in the mind’s eye of the reader.

The descriptive words used to answer the questions can be compared to a painter’s use of color.

The words help create visuals.

The details suggest an attitude or mood.*

CHECKING FOR UNDERSTANDING:

Listen to these two sentences and think about the images and attitudes created.

Sentence 1:

The kitten sleeps.

Expanding the predicate word adds more information about the action, and creates a clearer visual image in the mind’s eye of the reader.

The descriptive words used to answer the questions can be compared to a painter’s use of color.

The words help create visuals.

The details suggest an attitude or mood.*

Sentence 2:

The kitten sleeps.

Expanding the predicate word adds more information about the action, and creates a clearer visual image in the mind’s eye of the reader.

The descriptive words used to answer the questions can be compared to a painter’s use of color.

The words help create visuals.

The details suggest an attitude or mood.*
UNIT 2
Skills 1 & 1a
PREDICATE EXPANDER – WHERE AND STARTER WORDS

INPUT:  
*A where expander starts with a position word.*

Model sentences are on page 2-8 for display.

MODEL:

* The position word is identified with a check mark (✔).

Teacher note: Prepositions can be introduced at this time. See page 2-14.

INPUT:  
*“Across” is a position word. “Across” tells the position of the action.*

CHECKING FOR UNDERSTANDING:

Application:
Student Practice Sheet 2A, page 2-8
Answer Key, page 2-9

Directions:

1. Students read sentences with teacher guidance.

2. Students place check mark above the position word inside where expander.
Student Practice Sheet 2A

Unit 2, Skill 1
Predicate expander where

Directions:
1. Read sentences with teacher guidance.
2. Place check mark above the position word inside where expander.

1. The lightning flickers
   in the distance.

2. The ball rolls
   under the green leather arm chair.

3. Pictures hang
   on
   Grandmother’s refrigerator door.

4. The tools lean
   against the thick trunk of the fir tree.

5. Dorothy paced
   up and down the long, narrow, spooky hallway.
2A Answer Key
Unit 2, Skill 1
Predicate expander where

Directions:
1. Students read sentences with teacher guidance.
2. Students place check mark above the position word inside where expander.

1. The lightning flickers
   "In" is a position word.
   ![Diagram]
   ✔

2. The ball rolls
   "Under" is a position word.
   ![Diagram]
   ✔

3. Pictures hang
   "On" is a position word.
   ![Diagram]
   ✔

4. The tools lean
   "Against" is a position word.
   ![Diagram]
   ✔

5. Dorothy paced
   "Up" and "down" are position words.
   ![Diagram]
   ✔
Student Practice Sheet 2B
Unit 2, Skills 1 & 1a
Predicate expander where

Directions:
1. Expand the predicate word with a where expander.
2. Place a check mark above the position word in each where predicate expander.

1. Jordan skis
   2. The buck jumps
   3. Tiger hides
   4. Balloons lift

Name ____________________________
2B Answer Key—Possible Answers
Unit 2, Skills 1 & 1a
Predicate expander where

Directions:
1. Students expand the predicate word with a where expander.
2. Students place a check mark above the position word in each where predicate expander.

1. Jordan skis
   down the steep, snow-packed hill.
   ✔

2. The buck jumps
   over the log.
   ✔
   ✔
   over the fallen tree.

3. Tiger hides
   inside our neighbor’s garbage can.
   ✔

4. Balloons lift
   above the heads of the spectators.
   ✔
GUIDED PRACTICE: Students have a Framing Your Thoughts Symbol Folder with only the following Post-It® symbols tabbed:

Teacher Information: Framing Your Thoughts, Symbol Folders, purchased through Language Circle Enterprises: The Symbol Folders are used to help students think through sentence structure and design without the need to write and erase. Eventually students will process and manipulate the symbols in their mind’s eye.

Model

Teacher displays a picture. Students build a sentence using the subject, predicate, and “where” predicate expander. Students do not write out the words. The sentence is displayed in the frame by symbols only.

Model

Students share their sentences orally.

MODEL: The rainbow stretches across the canyon.
Framing Your Thoughts
Mastery Tests

Authors:
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Overview and Administration

OVERVIEW
The Framing Your Thoughts curriculum presents an essential set of language concepts and skills necessary for building competent readers and writers. Ideas, organization, voice, word choice, sentence fluency, and writing conventions are critical for effective composition. Regular, ongoing assessment of these six traits is important in evaluating the growth of developing writers.

The focus of the tests is on the application of the Framing Your Thoughts concepts to reading comprehension and writing tasks. They provide an accurate measure of student knowledge and use of sentence level analysis for reading as well as the ability to produce clear, convincing writing pieces.

Unit exams consist of varied question formats including multiple choice, fill–in–the–blank, short answer, sentence diagramming, and a writing sample which builds on a theme carried throughout each test. This format uniquely links writing with reading comprehension as students are challenged to extend their understanding of a subject while addressing a specific prompt. The unit themes are:

- Barebones
- Predicate Expanders
- Subject Describers
- Receiver of the Action
- Bound Predicates and Subject/Predicate Agreement
- Substitute Namers
- Sentence Combining
- Paragraph Writing
- Paragraph Writing Steps
- Kinds of Paragraphs
- Dawn and Campouts
- Ocean Life
- Wolves on a Hunt
- Space Exploration
- Statue of Liberty
- Milton Hershey
- Mars
- Various Topics
- Application to a Choice of Topics

TEST FORMS
Three test forms are available. While guidelines are provided, the teacher may use discretion in selecting the test form most appropriate for his or her students. For instance, advanced third graders may be ready for the most challenging test form, while a class of third grade English Learners may find the Primary Test form appropriate.

- Grades 5–12 Framing Your Thoughts Test Form
- Grades 3–4 Intermediate Test Form
- Grades K–2 Primary Test Form

ADMINISTRATION
Administer the corresponding test upon completion of each unit in the Framing Your Thoughts Guides. The exams may be given in groups or individually. Test directions and questions should be read aloud to primary students and older students with special learning or language needs. The students will need a copy of the unit assessment and a pencil. Students will also need lined paper for writing paragraphs/essay for Applied Writing Tests.

SCORING
There are 20 points possible for each unit test, except the Primary Form which is worth 10 points. The answer keys provide guidelines for point values on individual items. Since the concepts in Framing Your Thoughts are linked in a dependent order, students should obtain a minimum score of 80% before proceeding to the next unit of study.
Most unit tests require a student to write a single sentence on a specific topic. The sentences are worth 5 of the 20 possible points. A Caption Writing Rubric is provided for holistic evaluation of single sentences. Four different areas are scored separately and added together (see example below.) A Converted Score is obtained by using a point range chart provided at the bottom of the rubric. Sample Scoring Guides are provided for teacher reference. Teacher experience and judgment will aid in the interpretation of writing by kindergarten and first grade students.

Example – Score this 6th grader’s sentence as follows:

**As the rain falls the Boy races quickly across the field.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Vocabulary</td>
<td>+3</td>
</tr>
<tr>
<td>Syntax and Grammar</td>
<td>+5</td>
</tr>
<tr>
<td>Conventions</td>
<td>+1</td>
</tr>
<tr>
<td>Spelling</td>
<td>+5</td>
</tr>
</tbody>
</table>

Total Points: **14**

According to the chart at the bottom of the Caption Writing Rubric, students earning 12–15 points receive a Converted Score of 3. In effect, this student earned 3/5 possible points for the sentence writing portion of the test.

This holistic scoring method will help the teacher identify areas of student weakness and facilitate further instruction. The student above would benefit from conventions review (commas, capitalization) and continued vocabulary development.

The last unit requires students to write paragraphs or short essays. A four point rubric is provided for scoring. While some objective questions are included, the majority of the points are earned through extended writing tasks.

Multiply the rubric score value earned by four to achieve an overall point value for the writing prompt. For example, a rubric score of 3 on the paragraph writing prompt multiplied by four equals a total point value of 12 for the paragraph. This score is then added to the point values from the question portion of the unit test to yield a total raw score.

**Paragraph Rubric Score (1–4) multiplied by 4 plus the number of questions answered correctly.**

Paragraph Score \(3 \times 4 + \text{Questions Correct} = \text{Total Score} \frac{16}{20}\)

Raw scores may be converted to a percentage score by comparing the number correct to the total score of 20 (i.e. a raw score of \(16/20=80\%\)) and recorded on the Test Tracking Sheet provided.

**PRE/POST TESTING**

Before introducing the first unit, have the students select a picture from one of the six provided. Direct them to write a descriptive paragraph/essay or story. Remind the students to provide vivid sensory details that will allow the reader to imagine the event and feel like he or she is there experiencing it. Score the writing samples using the four point Paragraph Rubric provided. At the end of the school term, have students write about the same picture they originally selected to judge overall growth.
# Caption Writing Rubric

Add the points based on criteria in all four areas. Determine the overall converted score using the chart at the bottom of the page.

<table>
<thead>
<tr>
<th>Points</th>
<th>Content and Vocabulary</th>
<th>Syntax and Grammar</th>
<th>Conventions</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Rich language which provides vivid sensory detail about the event in the picture.</td>
<td>Interesting and correct use of grammar. Includes at least two predicate expanders. Correctly utilizes predicate expander mobility rules.</td>
<td>Correct use of capitalization, commas, and end marks.</td>
<td>No errors for spelling on generalizations and nonphonetic words taught as of the date of the assignment. Reasonable attempts at words and spelling patterns not yet taught.</td>
</tr>
<tr>
<td>3</td>
<td>Basic language which adequately relates the event in the picture to the reader.</td>
<td>Appropriate subject-predicate agreement and includes two predicate expanders without movement.</td>
<td>Capitalizes the first word in the sentence and other proper nouns. Includes appropriate end mark. May contain comma errors.</td>
<td>Errors for one or more spelling generalizations or nonphonetic words previously taught. Reasonable attempts at words and spelling patterns not yet taught.</td>
</tr>
<tr>
<td>1</td>
<td>Poor vocabulary and/or limited relationship between the language used and event in the picture.</td>
<td>Lacks subject-predicate agreement and/or includes only one predicate expander.</td>
<td>Capitalization errors (first word, proper name, or using capitals within a word) and/or end mark errors.</td>
<td>Numerous errors and/or lacks reasonable phonetic attempts at spelling.</td>
</tr>
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## Point Range

- 19-20 total points: Score=5
- 16-18 total points: Score=4
- 12-15 total points: Score=3
- 7-11 total points: Score=2
- 4-6 total points: Score=1
- 0-3 total points: Score=0
Sample Scoring Guide For Caption Writing Rubric

**CONTENT AND VOCABULARY**

5 The athlete races boldly down the icy mountain as the snow begins to fall.  
(rich vocabulary with sensory detail)

3 The skier goes down the big hill in the afternoon.  
(adequate vocabulary)

1 The boy skis fast  
(limited vocabulary)

**SYNTAX AND GRAMMAR**

5 As the snow begins to fall, the athlete boldly races down the icy mountain.  
(two or more predicate expanders with movement)

3 The athlete races boldly down the icy mountain as the snow begins to fall.  
(two or more predicate expanders without movement)

3 The athlete races down the icy mountain as the snow begins to fall boldly.  
(two or more predicate expanders with incorrect movement)

1 The athlete boldly race down the icy mountain as the snow begins to fall.  
(lacks subject–predicate agreement)

1 The athlete races down the icy mountain.  
(one predicate expander)

**CONVENTIONS**

5 As the snow begins to fall, the athlete boldly races down the icy mountain.  
(correct usage)

3 As the snow begins to fall the athlete boldly races down the icy mountain.  
(inappropriate use or lack of comma)

1 as the snow begins to fall, the athlete boldly races down the icy mountain.  
(1st word not capitalized)

1 As the snow beGins to fall, the Athlete boldly races down the icy mountain.  
(random capitalization)

1 As the snow begins to fall, the athlete boldly races down the icy mountain  
(no end mark)

**SPELLING**

5 As the snoe begins to fall, the athlet boldly races down the ice mowntin.  
(reasonable attempts at patterns not yet taught)

3 As the snoe begines to fall, the athlet boldly rases down the ice mowntin.  
(error on previously taught word or pattern, reasonable attempts at patterns not yet taught)

1 Az the snoe bigins too fall, the athlet bodly rasez down the ise montin.  
(numerous errors or lacks reasonable phonetic attempts at spelling)
Sample Scoring Guide For Caption Writing Rubric

**CONTENT AND VOCABULARY**

5  The skier races quickly down the snowy hill during the morning.  
   (rich vocabulary with sensory detail)
3  The man goes quickly down the hill.  
   (adequate vocabulary)
1  The man goes fast.  
   (limited vocabulary)

**SYNTAX AND GRAMMAR**

5  On a sunny day the skier races quickly down the snowy hill.  
   (two or more predicate expanders with movement)
3  He skier races down the hill in the morning.  
   (two or more predicate expanders without movement)
1  The man go down the hill in the morning.  
   (lacks subject–predicate agreement)
1  The man goes down the hill.  
   (one predicate expander)

**CONVENTIONS**

5  On a sunny day, the skier races quickly down the snowy hill.  
   (correct usage)
3  On a sunny day the skier races quickly down the snowy hill.  
   (inappropriate use or lack of comma)
1  on a sunny day, the skier races quickly down the snowy hill.  
   (1st word not capitalized)
1  On a sunny day, the Skier races quickly down the Snowy hill.  
   (random capitalization)
1  On a sunny day, the skier races quickly down the snowy hill  
   (no end mark)

**SPELLING**

5  On a suny day, the skeer races quickly doon the snowee hill.  
   (reasonable attempts at patterns not yet taught)
3  On a suny day, the skeer races quickly doon the snowee hil.  
   (error on previously taught word or pattern, reasonable attempts at patterns not yet taught)
1  On a sune da, the skee gos don the snoe hil.  
   (numerous errors or lacks reasonable phonetic attempts at spelling)
### Rubric for Paragraph/Essay Writing

Organization, Content, Syntax, Grammar, and Mechanics

| 4 – ADVANCED | - includes a topic and concluding sentence  
| - organization of sentences based upon the writing prompt is clear  
| - appropriate transition words are used  
| - all sentences pertain to the topic  
| - sentences clearly support the key point with relevant information  
| - evidences sentence variety with subject describers and predicate expanders in different positions within the sentences  
| - subject/verb agreement is consistent throughout the paragraph  
| - two or fewer errors in either spelling or punctuation |
| 3 – PROFICIENT | - includes a topic and concluding sentence  
| - organization of sentences based upon the writing prompt are clear  
| - most transition words are appropriate for the prompt  
| - most sentences directly support the key point with relevant information  
| - most sentences contain predicate expanders and subject describers in different positions  
| - subject/verb agreement consistent in most sentences  
| - no more than five errors in either spelling or punctuation |
| 2 – BASIC | - includes a topic sentence. No clear concluding sentence  
| - organization is not clearly based on the type of writing prompt  
| - transition words are not consistently used  
| - some sentences do not support the key point with relevant information  
| - minimal use of predicate expanders and subject describers in sentences with little variety in the placement of the expanders  
| - subject/verb agreement is inconsistent in many sentences  
| - more than five errors in either spelling or punctuation |
| 1 – BELOW BASIC | - lacks clear topic or concluding statement  
| - lacks clear organization based upon topic  
| - transition words are rarely used  
| - sentences do not clearly support key point  
| - few predicate expanders or subject describers used  
| - no clear subject/predicate agreement  
| - no sentence variety and/or incomplete sentences  
| - many spelling and punctuation errors throughout the body of the paragraph |
Framing Your Thoughts
Mastery Tests
Grades 3–4

Authors:
Victoria E. Greene
Mary Lee Enfield, Ph.D.
Framing Your Thoughts – Form I TEST

Name __________________________________________ Date ______________________

BAREBONE SENTENCE

Directions: Diagram the barebone sentence found within the longer sentence below.

1. The day ends in the forest.

Draw the subject and predicate symbols under the barebone sentences about sunset. Circle yes or no to indicate whether the following sentences are complete thoughts.

2. yes no Still.
3. yes no The sky glows and sparkles.
4. yes no The sun sets.
5. yes no Orange clouds.
6. yes no The moon shines.

Directions: Complete three more barebone sentences about sunset. Use your imagination. You are not limited to the word list provided, but be sure your sentences fit the designs indicated.

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<th>bats</th>
<th>chirp</th>
<th>fireflies</th>
<th>frogs</th>
<th>moths</th>
<th>shine</th>
<th>sing</th>
<th>twinkle</th>
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</table>

7. Stars .

8. _____________________ fly.

9. Crickets and _____________ croak.

Directions: Rewrite the sentence below being careful to frame your sentence and use correct punctuation.

the scouts cook rest and dream

10. ____________________________________________________________
Imagine what the scouts did in the wilderness before sunset.

Write a sequence of events which includes three barebone sentences about the scouts.

Be careful to vary your subject words. Include at least one substitute namer for your subject.

11. ____________________________________________________________________
12. ____________________________________________________________________
13. ____________________________________________________________________
Framing Your Thoughts

Authors:
Victoria E. Greene
Mary Lee Enfield, Ph.D.
FRAMING YOUR THOUGHTS – APPLIED WRITING

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   b. Topic Sentence .................................................. 1-9
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FRAMING YOUR THOUGHTS – APPLIED WRITING
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CONCEPT: PARAGRAPH WRITING

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2. Format
   a. Key Point ......................................pg. 1-7
   b. Topic Sentence .................................pg. 1-9
   c. Supporting Sentences .......................pg. 1-11
   d. Restatement Sentence/Clincher ..........pg. 1-17
UNIT 1
Skill 1
DEFINITION

ANTICIPATORY SET: Display the picture of the helicopter and the paragraph below it, page 1-4.

INPUT: This is a picture of a helicopter. Below the picture is a group of sentences about the helicopter. It is called a paragraph.

STATE TEACHING OBJECTIVE: This lesson will explain what a paragraph is and how to build a paragraph.

INPUT: Teacher displays Definition of a Paragraph on page 1-5. Teacher recites the definition while imaging the definition with body language/hand gestures.

Body Language:

1. Teacher traces finger around the configuration of the paragraph while saying the words, “A paragraph…”

2. Teacher slides finger across each sentence while reciting the words, “…is a group of sentences working together…”

3. Teacher holds up one finger while reciting, “…to develop one key point about the subject.”

ACTIVE PARTICIPATION: Students recite the definition and image the body language with the teacher.

(instruction continues on next page)
Helicopters fly in all directions. Unlike most planes, they fly backward as well as forward. They also shoot straight up in the air like a rocket. These remarkable air machines even hover in midair like dragonflies. Helicopters, gymnasts of the airways, speed through the sky in all directions.
DEFINITION OF A PARAGRAPH:

A paragraph is a group of sentences working together to develop one key point about the subject.
UNIT 1
Skill 2a
KEY POINT

ANTICIPATORY SET: Display the key point picture, page 1-8.

ACTIVE PARTICIPATION: Give every student a copy of the helicopter paragraph, page 1-4 and key point picture, page 1-8.

INPUT: Directly state: A good paragraph is built around one key point.

ACTIVE PARTICIPATION: Together let’s read out loud* the paragraph about the helicopter to find the key point of this paragraph.

* Teacher places paragraph on overhead projector and paces reading as lead voice.

CHECKING FOR UNDERSTANDING: What is the key point the writer makes about helicopters in this paragraph?

Possible Answers—

1. Helicopters have excellent flying ability.
2. Helicopters have unusual flying skills.
3. Helicopters have special flying ability.

ACTIVE PARTICIPATION: Students write the key point inside the key.

(instruction continues on next page)
KEY POINT
UNIT 1
Skill 2b
TOPIC SENTENCE

INPUT:

Directly state: The key point is stated in a topic sentence. The topic sentence focuses the reader’s attention on the key point the paragraph develops. Because of this, the topic sentence is usually placed at the beginning of the paragraph. The formula for writing a topic sentence is

Subject + Key Point = Topic Sentence

MODEL:

Students and teacher read the first sentence of the helicopter paragraph.

Question: Does the first sentence express the key point?
Answer: Yes.

Question: Why?
Answer: It focuses the reader on the key point that helicopters have special flying ability.

ACTIVE PARTICIPATION:

Students draw a rectangle around the topic sentence and write the words topic sentence along the top line of the rectangle.

Topic Sentence

Helicopters fly in all directions.

Helicopters have special flying ability.
UNIT 1
Skill 2c
SUPPORTING SENTENCES

ANTICIPATORY SET: Display Definition of a Paragraph, page 1-5.

INPUT:
* Also do body language/ hand gestures.

Let's recite* the definition once again.

ACTIVE PARTICIPATION: Students and teacher recite the definition out loud.

INPUT:
Directly state: Every sentence in the paragraph should help to make the key point clear and convincing. These sentences are called supporting sentences. There should be at least two supporting sentences in each paragraph. The supporting sentences make up the body of the paragraph.

CHECKING FOR UNDERSTANDING:
Let's read the sentences following the topic sentence and see if they present clear and convincing information to support the key point.

ACTIVE PARTICIPATION: Teacher and students read each sentence and underline the information that supports the key point that helicopters have special flying skill. Use the paragraph on page 1-4.

MODEL: Helicopters fly in all directions. Unlike most planes, they fly backward as well as forward. They also shoot straight up in the air like a rocket. These remarkable air machines even hover in midair like dragonflies. Helicopters, gymnasts of the airways, speed through the sky in all directions.

(instruction continues on next page)
INPUT: The pieces of information that support the key point are the information used to write the supporting sentences.

ACTIVE PARTICIPATION: Teacher and students mark the underlined pieces of information alphabetically on paragraph.

Topic Sentence

MODEL: Helicopters fly in all directions. Unlike most planes,

A. they fly backward as well as forward. They also
B. shoot straight up in the air like a rocket. These
C. remarkable air machines even hover in midair like
dragonflies. Helicopters, gymnasts of the airways,
speed through the sky in all directions.

ACTIVE PARTICIPATION: Teacher and students transfer this information to key point sheet (page 1-8) and arrange under the key in alphabetical order.

MODEL: special flying ability

A. fly backward
B. fly forward
C. shoot straight up in the air
D. hover in midair
INPUT:

Directly state: *The writer keeps our interest and aids our understanding by developing supporting sentences that vary in design and create clear mental images.*

CHECKING FOR UNDERSTANDING:

Application:
Student Practice Sheet 1A, page 1-14
1A Answer Key, page 1-15

Directions:
Diagram the supporting sentences in the helicopter paragraph to examine sentence variation and details that create mental images.
Student Practice Sheet 1A
Unit 1, Skill 2c
Supporting Sentences

Directions: Diagram the supporting sentences in the helicopter paragraph to examine sentence variation and details that create mental images.

Helicopters fly in all directions. Unlike most planes, they fly backward as well as forward. They also shoot straight up in the air like a rocket. These remarkable air machines even hover in midair like dragonflies. Helicopters, gymnasts of the airways, speed through the sky in all directions.
Directions: Diagram the supporting sentences in the helicopter paragraph to examine sentence variation and details that create mental images.

Helicopters fly in all directions. Unlike most planes, they fly backward as well as forward. They also shoot straight up in the air like a rocket. These remarkable air machines even hover in midair like dragonflies. Helicopters, gymnasts of the airways, speed through the sky in all directions.
Framing Your Thoughts
Mastery Tests
Grades 3–4

Authors:
Victoria E. Greene
Mary Lee Enfield, Ph.D.
PARAGRAPH WRITING

Circle the correct answers to the following questions. (2 points each)

1. What are the important elements of a paragraph?
   a. built around a key point
   b. 5-7 sentences.
   c. sentences work together
   d. both a and c

2. What do most paragraphs have?
   a. topic sentence
   b. detail sentences
   c. concluding/restatement sentence
   d. All of the above

3. What is the job of a topic sentence?
   a. makes the paragraph interesting
   b. tells the key point of the paragraph
   c. has details
   d. always starts a paragraph

4. The job of most sentences in a paragraph is to:
   a. tell more about the key point
   b. give details about the key point
   c. give new information about a new key point
   d. both a and b

5. What is the job of a restatement sentence?
   a. reminds the reader of the key point
   b. gives new information about the subject
   c. grabs the interest of the reader so they will want to read more
   d. gives more details or facts on the subject
FYT Applied Writing

Mastery Tests

Framing Your Thoughts – Form I

PARAGRAPH WRITING, continued

Read the paragraph below and answer the following questions.

Mars is a planet with many fascinating features. It has canyons many times deeper than the Grand Canyon. The soil looks like red clay with smooth pebbles on the surface. Huge sandstorms color the atmosphere orange-red, giving Mars the nickname Red Planet. A huge crater can be seen from space. Much of the surface of Mars is frozen all year with temperatures averaging far below zero. The fourth planet from the sun is truly an interesting world to study.

6. What is the key point of the paragraph?
   a. Mars has sandstorms.
   b. Mars is just like Earth.
   c. Mars has many interesting characteristics.
   d. Scientists study Mars.

7. Which sentence could also be used to tell the key point in this paragraph?
   a. Mars and the Earth are similar.
   b. Mars has many unusual features.
   c. Life may have existed on Mars.
   d. Mars has huge lakebeds.

8. What did the author do to write the restatement?
   a. used more facts
   b. renamed the subject
   c. wrote the main point in a slightly different way
   d. both b & c

9. Which detail could be added to the paragraph above?
   a. People have studied Mars for many years.
   b. Robot spaceships have landed on Mars.
   c. Mars has mountains many times higher than those on Earth.
   d. All of the above.

10. List two different naming words the author uses to refer to the subject Mars.
    One point for each response. Accept any two of the following:
    it, Red Planet, fourth planet from the sun, interesting world
1. The six steps in writing a paragraph are out of order. Write them in order on the lines below. (1 point each)
   - Brainstorm supporting information.
   - Choose a subject.
   - Decide on the key fact/point.
   - Edit.
   - Sequence the supporting information.
   - Write the paragraph.

   Step 1: _________________________________________________________________
   Step 2: _________________________________________________________________
   Step 3: _________________________________________________________________
   Step 4: _________________________________________________________________
   Step 5: _________________________________________________________________
   Step 6: _________________________________________________________________

2. Brainstorm five barebone sentences on one of the following topics. (1 point each)
   - What I did last weekend.
   - A trip to an amusement park.
   - The living habits of an animal of your choice.

   1) ____________________________________________________________________
   2) ____________________________________________________________________
   3) ____________________________________________________________________
   4) ____________________________________________________________________
   5) ____________________________________________________________________
STEPS IN WRITING A PARAGRAPH, continued

3. Sequence the information listed below based on subject provided. Number the supporting information beginning with “1” for the first event.

Subject: A Family Trip
   2   family leaves
   3   car breaks down
   1   family packs
   5   trip continues
   6   the Smiths arrive
   4   dad and mom fix the car

Subject + Key Point ≠ Topic Sentence

4. Write a topic sentence based upon the story above. (1 point)
   ____________________________________________________________________
   ____________________________________________________________________
   answers will vary

5. Create a restatement sentence that could be used to close the story. (1 point)
   ____________________________________________________________________
   ____________________________________________________________________
   answers will vary

6. Read the following paragraph and answer the question. (1 point)

   Many animals lurk in the jungle. Tigers prowl through the tall grass. Monkeys swing from vine to vine. Snakes slither and hiss under the leafy trees and plants.

Which of these sentences would make the best closing sentence?
   a. These creatures roam around their tropical home.
   b. Animals are found in many places.
   c. Crocodiles swim in the muddy river.
   d. Animals live with people all over the world.
KINDS OF PARAGRAPHS/ESSAYS – PROCEDURAL

Directions: Answer the following questions. (1 point each)

1. The goal of procedural writing is to:
   a. describe
   b. tell how to do something
   c. teach
   d. both b and c

2. Transitional words in procedural paragraphs should:
   a. order the steps in teaching how to do something
   b. compare how things are alike and different
   c. show cause and effect
   d. give a good description

3. In planning a procedural paragraph or essay, consider which of the following elements:
   a. story details
   b. synonyms for the subject
   c. steps in sequential order with transition words
   d. b and c

4. Which topic is an example of a procedural writing prompt?
   a. building a model airplane
   b. showing how a crocodile and an alligator are alike and different
   c. retelling a story
   d. giving reasons for having school uniforms

5. Plan and write a procedural paragraph. Show your planning on one sheet of paper and your paragraph on another sheet of paper. Select one prompt from the following topics:
   ○ How to plan a party.
   ○ How to make toast.
   ○ The steps in making an ice-cream sundae.

   Remember to include a topic and closing sentence. Make sure your supporting information is organized in your paragraph. (Score according to the 4 Point Rubric for Paragraphs.)

Scoring: Paragraph Rubric Score (1-4) multiplied by 4 plus the number of questions answered correctly.

Paragraph Score _____ x 4 + Questions Correct _____ = Total Score _____/20
Framing Your Thoughts – Form I

Name ____________________________________________ Date ____________________

**KINDS OF PARAGRAPHS/ESSAYS – DESCRIPTIVE**

*Directions: Answer the following questions. (1 point each)*

1. The main goal of a descriptive paragraph is to:
   a. teach you something
   b. give directions
   c. give colorful details that plug into your senses
   d. tell a story

2. List five words that describe you. (*Must have all five responses to receive credit.*)
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Which detail uses texture (how it feels) in describing a rabbit?
   a. white
   b. fast
   c. cute
   d. soft

4. Which writing prompt calls for a descriptive paragraph?
   a. how to play a board game
   b. living habits of a lion
   c. nature’s signs that spring is here
   d. why bears hibernate

5. Plan and write a descriptive paragraph. Be sure to use details and descriptors that plug into the senses. Show your planning on one sheet of paper and your paragraph on another sheet of paper. Select one prompt from the following topics:
   - your favorite candy bar
   - a season of the year
   - a friend
   - your favorite kind of car.

   Remember to include a topic and closing sentence. Make sure your supporting information is organized in your paragraph. (Score according to the 4 Point Rubric for Paragraphs.)

---

**Scoring: Paragraph Rubric Score (1-4) multiplied by 4 plus the number of questions answered correctly.**

Paragraph Score _____ x 4 + Questions Correct _____ = Total Score _____/20
KINDS OF PARAGRAPHS/ESSAYS – PERSUASIVE

Directions: Answer the following questions. (1 point each)

1. The main goal of a persuasive paragraph is to:
   a. give you facts
   b. give directions to the reader
   c. give examples
   d. **convince the reader your opinion is correct**

2. List the three main elements used to write an effective persuasive paper. (Must write all three to receive credit.)
   _______________  _______________  _______________

3. The organization of persuasive paragraphs focuses on:
   a. step by step directions
   b. key information
   c. **reasons**
   d. descriptions

4. Circle the information below that supports the persuasive topic given. You may circle more than one answer. (Must circle both correct answers for credit.)

   **Subject:** Students
   **Key Point:** They are natural learners.
   **Supporting Information:**
   a. Children are curious from the time they are born.
   b. **Students ask many questions.**
   c. Students get bored at school.
   d. Cannot learn anything without textbooks and teachers.

5. **Plan and write a persuasive paragraph. Use the elements needed to write an effective persuasive paper. Show your planning on one sheet of paper and your paragraph on another sheet of paper. Select one prompt from the following topics:**

   **Subject:** Sports
   **Key Point:** My sport is fun.

   **Subject:** School Rules
   **Key Point:** School rules protect students. ~ or ~ School rules are too strict.

   **Subject:** School Lunches
   **Key Point:** They are wonderful for students. ~ or ~ School lunches should be banned.

   **Remember to include a topic and closing sentence. Make sure your supporting information is organized in your paragraph. (Score according to the 4 Point Rubric for Paragraphs.)**

**Scoring:** Paragraph Rubric Score (1-4) multiplied by 4 plus the number of questions answered correctly.

**Paragraph Score _____ x 4 + Questions Correct _____ = Total Score _____/20**
KINDS OF PARAGRAPHS/ESSAYS – INFORMATIVE

Directions: Answer the following questions. (1 point each)

1. Informative paragraphs are organized by:
   a. descriptive details  
   b. key points  
   c. opinions  
   d. story plots

2. To write effective informative paragraphs, you must have:
   a. key points  
   b. supporting details  
   c. facts  
   d. all of the above

Circle the supporting detail that best support the following key points.

3. Key Point: Where crocodiles are found.
   a. They eat small animals.  
   b. They are killed by humans.  
   c. They live in swamps and slow-moving rivers.  
   d. Their jaws can break a board in two with one snap.

4. Key Point: Martin Luther King’s job
   a. fought peacefully for the rights of black Americans  
   b. was married  
   c. was killed in 1968  
   d. had many followers who agreed with him

5. Organize the information provided below. (You may use the attached data collection sheet.) Write a short informational paragraph/essay (1-3 paragraphs.) Be sure your report is organized around key points. (Score according to the 4 Point Rubric for Paragraphs.)

A Horse in Striped Pajamas

| teeth bite off grass | lives in Africa |
| every zebra’s stripes are different | eats grass |
| roams on grassy plains | black/dark brown stripes |
| stripes help zebra hide from enemies | drinks often |
| lips grab grass | found near riverbanks |
| stripes wrap around body | horse family |

Scoring: Paragraph Rubric Score (1-4) multiplied by 4 plus the number of questions answered correctly.

Paragraph Score ____ x 4 + Questions Correct ____ = Total Score ____/20
### Framing Your Thoughts – Form I

**Subject:**

What does it look like? What is it made of?

- A. horse family
- B. black/dark brown stripes
- C. stripes wrap around the body
- D. every zebra’s stripes are different

What nature family does it belong to?

- A. horse family

Where is it found?

- A. roams grassy plains
- B. found near riverbanks

Where does it live?

- A. Africa

What does it eat?

- A. eats grass
- B. lips grab grass
- C. teeth bite off grass
- D. drinks often
Framing Your Thoughts – Form I

Name ____________________________________________ Date ______________________

KINDS OF PARAGRAPHS/ESSAYS – COMPARE AND CONTRAST

Directions: Answer the following questions. (1 point each)

1. What kind of supporting details do you use when writing a compare and contrast paragraph?
   a. reasons for your opinion
   b. similarities and differences
   c. step by step directions
   d. descriptive details that plug into your senses

2. Which transition words are most effective in compare and contrast writing?
   a. first, next, last
   b. for this reason, therefore, another reason
   c. both, each, they are similar because
   d. before, then, after

3. Which detail is the best example of compare and contrast writing?
   a. Flowers bloom in the spring.
   b. Next, slice the bread.
   c. Both athletes were track stars.
   d. Scouts provide service to the community.

4. Which writing prompt is an example of a compare and contrast paragraph?
   a. reasons to eat healthy
   b. what birds feed their young
   c. zebras and horses
   d. how to work a microwave

5. Plan and write a compare and contrast paragraph using one of the following subjects. Show your planning on one sheet of paper and your paragraph on another sheet of paper.
   - soccer and basketball
   - magazines and books
   - parents and children
   - pizza and apple pie

Remember to include a topic and closing sentence. Make sure your supporting information is organized in your paragraph. (Score according to the 4 Point Rubric for Paragraphs.)

Scoring: Paragraph Rubric Score (1-4) multiplied by 4 plus the number of questions answered correctly.

Paragraph Score _____ x 4 + Questions Correct _____ = Total Score _____/20
Written Expression - Framing Your Thoughts Instructional Kit

Kit includes all the materials you need to teach Written Expression in the classroom.

- Framing Your Thoughts Sentence Structure Guide and Companion DVD
- Framing Your Thoughts Applied Writing Guide and Companion DVD
- Sentence Structure Student Practice Sheets on CD-ROM
- Applied Writing Student Practice Sheets on CD-ROM
- Sentence Structure Symbol Pack
- Student Sentence Structure Symbol Small Card Pack (set of 10)
- Framing Your Thoughts Sentence Builders (set of 10)
- Framing Your Thoughts Mastery Tests
- Sentence Parts Symbols Color Poster
- Starter Words Color Posters (set of 4)
- Checking Your Sentence Editing Poster
- Bound Predicate Poster
Framing Your Thoughts – Written Expression

**Framing Your Thoughts: Written Expression Guides and Companion DVD Combination Package**

ITEM#: FYTSSAWVDVDSET

- This package includes: Framing Your Thoughts Sentence Structure Guide & Companion DVDs and Framing Your Thoughts Applied Writing Guide & Companion DVDs.
- The Language Circle/Project Read Framing Your Thoughts curriculum teaches written language in a sequential and systematic method, combining creative freedom and direct multisensory skill instruction that is demonstrated on the Framing Your Thoughts Companion DVDs.
- Instruction begins with barebone sentences and builds to 5 kinds of paragraph development.
- Written Expression curriculum contains instructional strategies inspire and energize students as they learn the fundamentals of writing.

**Sentence Structure**

**Framing Your Thoughts Sentence Structure Guide and Companion DVDs**

ITEM#: FYTSSDVD

- Package includes Framing Your Thoughts Sentence Structure Guide & Companion DVDs.
- Program author Victoria Greene uses the DVD to directly teach and model the concepts and skills of each unit as she introduces the curriculum, instructional strategies, multisensory techniques, and materials.
- Program centers on 8 graphic symbols to make sentence writing easy, accurate, creative, and meaningful.
- Blends creative freedom with direct multisensory skill instruction.
- Adds direct, sentence-building instruction to district writing curriculum.
- Promotes strong editing skills.
- Inspires and energizes students as they learn the fundamentals of writing.

**Framing Your Thoughts Sentence Structure DVDs Only**

ITEM#: 54079

- 4-disc Framing Your Thoughts Sentence Structure series featuring direct instruction by curriculum author, Victoria Greene.
- Concepts and skills of each unit are directly taught and modeled.
- Provides teachers with an opportunity for independent study.
- Teachers can view concepts and skills for daily lesson planning.
- Use for direct instruction in the classroom.
- A convenient and cost-effective model for ongoing staff development.
SENTENCE STRUCTURE SYMBOL CARD PACK
ITEM# 25521
- 53 color-coded cards. (4 x 5 in.)
- A set of the Framing Your Thoughts symbols on large cards to display for instruction.

SENTENCE STRUCTURE SYMBOL SMALL CARD PACK
ITEM# 53081
- 53 color-coded, laminated cards. (1 x 2 in.)
- Individual packs for visual, auditory, kinesthetic, tactile instruction, sentence building, and manipulation.

FRAMING YOUR THOUGHTS
SENTENCE STRUCTURE STUDENT
PRACTICE BOOK FOR APPLICATION & TRANSFER
ITEM# 54077
- Consumable student practice book containing student activity sheets for mastery, application, and transfer of the Framing Your Thoughts Sentence Structure Guide.

FRAMING YOUR THOUGHTS
SENTENCE STRUCTURE STUDENT PRACTICE SHEETS ON CD-ROM
ITEM# 54077CD
- Contains a PDF file with student practice sheets from the Framing Your Thoughts Sentence Structure Guide.
- Compatible with SMART Boards® and LCD projectors.

FRAMING YOUR THOUGHTS
SENTENCE BUILDERS (set of 10)
ITEM# 25053
- A manipulative sentence building activity using Post-its® printed with symbols used for sentence construction.
- Symbols printed on one side for Post-it® display and lines where students build and manipulate sentence structure.
- Students apply skills taught in each unit as they expand their knowledge of sentence structure.
- Assist students as they mentally station their words and manipulate the sentence pieces to design their sentences.
- Students edit their sentences focusing on design, punctuation, and variety.
- Set of 10 folders can be laminated and are nonconsumable.

POST-IT® REFILLS FOR SENTENCE BUILDERS
ITEM# 25642
- A replacement set of 50 Post-its® printed with the Sentence Structure symbols.
STUDENT ASSESSMENT

FRAMING YOUR THOUGHTS MASTERY TESTS
ITEM# 41190
- *Black Copy Master* tests follow each unit of the Framing Your Thoughts Sentence Structure Guide and Framing Your Thoughts Applied Writing Guide.
- Designed to measure student progress at each grade level.
- Contains teacher keys and grading charts.

APPLIED WRITING

FRAMING YOUR THOUGHTS
APPLIED WRITING GUIDE AND COMPANION DVDS
ITEM# FYTAWDVD
- This package includes Framing Your Thoughts Applied Writing Guide & Companion DVDs.
- The companion DVD features program author, Victoria Greene, as she directly teaches and models the concepts and skills of each unit as she takes you through the curriculum, instructional strategies, multisensory techniques, and materials.
- Materials transfer sentence structure to paragraph development.
- Provides direct instruction to shape 5 types of paragraphs: procedural, descriptive, persuasive, informative, compare and contrast.
- Each paragraph type is taught with unique graphic organizers and skill instruction.
- Provides a strong editing piece to encourage writing independence.

FRAMING YOUR THOUGHTS
APPLIED WRITING DVDS ONLY
ITEM# 58324
- 2-disc Framing Your Thoughts Applied Writing series featuring direct instruction by curriculum author, Victoria Greene.
- Concepts and skills of each unit are directly taught and modeled.
- Provides teachers with an opportunity for independent study.
- Teachers can view concepts and skills for daily lesson planning.
- Use direct instruction in the classroom.
- A convenient and cost-effective model for staff development.

FRAMING YOUR THOUGHTS
APPLIED WRITING STUDENT PRACTICE BOOK
FOR APPLICATION & TRANSFER
ITEM# 54078
- Consumable student practice book containing student activity sheets for mastery, application, and transfer of the Framing Your Thoughts Applied Writing Guide.
FRAMING YOUR THOUGHTS APPLIED WRITING
STUDENT PRACTICE SHEETS ON CD-ROM
ITEM# 54078CD
- A printable PDF file containing student practice sheets from the Framing Your Thoughts Applied Writing Guide.
- Compatible with SMART Boards® and LCD projectors.

FRAMING MY THOUGHTS
WRITING PROMPT BOOKLET PRIMARY
ITEM# 60000
- Booklet with wide-ruled paper designed for primary students. (8.5 x 11 in.)
- A personal, spiral bound journal booklet for student use, containing writing prompts across 6 writing areas.

FRAMING MY THOUGHTS
WRITING PROMPT BOOKLET PRIMARY (5 booklets)
ITEM# 60000PK

FRAMING MY THOUGHTS
WRITING PROMPT BOOKLET INTERMEDIATE
ITEM# 57805
- Booklet with narrow-lined paper designed for intermediate students. (5.5 x 8.5 in.)
- A personal, spiral bound journal booklet for student use, containing writing prompts across 6 writing areas.

FRAMING MY THOUGHTS WRITING PROMPT BOOKLET INTERMEDIATE (5 booklets)
ITEM# 57805PK

CLASSROOM DISPLAY MATERIALS
STARTER WORDS COLOR POSTERS (set of 4)
ITEM# 25637
- 4 full-color laminated posters. (18 x 24 in.)
- Illustrates the predicate expanders and their starter words.
FRAMING YOUR THOUGHTS
CHECKING YOUR SENTENCE EDITING POSTER
ITEM# 62500
- Full-color laminated poster. (18 x 24 in.)
- Serves as a reminder to the students to follow editing steps that will bring accuracy and dignity to writing.
- Visual image will become an embedded mental image and an automatic positive editing habit.

FRAMING YOUR THOUGHTS
BOUND PREDICATE POSTER
ITEM# 62540
- Full-color laminated poster. (18 x 24 in.)
- Displays bound predicate words and their completers.

SENTENCE PARTS – DIAGRAMMING SYMBOLS POSTER
ITEM# 25631
- Full-color laminated poster. (18 x 24 in.)
- Contains symbols that represent the parts that are put together to construct sentences.
## Common Core Standards Align with Project Read® Written Expression

### UNIT 1 Barebone Sentences

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<td>L:3.1a</td>
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<td>2.2.a Common names</td>
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<td>2.2.b Proper Names</td>
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<td>2.2.c Compound Subject</td>
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<tr>
<td>2.2.d Series Subject</td>
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<td>3 Predicate</td>
<td>L:K.1bce; L:K.4; L:1.1ce</td>
<td>L:2.5b</td>
<td>L:3.1abde; L:3.5c</td>
<td>L:4.6</td>
<td>L:5.1c</td>
<td>L:5.1b; L:8.1b</td>
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<tr>
<td>3.a Compound Predicate</td>
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<td>L:3.1h</td>
<td>L:5.1a</td>
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<td>3.b Series Predicate</td>
<td>L:K.1g; L:1.1g; L:1.2c</td>
<td>L:3.1h</td>
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<td>4 Sentence Formula</td>
<td>L:K.1f; RF:1.1; L:1.1fj</td>
<td>L:4.1f</td>
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<td>5 Substitute Namers for the Subject</td>
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### UNIT 2 Predicate Expanders

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<td>2.1.1 Predicate Expander - Where</td>
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<td>L:4.1ae</td>
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<td>2.1.1b Position Words</td>
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<td>2.2 Predicate Expander - How</td>
<td>L:K.1df; L:1.1f</td>
<td>L:2.1e</td>
<td>W:3.3b; L:3.1a</td>
<td>L:4.1e</td>
<td>L:4.5a</td>
<td>L:5.1a; L:5.3a</td>
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<td>2.3 Mobility of Predicate Expanders</td>
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<td>2.5 Predicate Expander - Why</td>
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<td>L:3.1c; L:3.1ah</td>
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**RL** Reading: Literature  **RF** Reading: Foundational Skills  **S** Speaking and Listening  **W** Writing  **L** Language  **RI** Reading: Informational Text
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<td>3.3</td>
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<td>L:1.1g</td>
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### III.A.2 Signal Words

<table>
<thead>
<tr>
<th>Grade</th>
<th>L:3.1ahi</th>
<th>L:5.1a; L:5.3a; L:5.6</th>
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### III.B Correlative Conjunctions

<table>
<thead>
<tr>
<th>Grade</th>
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### IV Punctuation Mastery

<table>
<thead>
<tr>
<th>K</th>
<th>Grade 1</th>
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<tbody>
<tr>
<td>IV.A End Punctuation</td>
<td>L:K.2b</td>
<td>RF:1.1; L:1.2b</td>
<td>L:4.3b</td>
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<tr>
<td>IV.A.1 Declarative Sentence</td>
<td>L:1.1j; L:1.2b</td>
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<td>IV.A.2 Imperative Sentence</td>
<td>L:1.1j; L:1.2b</td>
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<tr>
<td>IV.A.3 Interrogative</td>
<td>L:1.1j; L:1.2b</td>
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<tr>
<td>IV.A.4 Exclamatory</td>
<td>L:1.1j; L:1.2b</td>
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<td>IV.B Use of Comma</td>
<td>L:4.3b</td>
<td>L:5.2b</td>
<td>L:8.2a</td>
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<tr>
<td>IV.B.1 Words in a Series</td>
<td>L:1.2c</td>
<td>L:5.2a</td>
<td>L:7.2b</td>
<td>L:8.2a</td>
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<td>IV.B.2 Interjections</td>
<td>L:5.1a</td>
<td>L:8.2a</td>
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<td>IV.B.3 Appositives and Interrupters</td>
<td>L:5.2b</td>
<td>L:8.2a</td>
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<td>IV.B.4 Parenthetical Expressions</td>
<td>L:5.2b</td>
<td>L:6.2a</td>
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<td>IV.B.5 Nonrestrictive Clause</td>
<td>L:5.2b</td>
<td>L:6.2a</td>
<td>L:8.2a</td>
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<td>IV.B.6 Direct Address</td>
<td>L:2.2b</td>
<td>L:5.2b</td>
<td>L:8.2a</td>
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<tr>
<td>IV.B.7 Introductory Phrase or Clause</td>
<td>L:2.1g</td>
<td>L:5.2b</td>
<td>L:8.2a</td>
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<tr>
<td>IV.B.8 Geographical Names: City/State</td>
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<tr>
<td>IV.B.9 Dates &amp; Addresses: Day/Year</td>
<td>L:1.2c</td>
<td>L:3.2b</td>
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<td>IV.B.10 Direct Quotation</td>
<td>W:3.3b; L:3.2c</td>
<td>L:4.2b</td>
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### UNIT 1 Paragraph Writing

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>1 Definition</td>
<td>W:3.1a</td>
<td>W:4.1a; W:4.1a</td>
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<tr>
<td>2 Format</td>
<td>W:3.1a</td>
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<tr>
<td>2.a Key Point</td>
<td>W:3.1a; W:3.2a</td>
<td>W:4.1a; W:4.2a</td>
<td>W:5.1a; W:6.1a; W:6.2a</td>
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<tr>
<td>2.b Topic Sentence</td>
<td>W:3.1a; W:3.2a</td>
<td>W:4.1a; W:4.2a</td>
<td>W:5.1a</td>
<td>W:6.1a; W:6.2a</td>
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<tr>
<td>2.c Supporting Sentences</td>
<td>W:3.1b; W:3.2b</td>
<td>W:4.1b; W:4.2b</td>
<td>W:5.1b</td>
<td>W:6.1b; W:6.2b</td>
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### UNIT 2  Steps in Paragraph Writing

<table>
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<tr>
<th></th>
<th>Writing Process</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>1</td>
<td>Choose a Subject</td>
<td>W:4.5</td>
<td>W:5.5</td>
<td>W:6.5</td>
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<td>2</td>
<td>Decide a Key Point</td>
<td>W:4.5</td>
<td>W:5.5</td>
<td>W:6.5</td>
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<td>3</td>
<td>Brainstorm Supporting Information</td>
<td>W:4.5</td>
<td>W:5.5</td>
<td>W:6.5</td>
<td>W:7.5</td>
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<tr>
<td>4</td>
<td>Sequence Supporting Information</td>
<td>W:4.5</td>
<td>W:5.5</td>
<td>W:6.5</td>
<td>W:7.5</td>
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<tr>
<td>5</td>
<td>Write the Paragraph</td>
<td>W:4.5</td>
<td>W:5.5</td>
<td>W:6.5</td>
<td>W:7.5</td>
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<td>6</td>
<td>Edit the Paragraph</td>
<td>W:1.5</td>
<td>W:2.5</td>
<td>W:3.5</td>
<td>W:4.5</td>
<td>W:5.5; L:5.3a</td>
<td>W:6.5</td>
<td>W:7.5</td>
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### UNIT 3  Kinds of Paragraphs

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<thead>
<tr>
<th></th>
<th>Procedural Paragraph</th>
<th>Grade 1</th>
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<tbody>
<tr>
<td>1</td>
<td>W:1.7</td>
<td>RI:3.3; RI:3.8</td>
<td>RI:4.5</td>
<td>RI:5.5</td>
<td>W:6.2a</td>
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<tr>
<td>2</td>
<td>Descriptive Paragraph (Sequence of Events)</td>
<td>W:K.3</td>
<td>W:1.3</td>
<td>W:2.3</td>
<td>W:3.1abcd</td>
<td>W:4.3a; W:4.3d</td>
<td>W:5.3abcd; W:6.2a; W:6.3abcd</td>
<td>W:7.3abcd; W:8.3abcd</td>
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<tr>
<td>3</td>
<td>Persuasive Paragraph (Opinion)</td>
<td>W:K.1</td>
<td>W:1.1</td>
<td>W:2.1</td>
<td>W:3.1aabcd</td>
<td>RI:4.5; RI:4.8; W:4.1abcd</td>
<td>RI:5.5; W:5.1abcd</td>
<td>W:6.1abcd; W:7.1abcd</td>
<td>W:8.1abcd</td>
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<td>4</td>
<td>Informative Paragraph</td>
<td>W:K.2</td>
<td>W:1.2</td>
<td>W:2.2</td>
<td>W:3.2abcd; W:3.7</td>
<td>RI:4.2; W:4.abcd; W:4.7</td>
<td>RI:5.5; W:5.2abcd; W:6.7</td>
<td>W:7.2abcd; W:8.2abcd</td>
<td>W:7.2abcd; W:8.7</td>
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<tr>
<td>5</td>
<td>Compare &amp; Contrast Paragraph</td>
<td>RI:3.8</td>
<td>RI:4.5</td>
<td>RI:5.5</td>
<td>W:6.2a</td>
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Around the Nation, Schools Report Student Success.

**Research**

- **Boston, MA**
  - Boston Renaissance Charter Public School
- **Williamstown, MA**
  - St. Stanislaus Kostka School
- **Rock Hill, SC**
  - Mt. Holly Elementary School
- **Marshalltown, IA**
  - Marshalltown Community School District
- **South Kingstown, RI**
  - Wakefield Elementary School
- **Original Research Study**
  - (Dissertation)
- **Florida Center for Reading Research**
  - Report on Project Read
  
  [www.fcrr.org/FCRRReports/PDF/ProjectReadFINAL.pdf](http://www.fcrr.org/FCRRReports/PDF/ProjectReadFINAL.pdf)
Marshalltown Community School District
Adopts Framing Your Thoughts
By Lora Kester

The 2009-2010 school year was an exciting one for K-6 teachers and students in Marshalltown, IA. The district moved to a full implementation of Framing Your Thoughts, Sentence Structure and Applied Writing. Student and teacher response was remarkable!

With this program in place, students and teachers were equally satisfied: students enjoy learning the structure of writing, while teachers feel they have a grasp on “how” to teach writing skills. The components that make Framing Your Thoughts unique from other programs are why it is working so well in Marshalltown. The visual, auditory, tactile, kinesthetic, and body language strategies that are incorporated into every lesson help to meet the needs of all learners. The direct teaching of concepts enables all students to obtain the skills necessary to become successful writers.

DEMOGRAPHICS
- 61% poverty rate district-wide
- Some buildings have poverty rates near 90%
- 50% ELL population district-wide
- Some buildings have ELL populations near 80%
- One elementary building has a transition rate of over 50%

GOAL: 80% of 1st graders will be proficient on the Framing Your Thoughts grade-level assessments.

GOAL: 80% of 2nd graders will be proficient on the Framing Your Thoughts grade-level assessments.
IMPLEMENTATION OF FYT

- 2006-2007 - Three teachers attended a workshop in Bloomington and “sold” the program to their principal and the district. A pilot project began at one elementary school.
- 2007-2008 - A second school was added and teachers were trained.
- 2008-2009 - A third and fourth school were added and teachers were trained.
- 2009-2010 - All elementary schools were brought onboard (6 elementary schools and 1 intermediate school) to include K-6 grades. Teachers were trained.

RESPONSE

- Students enjoyed the structure of the program and the power of knowing how words function in a sentence.
- Teachers felt they had a grasp on “how” to teach writing.
- Teachers were grateful to have a consistent program that they knew everyone was teaching.

DATA COLLECTION

- Data was collected on a monthly basis for one elementary school. Monthly in-service was provided and accountability was built in with monthly probes.
Framing Your Thoughts – Written Expression

Writing Scores Soar at Wakefield Elementary School

PROGRAM ANALYSIS
At a recent Learning Walk at Wakefield Elementary School, principals and administrators congregated to analyze how professional development, instructional practices, and curriculum worked in concert to raise fifth-grade NECAP writing proficiency levels from 61% in 2005 to 93% in 2007.

Developing excellent writers is clearly a focus at Wakefield. Examples of students’ written work fill hallways and classrooms. Students and adults alike take time to read the displays.

Teachers across grade levels, including resource teachers, integrate the objectives outlined in “Write Traits” writing curriculum with explicit scope and sequence developed by Project Read® Written Expression. Curriculum implementation is responsive to the needs of students in each classroom. The multisensory, systematic approach found in Project Read® material breaks through memory and language barriers that can prevent students from successful writing production.

STAFF DEVELOPMENT
Professional development for teachers has been critical. In the fall of 2006, Wakefield Elementary/South Kingstown Schools initiated a partnership with the Dunn Institute to bring a Project Read® training to South County. 90% of Wakefield teachers spent three days participating in the Written Expression strand. Simultaneously, teachers participated in district-wide “Write Traits” training over the course of two years.

STUDENT ASSESSMENT
Internally, a Writing Committee (led by fifth-grade teacher Robin Wildman and first-grade teacher Jeanne Congdon) set assessment schedules connected to grade-level benchmarks. Grade-level teams assessed student writing and analyzed specific areas of student strength, weakness, and aggregate trends. Alison Bateson-Toupin, SLP, provides leadership for the Project Read® curriculum by mentoring, co-teaching, and helping teachers deliver content with fidelity.

TEACHER SUPPORT
By working together, teacher-leaders take pressure off the faculty by streamlining processes, focusing teachers and keeping things as simple as possible. They also strive to support faculty creativity and innovation with respect to lesson delivery.

Bateson-Toupin credits Project Read® Written Expression curriculum with empowering teachers in the general classroom setting, providing the necessary effective support for partially proficient writers to reach benchmark levels while decreasing the number of students who require intensive intervention. She also believes that the systematic scope and sequence has simultaneously enabled proficient writers to reach distinction benchmarks.