Marking The Text

Grades K-2

Ms. McBride
and
Ms. Fiffick
## Standards Progression: Opinion Writing

### What do you notice?

<table>
<thead>
<tr>
<th>Kindergarten Grade</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.K.W.1.1</td>
<td>LAFS.1.W.1.1</td>
<td>LAFS.2.W.1.1</td>
</tr>
</tbody>
</table>

**Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).**

*Cognitive Complexity: Level 2: Basic Application of Skills & Concepts*

**Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

*Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning*

**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.**

*Cognitive Complexity Level 2: Basic Application of Skills & Concepts*
## Standards Progression

### Informative Writing

### What do you notice?

<table>
<thead>
<tr>
<th>Kindergarten Grade</th>
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<tbody>
<tr>
<td>LAFS.K.W.1.2</td>
<td>LAFS.1.W.1.2</td>
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</table>

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

*Cognitive Complexity: Level 2: Basic Application of Skills & Concepts*

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

*Cognitive Complexity Level 3: Strategic Thinking & Complex Reasoning*

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

*Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning*
Unpacking the Question

It is necessary to unpack the writing task in order to determine how to respond to the task correctly.

To unpack the writing task:

1. Circle the verbs
2. Underline the nouns
3. Create a graphic organizer
4. Establish the purpose for reading
Unpacking the Question
1st Grade (Teacher Guided)

1. **TEACHER:** Our question is: **Write** facts about some fun things Dr. Seuss did during his life. **Use** details from the text (“Dr. Seuss,” by Helen Lester) to help with your writing.

   Now students, what are we going to **DO**?

2. **STUDENTS:** We are going to **WRITE**.
3. **TEACHER:** What are we going to write about?
4. **STUDENTS:** Facts about fun things Dr. Seuss did during his life. **(KNOW)**
5. **TEACHER:** What are we going to **USE**? **(DO)**
6. **STUDENTS:** Details from the text **(KNOW)**

<table>
<thead>
<tr>
<th><strong>DO</strong> (verbs/skills)</th>
<th><strong>KNOW</strong> (nouns/focus)</th>
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<tbody>
<tr>
<td><strong>What do I need to DO?</strong></td>
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<td>Write</td>
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Unpacking the Question

1st Grade (Teacher Guided)

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7. **TEACHER** – What is our purpose for reading the text?

8. **STUDENT** – We are reading to find facts about some fun things Dr. Seuss did during his life.

**Purpose for Reading:**
We are reading to find facts about some fun things Dr. Seuss did during his life.
Unpacking the Question

2nd Grade

All of the Cinderella stories we read are about girls with similar lives who find happiness in the end. Give your opinion about which girl went through the most to find her happiness. Use details from the stories to support your answer.

Unpacking the Question (Writing Task)

<table>
<thead>
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<th>Verbs</th>
<th>Nouns</th>
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<tbody>
<tr>
<td>What do I need to be able to DO?</td>
<td>What do I need to KNOW?</td>
</tr>
<tr>
<td>give</td>
<td>my opinion about which girl went through the most</td>
</tr>
<tr>
<td>use</td>
<td>details from the story</td>
</tr>
<tr>
<td>support</td>
<td>my answer</td>
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Purpose for Reading: I'm reading to give my opinion about which Cinderella character went through the most.

Texts

- James Marshall's Cinderella by James Marshall (Cinderella)
- Mufaro's Beautiful Daughters by John Steptoe (Nyasha)
- Yeh-Shen by Gina Sabella (Yeh-Shen)
- The Egyptian Cinderella by Shirley Climo (Rhodopis)
Marking the Text

Students use symbols to “mark the text” based on the writing question or task they are responding to.

Benefits of Marking the Text:

1. Makes reading more interactive
2. Emphasizes reading for a purpose
3. Helps students organize their thinking
4. Highlights important details
Text Marking Symbols

1st Grade

MARKING THE TEXT

🌟 Important Detail

未知的单词或想法

❗ WOW!

2nd Grade

MARKING THE TEXT

Evidence

未知的单词或想法

❗ WOW!
Marking the Text
1st Grade (Teacher Guided)

Purpose for Reading: We are reading to find facts about some fun things Dr. Seuss did during his life.

- Is this a detail that supports the purpose for reading?
- Discuss with your shoulder partner.
- If you and your partner think this supports the purpose for reading, then hold up the detail sign.

Ted would **draw** pictures.

Here is a fun picture.
I am writing to give my opinion about which girl went through the most to find her happiness.
Your Turn!

Magic is an important part of the Cinderella story. Explain how magic helps Cinderella find happiness. Use details from the text to support your answer.

Unpacking the Question (Writing Task)

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Purpose for Reading: ____________________________________________________________
**Your Turn!**

Magic is an important part of the Cinderella story. Explain how magic helps Cinderella find happiness. Use details from the text to support your answer.

**Unpacking the Question (Writing Task)**

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<td>explain</td>
<td>how magic helps Cinderella find happiness</td>
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<tr>
<td>use</td>
<td>details from the text</td>
</tr>
<tr>
<td>support</td>
<td>my answer</td>
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**Purpose for Reading:** I am reading to find details that explain how magic helps Cinderella find happiness.
Your Turn!

Use your text marking symbols to “mark the text” as you search for text evidence that relates to the writing task.

Just then, a tiny woman with wings flew through the window. She had a wand in her hand. It was Cinderella’s fairy godmother! “Why are you crying, my dear?” the fairy godmother asked Cinderella.

“I want to go to the ball, too,” cried Cinderella. “Then you shall go” said the fairy godmother.

Cinderella’s fairy godmother waved her wand quickly in the air. Poof! A pumpkin transformed into a golden coach. Six mice turned into a team of horses to pull the coach. Meanwhile, Cinderella’s old, worn-out clothes were changed into a beautiful pink and silver gown and two glass slippers.

“What are you waiting for?” the fairy godmother asked Cinderella. “You need to get to the ball! Just make sure that you come home by midnight.”

The prince saw Cinderella as soon as she entered the ballroom. He could not believe his eyes. She was the most beautiful girl he had ever seen.

The prince asked Cinderella to dance. The prince soon discovered that Cinderella was smart and kind, and he fell completely in love with her. Cinderella learned that the prince was good and noble. Cinderella fell in love with him, too.
Thank you for coming!

Remember to take a “Marking the Text” bookmark home with you.

Happy reading! :)