

Trait Trackers

Tracking the 6 Traits in
20 popular children's books



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About the 6-Trait Icons:

Trait Tracker writing skills are sorted by the 6 Traits of writing. Each of the traits is also identifiable by the visual icon. Below is a description and rationale for each icon.



IDEAS

The lightbulb represents the writer's topic. "Aha! I have a topic!" The lightbulb can also describe the "brightness" of the details. Think of a dimmer switch—if the writing has few details, the light is low; lots of details and the light is bright!



ORGANIZATION

Like a train has an engine, middle cars, and a caboose, writing needs a beginning, middle, and end. Each of these ideas (train cars) are connected together with transitions (train hitches).



VOICE

Facial expressions help a writer identify his voice. How does he *feel* about the topic (*frustrated, hopeful, confident, serious, etc.*)?



WORD CHOICE

Specific vocabulary comes down to the right word in the right spot. Think of this as exact language, or bull's-eye word choice.



SENTENCE FLUENCY

Sentence fluency is an auditory trait; you hear it. Writers should reread their writing aloud to determine if the piece *sounds* smooth.



CONVENTIONS

All writers use tools like capitalization, spelling, punctuation, grammar, paragraph indents, word spacing, etc. Writers utilize these tools to help readers navigate through the writing more easily.

To download free, reproducible copies of these icons, visit us online—www.SmekensEducation.com

Teaching writing skills using mentor texts is a common strategy. However, identifying examples of grade-level skills can be time consuming and challenging. Trait Trackers give teachers a head start by dissecting 20 children's books for common writing skills found in K-12 language arts standards.

Each dissection includes 4 components:

1. The writing trait the skill falls within (e.g., Sentence Fluency).
2. The specific writing skill itself (e.g., Similes).
3. The specific example(s) from the text.
4. The page numbers where the examples are located.

These 4 pieces are presented like this:



SENTENCE FLUENCY

Similes

- Sunlight poured through the windows like a waterfall. p12

Getting Started:

1. The Overview card will give you a broad view of the writing skills dissected.
2. Before cross-referencing a Trait Tracker with one of the selected titles, note there are no page numbers printed within most of the books. You will need to write them onto the corners of each page. To align your page numbering with the Trait Trackers, page one always begins wherever the first line of the text starts. Continue numbering every page thereafter, including illustration-only pages.
3. Space constraints dictated how many skills could fit onto a Trait Tracker. Consequently, it is possible to teach additional writing skills that are not listed here. Use the Trait Tracker as a starting point, but maintain a list of additional grade-level skills you could teach with the same text.

Overview: Key skills in selected texts

Track the 6 Traits in these popular titles:

- 1 *Arnie the Doughnut* by Laurie Keller
- 2 *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- 3 *Come On! Rain* by Karen Hesse
- 4 *Diary of a Worm* by Doreen Cronin
- 5 *Fancy Nancy* by Jane O'Connor
- 6 *Fireflies!* by Julie Brinckloe
- 7 *Fox* by Margaret Wild
- 8 *Harriet, You'll Drive Me Wild!* by Mem Fox
- 9 *Lilly's Purple Plastic Purse* by Kevin Henkes
- 10 *The Napping House* by Audrey & Don Wood
- 11 *Night Noises* by Mem Fox
- 12 *Piggie Pie!* by Margie Palatini
- 13 *The Polar Express* by Chris Van Allsburg
- 14 *Rattletrap Car* by Phyllis Root
- 15 *The Recess Queen* by Alexis O'Neill
- 16 *The Relatives Came* by Cynthia Rylant
- 17 *Saturday Night at the Dinosaur Stomp* by Carol Diggory Shields
- 18 *Saturdays and Teacakes* by Lester Laminack
- 19 *When Sophie Gets Angry — Really, Really Angry...* by Molly Bang
- 20 *Wilfrid Gordon McDonald Partridge* by Mem Fox



IDEAS

Writing Topics

- Knowledgeable topics: 2, 8, 9, 10, 11, 13, 16, 19
- Narrowed & focused topics: 3, 6, 9, 13, 18
- Writing for different purposes: 4, 17

Detail & Development

- Pictures match words: 9, 11
- Topic sentence & supporting details: 4, 5, 14, 20
- Detailed list following a colon: 1

Story Elements

- Character development: 12, 15, 18
- Setting description: 6, 11, 12
- Plot development: 20
- Theme Development: 7
- Foreshadow: 10



ORGANIZATION

Story Organization

- Titles: 3, 8, 10, 16, 17, 20
- Beginning, middle, end: 1, 9, 10, 13, 16, 19
- Visual literacy reading path: 1

Structure & Format

- Problem/Solution organization: 2, 5, 12, 14
- Chronological sequence: 4, 10, 11, 17, 18
- Transitions: 2, 5, 6, 8, 15
- Pacing: 6, 7, 13
- Letter writing format: 2
- Illustrations show time progression: 10



VOICE

Conveying Feelings & Attitudes

- Changing attitudes: 3, 5, 6, 8, 9, 10, 12, 14, 15, 18
- Point of view: 2, 4, 5, 11, 13, 16, 18, 20
- Voice-filled conventions: 1, 17, 19
- Speech bubbles express attitude: 11
- Mood & tone established by visual literacy: 7

Font Style

- Capitalization: 7
- Bold, colorful words: 1, 17, 19



WORD CHOICE

Vivid & Colorful Language

- Descriptive/sensory writing: 3, 4, 13, 16, 18
- Adjectives (nouns): 8, 10, 12, 14, 15, 19, 20
- Action verbs: 1, 6, 8, 11, 12, 15, 17, 19
- Onomatopoeia: 2, 9, 11, 12, 14, 19
- Made-up words: 15

Precise Language

- Specific types: 1
- Synonyms: 5, 10, 11, 12, 17, 20
- Compound words: 8, 17
- Topic-specific vocabulary: 2, 9
- Negative word connotation: 7
- Number words: 11



SENTENCE FLUENCY

Figurative Language

- Similes & metaphors: 3, 6, 9, 13, 18, 19, 20
- Alliteration: 9, 11, 12, 17, 20
- Personification: 2, 3
- Puns & Allusions: 1, 12
- Hyperbole: 13

Sentence Variety

- Beginnings: 4 (See also *Transitions* in Org.)
- Lengths: 2, 3, 5, 10, 14
- Types: 2, 5, 10, 15
- Compound sentences: 6, 7, 17
- Complex sentences: 17
- Intentional fragments: 7, 15, 16

Musical Language

- Rhythm & rhyme: 10, 17, 19
- Parallel sentence structure: 9, 12, 15, 16
- Repeating words/lines: 8, 9, 11, 14, 15, 18, 19



CONVENTIONS

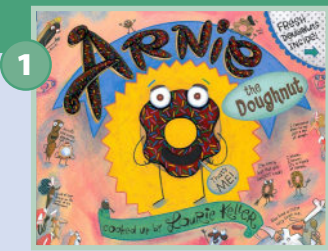
Parts of Speech

- Prepositional phrases: 6, 8, 10, 11
- Adverbs: 13
- Conjunctions: 6
- Interjections: 12, 16
- Pronouns/noun/verb agreement: 2, 4, 14, 19
- Indefinite & relative pronouns: 5, 10, 18
- Proper nouns capitalization: 9, 15, 20
- Prefixes, suffixes, roots: 3

Punctuation Marks

- Colons: 2, 4
- Ellipses: 11, 18, 19
- Contractions: 4, 5, 8, 15
- Quotation marks/dialogue: 5, 9, 19, 20
- Dashes: 7, 13, 16, 17, 18, 19
- Commas: 1, 2, 4, 10, 19
- Semi-colon: 7
- Parentheses: 1
- Possessives: 1, 18

Arnie the Doughnut



Author & Illustrator: Laurie Keller
Publisher: Henry Holt and Co.

IDEAS

Detailed lists following a colon

- Arnie's ideas for what Mr. Bing could do with him instead of eating him: pp25-26
- Mr. Bing's ideas for what to do with Arnie instead of eating him: pp27-28

ORGANIZATION

Visual literacy reading path

Illustrations flow from left to right

- Driving to Mr. Bing's house, pp9-10
- Leaving Mr. Bing's apartment, pp31-32

Story organization

BEGINNING

- Arnie turned out to be just the kind of doughnut he hoped he'd be, p1

MIDDLE

- Arnie is about to be eaten, p14
- Arnie learns doughnuts are to be eaten, p20
- Mr. Bing & Arnie brainstorm solutions, pp25-28
- They can't identify a solution, pp29-30
- Mr. Bing suggests Arnie be his pet, pp33-34

END

- Arnie is the best pet; Mr. Bing is Arnie's best friend. p37

VOICE

Voice-filled conventions

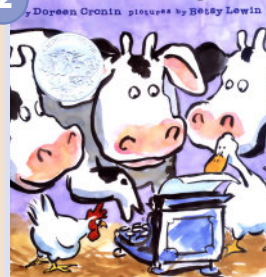
- Use of font size, style, and color, pp1, 6, 9, 14, 15-16, 17-18, 19-20, 21-22

Font style

- Bold, colorful words added for emphasis throughout.

Click, Clack, Moo Cows That Type

CLICK, CLACK, MOO
Cows That Type



Author: Doreen Cronin
Illustrator: Betsy Lewin
Publisher: Simon & Schuster Books

IDEAS

Knowledgeable topics

- Farming; Needs & wants; Negotiations

ORGANIZATION

Letter writing format— pp6, 11, 17, 24

Problem/Solution organization

- *Problem:* Cows and hens go on strike withholding milk and eggs until Farmer Brown provides electric blankets. pp6-8, 11-16
- *Solution:* They make a deal; Farmer Brown gives the cows and hens electric blankets in exchange for their typewriter. pp24-26

Transitions

- At first, p3
- Then, p5
- The next day, p11
- All night long, p22
- The next morning, pp23, 27

VOICE

Sense of audience

- Letter writing between animals & Farmer Brown

Point of view

- *Cows' point of view:* regarding Farmer Brown, p13
- *Farmer Brown's point of view:* regarding typing cows and striking hens, p16

Come On, Rain!

Come On, Rain!



Author: Karen Hesse
Illustrator: Jon J. Muth
Publisher: Scholastic Press

IDEAS

Narrow topic—The story is about the moments leading up to a rain, ending a 3-week drought.

Plot-moving dialogue

- "Come on, rain!" p1
- "Three weeks and not a drop," p2
- "Jackie-Joyce?... It's going to rain... Put on your suit and come straight over." p7
- "Rain's coming, Mamma," I say. p10
- "It's about time," she murmurs. p10
- "We sure did get a soaking, Mamma," p28

ORGANIZATION

The title is a line from the story

- "Come, on rain!" I say, p1

VOICE

Changing attitudes within the story

- *Demanding:* "Come on, rain!" p1
- *Exasperated:* "Three weeks and not a drop," p2
- *Nervous:* Uneasy, Mamma looks over to me. "Is that thunder, Tessie?" p3
- *Hopeful:* I see it coming, clouds rolling in... A creeper of hope... "Come on, rain!" I whisper. p4
- *Confident:* "Rain's coming, Mamma," ...Mamma turns to the window... "It's about time," p10
- *Playful:* We turn in circles... Our mouths wide, we gulp down rain... We swing our wet and wild-haired mamas 'til we're all laughing, pp18, 26

**WORD CHOICE****Descriptive writing**— (5 senses)

- Mama sinks onto a kitchen chair and sweeps off her hat (sight). Sweat trickles down her neck (touch) and wets the front of her dress and under her arms (sight). Mama presses the ice-chilled glass against her skin (touch)... Mamma turns to the window and sniffs (smell). "It's about time," she murmurs (sound). p10
- The first drops plop down big (sound), making dust dance all around us (sight). Then a deeper gray descends (sight) and the air cools (touch) and the clouds burst (sight)... pp15, 17

**SENTENCE FLUENCY****Sentence Variety (sentence length for impact)**

- Long, laborious sentences create a slow, airless mood to correspond with the drought, pp2-10
- Shorter sentences and fragmented line-breaks create a staccato rhythm like rain, pp13-20

Similes

- I am sizzling like a hot potato, p3
- Her long legs, like two brown string beans, p7
- We head home... fresh as dew, p28

Personification

- The smell of hot tar and garbage bullies the air, p7
- Trees sway... Swollen sky, p13
- Dancing dust, p15

**CONVENTIONS****Prefixes**

- uneasy, p3 [not]
- inside, p6 [into]
- descends, p17 [down, from]

Suffixes

- endless, listless, pp1-2 [without]
- nearly, p8 [like, manner of]
- senseless, p8 [without]
- spoonful, p9 [full of]
- smartly, p10 [like]
- suddenly, p17 [like]
- wordless, p21 [without]
- purely, p28 [like]
- towardl, p28 [in the direction]

**WORD CHOICE****Specific vocabulary****(big words & phrases)**

- on strike, p7
- impatient, p13
- furious, p16
- demand, p17
- neutral party, p19
- ultimatum, p19
- emergency meeting, p22
- deal, p25

Onomatopoeia (sound-effect words)

- Click, clack, moo, pp1, 3, 10, 14
- Click, clack, quack, p27

**SENTENCE FLUENCY****Sentence variety (sentence type & length)**

- At first, he couldn't believe his ears. Cows that type? Impossible! p3
- "Cows that type. Hens on strike! Whoever heard of such a thing? How can I run a farm with no milk and no eggs!" Farmer Brown was furious. p16

Personification

- Cows that type, p3
- Cows went on strike; they left a note, p7
- Hens on strike, p16
- Duck knocked on the door, pg23

**CONVENTIONS****Noun/Pronoun agreement**

- cows... they, p7
- hens... they, p11
- Farmer Brown... his, p17
- cows and hens... you, p17
- Farmer Brown... I, p17
- duck... he, p19
- animals... them, p22
- cows... we, our, p24
- Farmer Brown... he, p27
- the ducks... we, p27

Varied use of colons

- to add impact to the main clause, p9
- to introduce a letter, pp11, 23, 27
- following the greeting, p17

Varied use of commas

- in the greeting, pp6, 11, 17, 24, 27
- in the closing, pp6, 11, 24, 27
- in dialogue, p7
- in a series, pp1, 3, 10, 14, 27
- in compound sentences, pp7, 19, 22
- in introductory phrases, pp3, 5, 9, 11, 22

**WORD CHOICE****Specific types**

- Names of doughnuts: French crullers, powdered, long john, jelly-filled, doughnut holes, chocolate zebra, cinnamon twist, éclair, iced chocolate, plain, creme-filled, bear claw, apple fritter, glazed, pp3-4

Action verbs

- Deep-fried, cooled, iced, sprinkled, named, p2
- Stream, whisked, p5
- Pulled, placed, p8
- Stunned, shrieked, demanded, p16
- Dropped, collapsed, glanced, muttered, p22

**SENTENCE FLUENCY****Puns & Allusions**

- DROP and GIVE ME 20! p25
- Painting by Picasso, p25
- "Doughnut make my brown eyes bluuuuue..." p25
- You can have my limited-time offer for an interest-free credit card. p31
- He went through a short phase of chewing on furniture and barking at the mailman, but after a crash course in obedience school, he graduated first in his class. p36
- BEWARE OF DOuGhnut p37

**CONVENTIONS****Parentheses to add extra information**

- (the grand exit that Arnie's imagining) p8
- (Still shocked to actually be talking to a doughnut!) p18
- (the fastest Mr. Bing's moved in years) p33

Parentheses to show pronunciation

- "Moi" (pronounced "mwah") is the French word for "me." p7

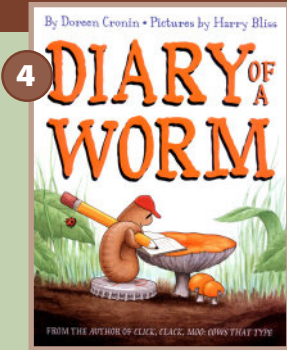
Commas after an introductory phrase

- Before he could say another word,... p8
- As Arnie relaxed in Mr. Bing's hand,... p13
- When he opened his eyes to see where he was going,... p14

Possessives

- As Arnie relaxed in Mr. Bing's hand,... p13
- ...he was headed straight for Mr. Bing's OPEN MOUTH! p14
- But there was nothing else on Mr. Bing's list. p28
- Arnie shook Mr. Bing's hand... p30

Diary Of A Worm



Author: Doreen Cronin
Illustrator: Harry Bliss
Publisher: Joanna Cotler/Harper Collins

IDEAS

Writing for different purposes

- To remember (diary entries), pp1-32
- To compare (spiders vs. worms), pp4-5, 17-18
- To inform (worms help the earth), pp2, 32

Topic sentence and supporting details

Today I tried to teach spider how to dig.
pp3-4

- First all of his legs got stuck.
- “I think I’ve twisted one of my ankles.”
- Then he swallowed a bunch of dirt.
- I give up.

I snuck up on some kids in the park today.
pp11-12

- They didn’t hear me coming.
- I wiggled up right between them and they SCREAMED.
- I love when they do that.

ORGANIZATION

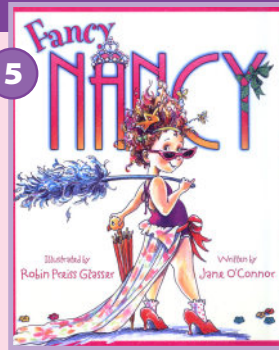
Chronological sequence— March 20–August 1.

VOICE

Worm’s point of view

- Regarding fishing season, p7
- Regarding hopscotch, p8
- Regarding the hokey pokey, pp19-20

Fancy Nancy



Author: Jane O’Connor
Illustrator: Robin Preiss Glasser
Publisher: Harper Collins

IDEAS

Topic sentence and supporting details— p4

There’s a lot they don’t understand.

- Laced-trimmed socks help me play soccer.
- Sandwiches... taste better with frilly toothpicks.

ORGANIZATION

Problem/Solution organization

- *Problem:* Nobody in my family is fancy at all, p3
- *Solution:* Maybe I can teach my family how to be fancy. Take lessons from Nancy, p7

Transitions

- Then I get an idea... p6
- Soon there is a knock on my door. p9
- When we arrive... p17
- When our parfaits are ready... p21
- After I get all cleaned up... p26

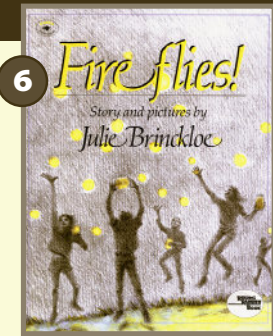
VOICE

First-person point of view— I, my

Changing attitudes within the story

- *Confident:* There’s a lot they don’t understand. p4
- *Proud:* I am so proud of my whole family. p19
- *Embarrassed:* I want to go home. p25
- *Appreciative:* I tell my parents “Thank you for being fancy tonight!” p27

Fireflies!



Author & Illustrator: Julie Brinckloe
Publisher: Aladdin Paperbacks

IDEAS

Setting description

- On a summer evening I looked up from dinner, through the open window to the backyard. It was growing dark.
pp1-2

Narrow topic

- Topic is about a single evening catching fireflies.

ORGANIZATION

Transitions

- On a summer evening...looked up from dinner, p1
- Growing dark, p2
- Sky was darker now, p10
- Then someone called... it was over, p16

Pacing

- Only essential dialogue used to move along the plot, pp3, 4, 7, 8, 9, 11, 12, 13, 16, 18, 19, 25

VOICE

Changing attitudes within the story—

- *Eager:* Then I ran back up, two steps at a time. p6
- *Worry:* The fireflies beat their wings against the glass... and the light grew dimmer, pp21-23
- *Denial:* I shut my eyes tight and put the pillow over my head. They were my fireflies. p24
- *Bittersweet:* The moonlight and the fireflies swam in my tears, but I could feel myself smiling. p28

**WORD CHOICE****Action Verbs**

- flickered, p3
- forked, p4
- polished, p6
- dulling, p7
- poked, p7
- banged, p8
- stung, staring, p10
- blinking, dipping, p10
- soaring, p10
- grasping, p11
- thrust, glowed, p13
- dashed, waving, p14

**SENTENCE FLUENCY****Similes & Metaphors**

- My ears rang with crickets, p10
- Making white patterns in the dark, p10
- The jar glowed like moonlight, p13
- Waving our hands in the air like nets, p14
- Like a flashlight left on too long, p22
- Like moonlight under water, p23
- The jar began to glow... white as the moon, p26

**CONVENTIONS****Compound sentences (conjunction)**

- Momma smiled, and Daddy nodded. p4
- The jars were dusty, and I polished one clean on my shirt. p6
- My ears rang with crickets, and my eyes stung from staring too long. p10
- I tried to swallow, but something in my throat would not go down. p22
- The moonlight and the fireflies swam in my tears, but I could feel myself smiling. p28

Prepositional phrases

- on a summer evening, up from dinner, p1
- through the open window, to the backyard, p1
- in the tree, p2
- over near the fence, p3
- into my mouth, p4
- from the table, to the cellar, behind the stairs, p5
- in the top, with Momma's scissors, p7
- in the grass, at the lights, p11
- above the others, p12
- into the jar, in my hands, p13
- to my room, on a table, out the light, p18
- in the jar, in my throat, p22
- under water, p23
- over my head, in my jar, p24
- off the covers, to the window, at the stars, p25
- into the night, p26
- above my head, around the moon, p27

**WORD CHOICE****Synonyms; "fancy words"**

- Fuchsia... fancy word for purple, p2
- Plume... fancy word for feather, p2
- Stupendous... fancy word for great, p2
- Posh... fancy word for fancy, p12
- Chauffeur... fancy word for driver, p15
- Parfaits... fancy word for ice-cream sundaes, p20
- Dressing gown... fancy words for bathrobe, p26

**SENTENCE FLUENCY****Sentence length variety—**

(words per sentence)

- My favorite color is fuchsia. 5 words, p2
- That's a fancy way of saying purple. 7 words, p2
- I like to write my name with a pen... 13 words, p2
- That's a fancy way of saying feather. 7 words, p2
- And I can't wait to learn French... 13 words, p2

Sentence type variety — (punctuation variety)

- There's a lot they don't understand... p4
- That's okay. I go find— what is that fancy word? Oh, yes!— some accessories. p11
- Ooo-la-la! My family is posh! p12
- "Why don't we go somewhere fancy tonight?" p12
- My parents are acting fancier already. p13

Short-Short-Long sentence pattern

- I trip. I slip. The tray does a double flip! pp22-23

**CONVENTIONS****Use of indefinite pronouns**

- Everything in French sounds fancy, p2
- Nobody in my family is fancy at all, p3
- They never even ask for sprinkles, p3
- Sandwiches definitely taste better when you stick in frilly toothpicks, p4

Contractions

- That's, p2
- Can't, p2
- There's, p4
- Don't, p4
- What's, p5
- Doesn't, p10
- We're, p17
- Let's, p20
- I'm, p26
- Isn't, p28

Punctuating questions in dialogue

- "What's a fancy girl to do?" p5
- "Why don't we go somewhere fancy tonight?" p12
- "How about dinner at The King's Crown?" p13
- "May I escort you lovely ladies outside?" p14

**WORD CHOICE****Descriptive writing**

- It rained all night and the ground was soaked. We spent the entire day on the sidewalk. p8
- I wiggled up right between them and they SCREAMED. p11
- I told her that no matter how much time she spends looking in the mirror, her face will always look just like her rear end. p23

**SENTENCE FLUENCY****Sentence beginnings—**

Dependent clauses

- When we dig tunnels, p2
- When I was finished, p10
- When I grow up, p25

**CONVENTIONS****Colons to introduce lists**

- Three things I should always remember, p1
- Three things I don't like about being a worm, p27
- Three good things about being a worm, p29

ALL CAPS for impact

- SCREAMED, p11
- THUD (illustration), p18

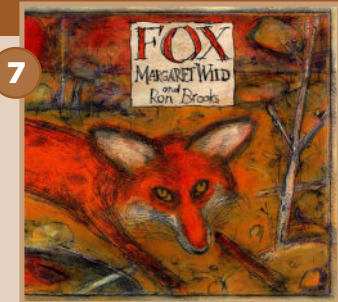
Pronouns

- I, us, we, me (illustration), p1
- I, my, me, pp9-10
- I, they, me, them, p11
- us, I, p13
- I, he, me, you, p17
- I, he, his, p18
- I, you, your, yourself, we, pp19-20
- I, mine, we, it p22
- my, I, her, she, p23
- I, him, it, p26
- I, we (illustration), him (illustration), p28

Contractions

- he's, pp2, 4, 17
- I've (illustration), p4
- didn't, p11
- couldn't, p17
- that's, p20
- you're (illustration), p22
- she's, p23
- someone's, p26
- it's, pp26, 31
- don't, p27
- can't, p27-28
- who's (illustration), p30
- we're, p31-32
- isn't, p33

Fox



7

Author: Margaret Wild

Illustrator: Ron Brooks

Publisher: Kane Miller Book Pub



IDEAS

Theme development

Friendship and loyalty

- He (Dog) takes her (Magpie) to his cave above the river, and there he tries to tend her burnt wing. *p1*
- "I saw you running this morning. You looked extraordinary." *p10*
- Dog and Magpie relax at the mouth of the cave, enjoying each other's company. *p11*
- Magpie tries to warn Dog about Fox. *p13*
- Magpie says, "I will never leave Dog. I am his missing eye and he is my wings." *p14*
- But then she thinks of Dog waking to find her gone. *p25*
- Slowly, jiggety-hop, she begins the long journey home. *p27*



ORGANIZATION

Pacing

Time advances quickly with seasonal references

- Days, perhaps weeks later... *p3*
- And so Dog runs, with Magpie on his back, every day, through Summer, through Winter. *p7*
- After the rains, when saplings are springing up (spring)... *p8*

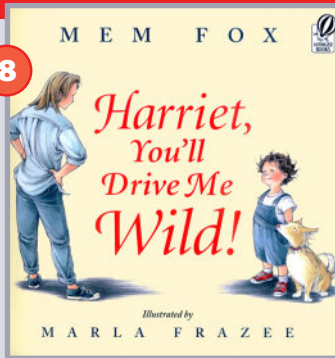


VOICE

Mood & Tone established by visual literacy

- Font selection depicts a raw, harsh tone.
- Text placement is rotated, *pp1, 3-4, 10, 15*

Harriet, You'll Drive Me Wild!



8

Author: Mem Fox

Illustrator: Marla Frazee

Publisher: Voyager Books, Harcourt



IDEAS

Knowledgeable topics

- Accidents around the house
- Getting in trouble



ORGANIZATION

Transitions

- One morning at breakfast, *p2*
- At snacktime, *p6*
- Before lunch, *p10*
- At lunch, *p14*
- Later that afternoon, *p18*
- Then, *p22*

The title is a line from the story

- "Harriet, you'll drive me wild!"



VOICE

Changing attitudes within the story—

- *Suspense:* There was a terrible silence. *p20*
- *Frustration:* Then Harriet's mother began to yell. She yelled and yelled and yelled. *p22*
- *Apologetic:* "I'm sorry," Harriet cried. "I'm really, really sorry." *p25*
- *Forgiveness:* Her mother took a deep breath. "I know you are," she said, hugging Harriet tight. "I'm sorry, too. I shouldn't have yelled, and I wish I hadn't. But sometimes it happens, just like that." *p26*

Italic type to show emphasis

- "Harriet, my *darling* child." *p17*
- "Harriet Harris, I'm talking to *you*." *p17*
- "A *very* big mess," said her mother. *p28*

Lilly's Purple Plastic Purse



9

Author & Illustrator: Kevin Henkes

Publisher: Greenwillow Books



IDEAS

Knowledgeable topics

- Teachers and students at school
- Getting in trouble at school
- What you want to be when you grow up

Pics match text; Multiple pictures per page—

pp2-3, 5, 8, 10-11, 17-18, 22-24



ORGANIZATION

Beginning

- Lilly loved school; wanted to be a teacher, *pp1-8*

Middle

- She got in trouble for being a disruption, *pp9-12*
- She drew a mean picture of Mr. Slinger, *pp13-14*
- Lilly no longer wanted to be a teacher, *p15*
- She received an encouraging note, *p16*
- Lilly felt remorseful, *pp17-18*
- She made amends with Mr. Slinger, *pp19-23*
- Lilly shared her purse and snacks, *pp24-27*

End

- She was happy; wanted to be a teacher, *pp28-30*



VOICE

Lilly's changing attitudes

- happy, *pp1-9*
- impatient, *pp10-11*
- upset, *p12*
- sad; angry, *p13*
- remorseful, *p17*
- apologetic, *p21*
- obedient, *p26*
- happy, *p29*



WORD CHOICE

Specific vocabulary (big words & phrases)

- privacy, p3
- pupils, p5
- old-fashioned, p5
- rodents, p5
- semicircle, p5
- deluxe, p6
- diva, p6
- permitted, p7
- expressed, p7
- duty, p8
- volunteered, p8
- jaunty tune, p9
- considerate, p10
- fiercely, amused, p11
- lurched, longed, p12
- strolled, jingly, p15
- disturb, marched, p15
- uncooperative, p18
- demonstrated, p24
- unique qualities, p24
- performance, props, p25
- Interpretive Dance, p25
- disturb a soul, p26
- filed out, p28



SENTENCE FLUENCY

Parallel sentence structure

- She loved the pointy pencils. She loved the squeaky chalk. p2
- The glasses were so glittery. The quarters were so shiny. p11
- When all the students were buttoned and zipped and snapped and tied and ready to go home... p15
- Lilly ran and skipped and hopped and flew all the way home... p29

Figurative Language

- ONOMATOPOEIA (sound-effect words):
 - clickety-clickety-click, p2
- SIMILE:
 - Mr. Slinger was as sharp as a tack. p4
- ALLITERATION:
 - curly and crunchy and cheesy, p5
 - purple plastic purse, pp9, 24, 28



CONVENTIONS

Punctuation in dialogue

- Instead of "Greetings, students" or "Good morning, pupils," Mr. Slinger winked and said, "Howdy!" p5

Proper noun capitalization

- Lilly, Friday, Mr. Slinger, p3
- Mr. Slinger, Lilly, Chester, Wilson, Victor, p5
- Lilly, Mr. Slinger, Julius, p6
- Lightbulb Lab, Lilly, Mr. Slinger, Sharing Time, p7
- Monday, Lilly, Mr. Slinger, p9
- Interpretive Dance, Lilly, Mr. Slinger, p25



WORD CHOICE

Compound words

- snacktime, p6
- sweetheart, p13
- tablecloth, p14
- afternoon, p18
- sometimes, p26

Adjectives (nouns)

- pesky (child), p1
- darling (child), p5
- thousand (feathers), p19
- terrible (silence), p20
- deep (breath), p26
- big (mess), p28

Past-tense action verbs

- dribbled, p6
- dripped, p10
- slid, p14
- ripped, p18
- flew, p19
- yelled, p22
- cried, p25
- laughed, p30
- picked, p30



SENTENCE FLUENCY

Recurring lines

- Just like that... pp2, 6, 10, 14, 18, 26
- Her mother didn't like to yell... pp5, 9, 13, 17
- And she was... pp5, 9, 13, 17
- Harriet, you'll drive me wild, pp9, 13, 17



CONVENTIONS

Prepositional phrases

- at breakfast... over a glass of juice, p2
- at snacktime... over her jeans, p6
- before lunch... onto the carpet, p10
- at lunch... off her chair, p14
- in every direction, p19

Contractions

- didn't, you'll, I'm, p9
- I'm, shouldn't, hadn't, p26



WORD CHOICE

Negative word connotation

- Through the charred forest, over hot ash... p1
- ...burnt wing (Magpie)...blind in one eye (Dog) p1
- Fox with his haunted eyes...flickers... like a tongue of fire...Magpie trembles. p8
- a smell of rage and envy and loneliness. p11
- streak, rip, pelt, p17
- scorches, p19
- She can feel herself burning into nothingness. p24



SENTENCE FLUENCY

Intentional fragments

- "Faster than the wind." p14
- "This is nothing like flying. Nothing!" p15

Compound sentences

- Magpie feels the wind streaming through her feathers, and she rejoices. p6
- "...I will be your missing eye, and you will be my wings." p6
- Dog beams, but Magpie shrinks away. p10
- Now and again Fox joins in the conversation, but Magpie can feel him watching, always watching her. p11
- "...I am his missing eye and he is my wings." p14
- Fox says no more that night, but the next day when Dog is at the river... p15
- "...I am his missing eye and he is my wings." p15



CONVENTIONS

Capitalization for impact

- "FLY, DOG, FLY!" p6
- "At last I am flying. Really Flying!" p18
- And so Dog runs, with Magpie on his back...through Summer, through Winter. p7

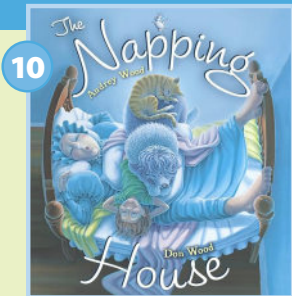
Dashes

- Reflected in the water are clouds and sky and trees—and something else. p3
- And at night his smell seems to fill the cave—a smell of rage and envy and loneliness. p11

Semicolon

- After the rains, when saplings are springing up everywhere, a fox comes into the bush; Fox with his haunted eyes and rich red coat. p8

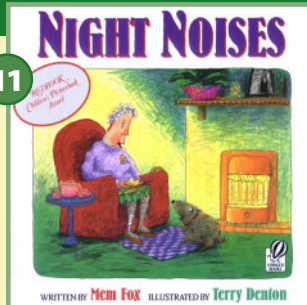
The Napping House



10

Author : Audrey Wood
Illustrator: Don Wood
Publisher: Harcourt

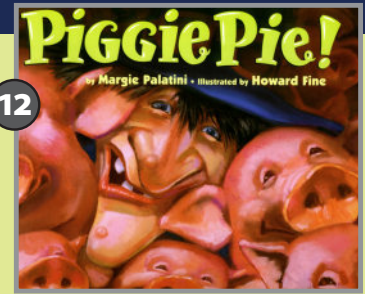
Night Noises



11

Author : Mem Fox
Illustrator: Terry Denton
Publisher: Voyager Books, Harcourt

Piggie Pie!



12

Author: Margie Palatini
Illustrator: Howard Fine
Publisher: Clarion Books



IDEAS

Knowledgeable topic; Narrow topic— a simple tale of an afternoon nap

Foreshadow— All the characters in the story, except the flea, are in the initial scene. pp2-3



ORGANIZATION

The title is a line from the story

• In the napping house where no one now is sleeping. p28

Beginning— There is a house, a napping house, where everyone is sleeping. p1

Middle— Story grows by adding characters to the bed pile, pp2-13

Surprising twist— A flea bites a mouse, pp14-16

End— Story winds down by removing “awake” characters. No one now is sleeping. pp16-28

Illustrations show time progression

- Weather is dark & rainy; shades are drawn, p1
- Weather is dark & rainy; shade half up, pp3-13
- Sky is gradually lightening; shade up, pp15-21
- Sunlight reflects from the window, pp23-27
- Sun shines; characters play outside, p28



VOICE

Changing moods within the story

- *Restful*: slumbering, snoozing, dozing, dreaming, snoring, napping, p12
- *Startled*: scares cat, claws dog, thumps child, bumps granny, breaks bed, pp18-26



IDEAS

Knowledgeable topics

- Family (sons, daughters, grandchildren)
- Noises at night and during storms
- Elderly sleep a lot and think about the past
- Surprise birthday party

Pics match text; Multiple pics per page—pp2-23

Development of setting

- In an old cottage in the hills, p1
- Outside, clouds raced along the sky... Wind and rain rattled at the windows, and trees banged against the roof. p5



ORGANIZATION

Sequential story organization— pp6-17

Picture pattern of simultaneous activity:

1. Action outside
2. Noise in bold print
3. Dog reaction
4. Repeated phrase



VOICE

Point of view of Lily Laceby

- Picture details, dreaming about past:
 - dying husband, p7
 - raising children, p9
 - getting married, p11
 - adolescent years, p13
 - school days, p15
 - playing as a kid, p17

Speech bubbles express attitude— pp24-27



IDEAS

Setting description

- She hurried to the pantry and pulled down her *Old Hag Cookbook* from the top shelf. She picked off a spider, blew off the dust, and turned to the secret recipe on page 342. p2

Character development of Gritch the Witch

- ... grouchy, grumpy, and very hungry... belly grumbled for something delicious... wasn't in the mood... wanted something truly tasty, p1
- Smacking lips... bony finger... long green nail, p2
- ... pulled hair... stomped feet... paced floor... tapping the lucky wart on her chin, p5



ORGANIZATION

Problem/Solution organization

- *Problem*: Hungry... How to get pigs for pie, p5
- *Solution #1*: Go to a farm, p6
- *Solution #2*: Make a wolf-sandwich, p28

Inferential ending— p28



VOICE

The witch's changing attitudes

- frustrated, p5
- determined, pp6, 9
- angry, pp14, 19, 22, 25
- sneaky, pp27-28



WORD CHOICE

Stacked adjectives (noun)

- purple mouse-tail (stew), p1
- mashed dragon-tongue (pudding), p1
- boiled black buzzard (feet), p1
- plump, juicy, pink (piggies), p2
- long green (nail), p2
- one teeny, tiny, little (PROBLEM), p6
- still-smoking (tootsies), p12
- lumpy-looking (cow), p19
- flea-bitten seed spreader, p25

Sarcastic synonym phrases

- porkers... reference to pigs, p9
- little quacker... reference to duck, p14
- walking milk machine... reference to cow, p19
- feathered drumstick ... reference to chicken, p22
- seed spreader... reference to farmer, p25

Past-tense action verbs

- grumbled, p1
- zoomed, p12
- screeched, p5
- quacked, p12
- stomped, p5
- threatened, p14
- paced, p5
- waddled, p14
- cackled, p9
- mumbled, p14
- circled, p9
- swatted, p19

Onomatopoeia

- THUMP-P-P! THUMP-P-P! ERRRRCH-CH! p12
- Psst...psst...PSSST! p26



SENTENCE FLUENCY

Alliteration (figurative language)

- grouchy grumpy, p1
- truly tasty, p1
- boiled black buzzard, p1
- dizzy duck p14

Allusions

- References to "Old MacDonald," pp7, 12, 16, 20, 24
- Reference to "Over the River" Christmas song, p7
- Reference to "Wizard Of Oz" with sky writing, p9
- References to "The Three Little Pigs," p26

Parallel sentence structure

- She picked off a spider, blew off the dust, and turned to the secret recipe on page 342. p2
- 1 eye of a fly... 2 shakes of a rattlesnake's rattle... 3 belly hairs of a possum, p2
- Gritch pulled her hair. She stomped her feet. She paced the floor. p5



CONVENTIONS

Interjections

- Aha! No, no... Yes! Yes! p6



WORD CHOICE

Onomatopoeia (sound-effect words);

Synonyms; Alliteration

- click, clack, p6
- crinch, crunch, p8
- murmur, mutter, shhhh p10
- squint, peek, peer, p12
- twist, test, rattle, p14
- knick, knock, knock, p16
- yell, clatter, bang, p18
- creak, crack, p22
- snick, snack, p23

Past-tense action verbs

- drifted, dozed, raced, rattled, banged, pp4-5
- listened, p7
- tiptoed, cocked, pp8-9
- whispered, bristled, pp10-11
- peeped, rumbled, pp12-13
- bared, p15
- drummed, leaped, pp16-17
- beat, barked, pp18-19

Number words

- one wild winter's evening, p4
- two, three, fourteen, thirty-five, p25
- four-and-a-half... forty-seven, p26
- ninety... four-and-a-half, p27



SENTENCE FLUENCY

Recurring line— pp7, 9, 11, 13, 15, 17
...but Lily Laceby went on dreaming.



CONVENTIONS

Ellipsis to indicate a pause—
pp7, 9, 11, 13, 15, 17, 24-26

Prepositional phrases

- in an old cottage; in the hills, p1
- in ceilings; at midnight, p2
- by her fire, off to sleep, p4
- at her feet, along the sky, with the moon, p5
- at the windows, against the roof, p5
- in the distance, p6
- up the garden path, p8
- in bushes, p10
- through keyholes, p12
- on doorframes, p16
- upon doors, at windows, p18
- with a start, p20
- on the door, p23



WORD CHOICE

Adjectives (nouns)

- napping (house), p14
- dozing (dog), p14
- cozy (bed), p14
- snoozing (cat), p14
- snoring (granny), p14
- slumbering (mouse), p14
- dreaming (child), p14
- wakeful (flea), p14

Synonyms for "sleeping"

- slumbering, snoozing, dozing, dreaming, snoring, napping, p14



SENTENCE FLUENCY

Sentence structure that creates the rhythm—

And on that noun there is a noun, an adjective noun on an adjective noun on an adjective noun... in a napping house, where everyone is sleeping.

Sentence type variety; Breaks rhythm

- Can it be? A wakeful flea. p14

Sentence length grows; Cumulative Rhyme

- First sentence, 11 words, p1
- Second sentence, 19 words, p2
- Third sentence, 23 words, p4
- Fourth sentence, 27 words, p6
- Fifth sentence, 31 words, p8
- Sixth sentence, 35 words, p10
- Seventh sentence, 39 words, p12
- Eighth sentence, 11 words, p14
- Ninth sentence, 35 words, p14
- Tenth sentence, 37 words, pp16-28



CONVENTIONS

Using commas in a series— pp16-26

Using commas to set off an appositive—

There is a house, a napping house, where everyone is sleeping. p1

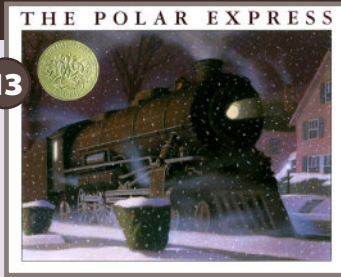
Prepositional phrases— p14

- on a slumbering mouse
- on a snoring granny
- on a snoozing cat
- on a cozy bed
- on a dozing dog
- in a napping house
- on a dreaming child

Relative pronouns

- A wakeful flea who bites the mouse, p16
- who (mouse) scares the cat, p18
- who (cat) claws the dog, p20
- who (dog) thumps the child, p22
- who (child) bumps the granny, p24
- who (granny) breaks the bed, p26

The Polar Express



Author & Illustrator: Chris Van Allsburg
Publisher: Houghton Mifflin Company



IDEAS

Knowledgeable topics

- Christmas Eve, Christmas morning, Santa Claus
- Receiving/Losing a cherished gift

Narrow topic

- Imaginary story takes place within a 12-hour period— from bedtime on Christmas Eve until gift-opening on Christmas morning.



ORGANIZATION

Pacing

- Only essential dialogue used to move along the plot. *pp1, 3, 11, 14, 16, 17, 19, 24, 25, 27*
- Fast-pacing (few details) for the *inside* train activities. Slow-pacing (developed details) for the scenery on the way to the North Pole. *pp6-11*
- Fast-pacing (few details) for Santa's choosing of the child. Slow-pacing (developed details) for the gift selection and presentation. *pp17-19*

Beginning & Ending; Inferential ending

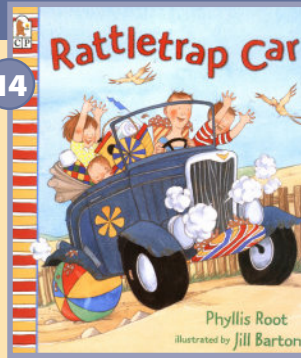
- **BEGINNING:** I was listening for a sound— a sound a friend told me I'd never hear— the ringing bells of Santa's sleigh. *p1*
- **ENDING:** I shook the bell. It made the most beautiful sound my sister and I had ever heard... my parents had not heard a sound. *p27*



VOICE

Point of view— First-person (nameless little boy)

Rattletrap Car



Author: Phyllis Root
Illustrator: Jill Barton
Publisher: Candlewick Press



IDEAS

Topic sentence and supporting details

- I don't know if we can make it in our rattletrap car, *p3*
 - Tire went flat, *p7*
 - Floor fell off, *p12*
 - Gas tank fell off, *p15*
 - Engine fell out, *p20*



ORGANIZATION

Problem/Solution organization

- **Problem:** Tire went flat;
Solution: Beach ball
- **Problem:** Floor fell off;
Solution: Surfboard
- **Problem:** Gas tank fell off;
Solution: Fizz drink
- **Problem:** Engine fell off;
Solution: Toy boat



VOICE

Changing attitudes within the story

- **Excitement with punctuation & bold text:**
Go! *p3*
- **Worry:** "Oh dear," said Jakie. "Oh dear," said Junie. "Oh dear," said Poppa. "Oh dear, oh dear, oh dear, oh dear." *p21*
- **Disappointed:** They sat by the side of the road... *almost* to the lake in their rattletrap car, *p22*
- **Hopeful:** "Do you think..." said Junie, "that it just..." said Jakie, "might work?" said Poppa. *p25*

The Recess Queen



Author: Alexis O'Neill
Illustrator: Laura Huliska-Beith
Publisher: Scholastic Press



IDEAS

Character development of Mean Jean

- Mean Jean growled... "Who do you think you're talking to?" Mean Jean always got her way. *p6*
- Mean Jean bullied through the playground crowd. Like always, she pushed kids... *p11*
- She snarled and grabbed Katie Sue by the collar. ...She figured that would set the record straight. *p13*
- The Recess Queen was NOT amused. She raced and chased and in-your-faced that Katie Sue. *p18*
- ...No one DARED ask Mean Jean to play. *p20*



ORGANIZATION

Transitions

- Until one day, *p6*
- But when the recess bell, *p10*
- Well, Mean Jean, *p11*
- Then from her pack, *p20*
- Then from the side, *p23*
- Well— now when recess rolls around, *p27*



VOICE

Changing attitudes within the story—

- **Mean:** "Who do you think you're talking to?" *p6*
- **Sassy:** "How DID you get so bossy?" *p15*
- **Fear:** No one spoke. No one moved. No one BREATHED. *p18*
- **Playful:** "I like ice cream, I like tea, I want Jean to jump with me!" *p20*



WORD CHOICE

Stacked adjectives (noun)

- teeny, tiny (kid), p7
- puny, loony (thing); one quick (kid), p15

Past-tense action verbs

- swung, kicked, bounced, p2
- bullied, charged, p11
- growled, howled, snarled, grabbed, p13
- thundered, amused, raced, chased, p18
- pulled, dared, hopped, jumped, skipped, p20
- gaped, stared, p21
- whizzed, slapped, spun, flapped, p25

Made-up words

- lollapaloosh, kitz, kajammer, pp4, 11
- bouncity, kickity, swingity, in-your-faced, pg18
- ringity-ring, zingity-zing, lollapaloosh, kitz, kajammer, rompity-romping, pg27



SENTENCE FLUENCY

Word-repetition to show impact— p2

- Nobody swung until Mean Jean swung. Nobody kicked until Mean Jean kicked. Nobody bounced until mean Jean bounced.

Parallel sentence structure— p11

- Like always, she pushed kids and smooshed kids, lollapalooshed kids, hammered 'em, slammered 'em, kitz and kajammered 'em as she charged after that Katie Sue.

Intentional sentence fragments— p7

- Katie Sue! A teeny kid. A tiny kid.

Sentence type variety

INCLUDING: quotation marks, question marks, all caps, exclamation points, ellipsis

- "Say WHAT?" Mean Jean growled. "Say WHO?" Mean Jean howled. "Say YOU! Just who do you think you're talking to?" Mean Jean always got her way. UNTIL one day... p6



CONVENTIONS

Creative contractions— 'em for "them", pp4, 11, 27

Proper noun capitalization—

- Katie Sue, Mean Jean, Recess Queen, p10
- Queen Jean, p13
- Jeanie Beanie, p20
- Jean, p23



WORD CHOICE

Adjectives (nouns)

- razzleberry dazzleberry snazzleberry (fizz), p5
- chocolate marshmallow fudge (delight), p5
- three-speed, wind-up, paddle-wheel (boat), p5
- rattletrap (car), p7

Onomatopoeia (sound-effect words)— p27

- brum, brum, brum, brum (turn the key; engine)
- flippita, fluppita (boat as engine)
- fizzelly sizzelly (fizz drink as gas tank)
- wappity bappity (surfboard as car floor)
- lumpety bumpety (beach ball as tire)
- clinkety clankety bing bang pop (car starting up)



SENTENCE FLUENCY

Word repetition to show impact

- hot... hot...hot, hot, hot, p1
- Please, please, please! p3
- oh dear... oh dear... oh dear... oh dear, p21
- go... go, go, go, p23

Short-Short-Long sentence patterns

- Junie took her beach ball. Jakie took his surfboard. The baby took her three-speed, wind-up, paddle-wheel boat. p5
- Junie shook her head. Jakie shook his head. Poppa shook his head. The baby shook her three-speed, wind-up, paddle-wheel boat. p23
- Junie was cool. Jakie was cool. Poppa and the baby were cool cool cool. p29

Recurring lines

- They didn't go fast and they didn't go far, pp7, 11, 15, 20
- Never mind, I know just what to do... pp9, 14, 17
- Stuck it on tight with chocolate marshmallow fudge delight, pp9, 14, 18, 25



CONVENTIONS

Pronouns

- It (references rattletrap car), p3
- He (references Poppa), p5
- Her (references Junie), p5
- His (references Jakie), p5
- They (references Poppa, Junie, Jakie, baby), p7



WORD CHOICE

Descriptive writing

- (The train) was wrapped in an apron of steam. Snowflakes fell lightly around it. p3
- We traveled through cold, dark forests, where lean wolves roamed and white-tailed rabbits hid from our train as it thundered through the quiet wilderness. p7
- Santa shouted out the reindeer's names and cracked his whip. His team charged forward and climbed into the air. Santa circled once above us, then disappeared in the cold, dark polar sky.



SENTENCE FLUENCY

Similes

- Candies with nougat centers as white as snow, p6
- Hot cocoa as thick and rich as melted chocolate bars, p6
- [The train] rolling over peaks and through valleys like a car on a roller coaster, p9
- [North Pole lights] looked like the lights of a strange ocean liner sailing on a frozen sea, p11

Metaphor

- (The train) was wrapped in an apron of steam, p3

Hyperbole

- We climbed mountains so high it seemed as if we would scrape the moon. p9



CONVENTIONS

Adverbs

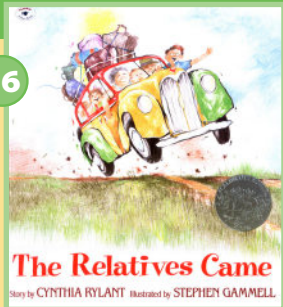
- lay quietly, breathed slowly and silently, p1
- standing perfectly still, p1
- fell lightly, p3
- standing alone, p14
- cheered wildly, p17
- sadly left, p25

Dashes

- I was listening for a sound— a sound a friend had told me I'd never hear— the ringing bells of Santa's sleigh. p1
- We crossed a barren desert of ice— the Great Polar Ice Cap. p11

The Relatives Came

16



Author: Cynthia Rylant
Illustrator: Stephen Gammell
Publisher: Aladdin Paperbacks



IDEAS

Knowledgeable topics

- Summer road trip/vacation; Visiting relatives; Special people; Family reunions



ORGANIZATION

The title is a line from the story

- The relatives came, *p1*

Beginning

- It was in the summer of the year when the relatives came. They came up from Virginia. They left when their grapes were nearly purple enough to pick, but not quite. *p1*

Middle

- The relatives stayed for weeks and weeks. They helped us tend the garden and they fixed any broken things they could find. They ate up all our strawberries and melons, then promised we could eat up all their grapes and peaches when we came to Virginia. *pp17-18*

End

- And the relatives drove on, all day long and into the night, and while they traveled along... they thought about their dark purple grapes waiting at home in Virginia. *p24*



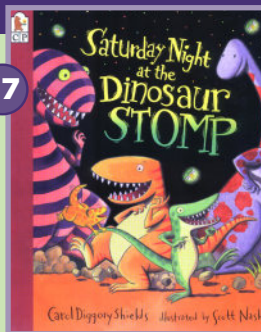
VOICE

Point of view

- First-person (those being visited; "our" and "us")

Saturday Night at the Dinosaur Stomp

17



Author: Carol Diggory Shields
Illustrator: Scott Nash
Publisher: Candlewick Press



IDEAS

Writing for a purpose

- The reader is entertained with an imaginative tale of dancing dinosaurs that come in creative and fictional varieties.



ORGANIZATION

The title is a line from the story

- Saturday Night at the Dinosaur Stomp, *p2*

Chronological order; Sequence

- The announcement of an upcoming Stomp, *pp1-2*
- Dinosaurs start to primp and prepare, *pp3-4*
- They each make their way to the Stomp site, *pp5-8*
- Nervous to begin, they first just mingle, *pp9-10*
- The Iguanodon starts up the band, *pp11-14*
- A couple dinosaurs ask others to dance, *pp15-16*
- They do several different types of dances, *pp17-18*
- The party goes on for a long time, *pp19-22*
- Tired, the dinosaurs finally fall asleep, *pp23-24*



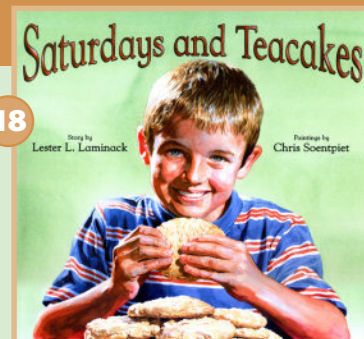
VOICE

Voice-filled conventions

- Bold text
 - **One, two, three!**, *p11*
- Italic & bold text
 - *Boomalacka boomalacka! Whack! Whack! Whack!*, *p12*

Saturdays and Teacakes

18



Author: Lester L. Laminack
Illustrator: Chris Soentpiet
Publisher: Peachtree



IDEAS

Narrow topic

- This memoir depicts the author's every Saturday routine.

Character development—

- (using thought-shots)
- Don't worry, Mammaw. I won't ever forget. *p29*



ORGANIZATION

Sequence— riding directions, *pp3, 7*

- coasted down... turned onto Thompson Street... left onto Bells Mill Road... across Ross Street, then left for a slow coast... turned right onto Bedwell... left onto Almon Street... stopped there to catch my breath... small hill... then a right onto Gaither Street.



VOICE

Changing character attitudes

- *Obedience:* My mother always said, *You stop and look both ways when you get to Chandler's.* *p5*
- *Anticipation:* Now I could see my grandmother's drive, *p7*
- *Loved:* She was waiting for me. No one else. Just me. *p10*

Character dialect interpreted—

- southern accent
- I'll be out directly— I'll be out soon, *p12*
- Rest a spell— Rest a little while, *p16*
- Whole heap better— A whole lot better, *p16*
- I reckon— I think, *pp16, 19, 23*
- I 'spect— I suppose or I suspect, *p19*



WORD CHOICE

Descriptive writing — (5 senses)

- This was where my tires gave up their humming on pavement and began the crunching of gravel (sound). Just before reaching Mammaw's back porch, I slammed on my brakes, sending a shower of tiny pebbles into her flowers (sight). *p10*
- Every Saturday I pulled the starter rope again and again (touch) while the mower sputtered and spit (sound). Finally, that old mower started and I struggled to push it through the dew-wet grass (touch), leaving row after row of fresh stripes on the lawn (sight). *p13*
- We sat there a while listening to the calls of blue jays and the rhythm of that old glider (sound). *p16*



SENTENCE FLUENCY

Recurring line

- Every Saturday... *pp1, 3, 5, 10, 12, 13, 16, 18, 23, 25, 27*
- Pedal, pedal, pedal, *p7*
- "Are they ready, Mammaw?" *p23*

Similes

- ... sunlight poured through the windows like a waterfall. *p12*
- I gobbled mine down like a hungry dog, but she nibbled at hers like a bird. *p16*
- She let the mixture drift through her hands like I sifted sand at the beach. *p18*



CONVENTIONS

Ellipses create pause moments

- knew everybody... and told everything, *p5*
- one... two... three... four driveways, *p10*
- pull the shell apart over the bowl... like this, *p19*

Stretching words (ellipses, dashes, spelling)

- Pedal... pedal... p-e-d-a-a-a-l-l— up the hill, *p7*
- crrriick-craaack-crrriick-craaack, *pp10, 13*

Indefinite pronouns

- In our little town, everyone knew everybody... and told everything to anyone who would listen. *p5*

Possessives

- Mrs. Cofield's house, *p3*
- Mrs. Grace Owens's house, *p3*
- Chandler's Phillips 66, *p3*
- grandmother's drive, *p7*
- Mammaw's back porch, *p10*
- Mammaw's drive, *p27*



WORD CHOICE

Action verbs; Synonyms for "go/went"

- trampled, *p5*
- tromped, *p5*
- paddled, *p7*
- plodded, *p8*
- shuffled, *p10*
- capered, *p18*
- rocked and rolled, *p18*
- twirled and tromped, *p18*

Compound words

- mountaintop, *p3*
- swampwater, *p9*
- nighttime, *p19*
- fireworks, *p19*
- earthquake, *p19*



SENTENCE FLUENCY

Compound sentence structure

- Word went out 'cross the prehistoric slime: "Hey, dinosaurs, it's rock 'n' roll time!" *p1*

Complex sentence structure

- The old ones gathered in a gossiping bunch, sitting and sipping sweet Swampwater Punch. *p9*
- The party went on— it was so outrageous, they stayed up well past the late Cretaceous. *pp21-22*

Alliteration

- trampled and tromped, *p5*
- sitting and sipping sweet Swampwater, *p9*
- Triassic Twist, Brontosaurus bump, *p17*
- Raptor rap, Jurassic Jump, *p17*
- Carnosaurs capered close, *p18*

Rhyme (every two lines rhyme)

- slime/time; romp/stomp, *pp1-2*
- shore/floor; nails/tails, *pp3-4*
- tromped/Stomp, *pp5-6*
- splash/bash; eggs/legs; *pp7-8*
- Maiasaur/twenty-four, *pp7-8*
- bunch/punch; stared/scared, *pp9-10*
- three/tree; *p11*
- Ultrasaurus/chorus; back/whack, *p12*
- perform/horn; rhyme/time, *pp13-14*
- chance/dance; liked/spike, *pp15-16*
- bump/jump; line/behind, *pp17-18*
- glow/show; shake/quake, *p19*
- outrageous/Cretaceous, *pp21-22*
- beat/feet; swamp/Stomp, *pp23-24*



CONVENTIONS

Emphasizing a phrase with a dash

- Then— ready, set, go— they trampled and tromped, *p5*
- The ground was rocking— it started to shake, *p19*
- The party went on— it was so outrageous, *p21*



WORD CHOICE

Descriptive writing

- PACKING THE CAR: They had an old station wagon that smelled like a real car, and in it they put an ice chest full of soda pop and some boxes of crackers and some bologna sandwiches, and up they came— from Virginia. *p2*
- GREETING THE GUESTS: Then it was hugging time. Talk about hugging! Those relatives just passed us all around their car, pulling us against their wrinkled Virginia clothes, crying sometimes. They hugged us for hours. *p9*
- SLEEPING: The relatives weren't particular about beds, which was good since there weren't any extras, so a few squeezed in with us and the rest slept on the floor, some with their arms thrown over the closest person, or some with an arm across one person and a leg across another. *p14*



SENTENCE FLUENCY

Intentional sentence fragments

- Waiting for them. *p5*
- Missing them. *p25*

Parallel sentence structure

- So they drank up all their pop and ate up all their crackers and traveled up all those miles until finally they pulled into our yard. *p6*
- We were so busy hugging and eating and breathing together. *p21*



CONVENTIONS

Changing verb tenses within a passage

- Those relatives just passed us all around their car, pulling us against their wrinkled Virginia clothes, crying sometimes. *p9*

Emphasizing a phrase with a dash

- They had an old station wagon that smelled like a real car, and in it they put an ice chest full of soda pop and some boxes of crackers and some bologna sandwiches, and up they came— from Virginia. *p2*
- They thought about Virginia— but they thought about us, too. *p5*

Interjections

- Talk about hugging! *p9* • Those relatives! *p10*

When Sophie Gets Angry— Really, Really Angry...



Author & Illustrator: Molly Bang
Publisher: Scholastic



IDEAS

Knowledgeable topics

- Sibling anger; Family; Feelings; Dealing with anger



ORGANIZATION

Beginning

- Playing, *p1*
- Gets angry, *p5*
- Kicks and screams, *p8*

Middle

- Runs, *p14*
- Cries, *p16*
- Climbs tree, *p19*
- Feels better, *p26*

End

- Goes home, *p27*
- Everyone's glad she's home, *p29*
- Not angry anymore, *p33*

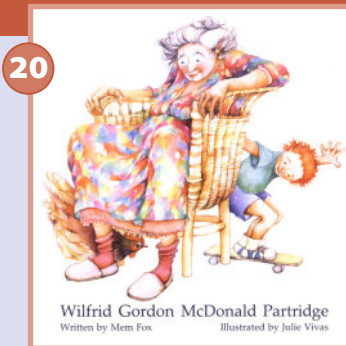


VOICE

Voice-filled conventions (all caps, bold) in illustrations)

- MY TURN, *p2*
- EXPLODE, *p12*
- NO, *p3*
- PABAM, *p13*
- SMASH, *p8*
- I'M HOME, *p29*
- ROAR, *pp9, 10*

Wilfrid Gordon McDonald Partridge



20

Author: Mem Fox
Illustrator: Julie Vivas
Publisher: Kane/Miller Book



IDEAS

Plot development

- SETTING: a nursing home, *p1*
- CHARACTERS: nursing home residents, *pp2-4*
- CONFLICT: Parents are disappointed that Miss Nancy has lost her memory. Wilfrid Gordon wants to help; he asks the residents to learn more about memories. Wilfrid Gordon collects objects and puts them all into a memory box. *pp6-19*
- CLIMAX: Wilfrid Gordon gives Miss Nancy the objects one by one, *pp20-26*
- RESOLUTION: Miss Nancy remembers her past, including meeting Wilfrid the first time, *pp22-26*

Topic sentence and supporting details— *pp1-4*

He knew all the people who lived there.

- He liked Mrs. Jordan... played the organ.
- He listened to Mr. Hosking... told scary stories.
- He played with Mr. Tippet... crazy about cricket.
- He ran errands for Miss Mitchell... walked with a wooden stick.
- He admired Mr. Drysdale... voice like a giant.
- But his favorite person of all was Miss Nancy Alison Delacourt Cooper because she had four names just as he did. He called her Miss Nancy and told her all his secrets.



ORGANIZATION

Beginning and Ending

- He wasn't very old either. *pp1, 26*

The title is the main character

- Wilfrid Gordon McDonald Partridge



VOICE

Miss Nancy's feelings toward each memory— pp22-25

- warm egg: remembered a bird egg from aunt's garden
- shell: remembered going to the beach by train
- medal: remembered brother who died in war
- puppet: remembered sister laughing while eating porridge
- football: remembered the day she met Wilfrid Gordon and their relationship



WORD CHOICE

Adjectives (nouns)

- small (boy), p1
- old (people), p1
- scary (stories), p2
- wooden (stick), p3
- strange (child), p21
- wonderful (things), p21
- warm (egg), p22
- tiny speckled blue (eggs), p22
- button-up (boots), p22
- big (brother), p24

Synonyms for "boy"

- my child, p7
- me lad, p8
- my darling, p11
- young man, p12



SENTENCE FLUENCY

Similes

- voice like a giant, p3
- something as precious as gold, p12

Alliteration— p3

- crazy about cricket
- walked with a wooden stick



CONVENTIONS

Capitalizing proper nouns

- Wilfrid Gordon McDonald Partridge, p1
- Mrs. Jordan, Mr. Hosking, p2
- Mr. Tippet, Miss Mitchell, Mr. Drysdale, p3
- Miss Nancy Alison Delacourt Cooper, p4

Punctuating dialogue— p6

- "Poor old thing," said his mother.
- "Why is she a poor old thing?" asked Wilfrid Gordon.
- "Because she's lost her memory," said his father.
- "It isn't surprising," said his mother. "After all, she is ninety-six."



WORD CHOICE

Action verbs

- grabbed, p2
- snatched, fell, p4
- kicks, screams, smash, p8
- roars, p9
- runs, p14
- cries, p16
- sees, hears, p18
- climbs, p19
- blow, watches, p22
- comforts, p24
- heads, p27
- smells, p29

Adjectives (nouns)

- red, red (roar), p9
- old beech (tree), p19
- wide (world), p24

Onomatopoeia (sound-effect words) within illustrations

- SMASH, p8
- ROAR, p10
- PABAM, p13
- Tweet, p18
- Chirp, squeak, hoot, p27
- PURR, p33



SENTENCE FLUENCY

Rhyme

- She kicks. She screams. She wants to smash the world to smithereens. p8

Word repetition to show impact

- She roars a red, red roar. p9
- Sophie gets angry—really, really angry, p12
- She runs and runs and runs, p14

Metaphor

- Sophie is a volcano, ready to explode. p11



CONVENTIONS

Sentence type variety (punctuation)

- *Ellipsis*: Sophie was busy playing when... her sister grabbed Gorilla. pp1-2
- *Exclamation point*: Oh, is Sophie ever angry now! p5
- *Dash*: And when Sophie gets angry—really, really angry... she runs! pp12-13
- *Comma*: Then, for a little while, she cries. p16

Punctuating dialogue— p3

- "No!" said Sophie.
- "Yes!" said her mother.
- "It is her turn now, Sophie."