Method One: Start with a question.

Duke Ellington
Casey at the Bat
Charlotte's Web

Andrea Pinckney
Patricia Polacco & Ernest Lawrence
E.B. White

Method Two: Start with dialogue.

Going Home
Grandpa's Teeth
Aunt Isabel Tells a Good One
Come Along, Daisy

Eve Bunting
Rod Clement
Kate Duke
Jane Simmons

Method Three: Start with a descriptive setting.

Aunt Flossie's Hats
Mirette on the High Wire
Boris Beaver
Corgiville Fair

Elizabeth Howard
Emily McCully
Marcus Pfister
Tash Tudor

Method Four: Start at the end.

The Grouchy Ladybug
There's a Nightmare in my Closet
The Day Jimmy's Boa Ate the Wash
Thank You, Mr. Falker
Louis the Fish

Eric Carle
Mercer Mayer
Trinka Noble
Patricia Polacco
Arthur Yorinks

Method Five: Start with an interesting fact.

A Dog like Jack
Wilma Unlimited

Dyanne Disalvo-Ryan
Kathleen Krull

Method Six: Start with a character introduction.

Song and Dance Man
Eleanor
My Great-Aunt Arizona
Gila Monsters Meet You at the Airport
Shrek!

Karen Ackerman
Mary Hoffman
Gloria Houston
Marjorie Sharmart
William Steig
Using Literature to Teach Writing


Method One: A Surprise Ending.

The Barber's Cutting Edge  Gwendolyn Battle-Lavert
Arthur's Computer Disaster  Marc Brown
Kirby Kelvin and the  Ivon Cecil
    Not-Laughing Lessons
Grandpa's Teeth  Rod Clement
Hubknuckles  Emily Herman
Moses the Kitten  James Herriot
How to Get Famous in  Amy Hest
    Brooklyn
Charlie Drives the Stage  Eric Kimmel
Chocolatina  Eric Kraft
Too Many Tamales  Gary Soto
The Three Little Wolves  Eugene Trivazas
    and the Big Bad Pig
The Sweetest Fig  Chris Van Allsburg

Method Two: A Circular Ending.

Henry's Baby  Mary Hoffman
A Handful of Seeds  Monica Hoffman
The Relatives Came  Cynthia Rylant

Method Three: A Poignant Ending.

Fly Away Home  Eve Bunting
My Great-Aunt Arizona  Gloria Houston
Chicken Sunday  Patricia Polacco
Letting Swift River Go  Jane Yolen
William's Doll  Charlotte Zolotow

Method Four: A Mysterious Ending.

Hey! Get Off Our Train  John Burningham
The Mighty Santa Fe  William Hooks
The Stranger  Chris Van Allsburg
**Suggested Professional Resources**

**Books:**


Fountas, I. and Pinnell, G. *Interactive Writing*.


**Videos:**

*When Students Write* (K-8), *Talking About Writing* (3-5), by R. Fletcher and J. Portalupi

*In the Beginning: Young Writers Develop Independence* (K-2), by R. Fletcher and J. Portalupi

*Inside the Writing Traits Classroom* (K-2) by Ruth Culham (Scholastic)
<table>
<thead>
<tr>
<th>Concept</th>
<th>Fully Operational</th>
<th>Operational</th>
<th>Remedial</th>
<th>Not Addressed</th>
</tr>
</thead>
</table>

**Helpful Practice Implementation Rubric: Standards-Based Classrooms**

- **Standards Alignment**
- **Lesson Planning**
- **Instructional Strategies**
- **Assessments**
- **Reflection**

A part of the process of growth and progress is to address the implementation of standards-based classrooms. Each stage on the rubric is a critical step in the overall implementation of the standards in the classroom. The goal is to ensure that all students receive the support they need to succeed, and that the curriculum is aligned with the standards. This rubric helps educators to assess their own teaching practices and make necessary adjustments to improve student learning outcomes.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Core Instruction</th>
<th>Essential Instruction</th>
<th>Essential Instruction</th>
<th>Essential Instruction</th>
<th>Essential Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Classroom instruction</td>
<td>Instruction is delivered to identify students in need of additional instruction</td>
<td>Instruction is provided to assist students in need of additional instruction</td>
<td>Instruction is delivered to identify students in need of additional instruction</td>
<td>Instruction is delivered to identify students in need of additional instruction</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teacher use formative assessment to identify students in need of additional instruction</td>
<td>Teacher use formative assessment to identify students in need of additional instruction</td>
<td>Teacher use formative assessment to identify students in need of additional instruction</td>
<td>Teacher use formative assessment to identify students in need of additional instruction</td>
<td>Teacher use formative assessment to identify students in need of additional instruction</td>
</tr>
<tr>
<td>Students</td>
<td>Feedback from students is used to inform instruction</td>
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</tr>
</tbody>
</table>

**Additional Notes:**
- Students with disabilities are provided with accommodations to ensure they can succeed.
- Teachers make multiple attempts to assist students in need of additional instruction.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Evidence of the Standards</th>
<th>Questions</th>
<th>Rationale</th>
<th>Planning/Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students apply their understanding of the standards to other content areas and real-world situations.</td>
<td>Students can explain how performance evidence of the standards reflects and relates to rich and relevant tasks and contexts. Teachers engage students in performance tasks that make connections to other content areas and real-world situations.</td>
<td>Students are not proficient.</td>
<td>Students need to show evidence of the standards.</td>
<td>Teachers design performance tasks, reflect on student work, and analyze students’ responses to ensure that they are assessing student performance effectively.</td>
</tr>
<tr>
<td>Standard(s)</td>
<td>Understanding of the Standards</td>
<td>Student Work Does Not Refer to Performance Standards</td>
<td>Performance Standards to the Georgia Student Work</td>
<td>Student Work Makes Reference to the Georgia Student Work</td>
</tr>
<tr>
<td>------------</td>
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</tr>
</tbody>
</table>

### Student Performance
- **Performance Standards**
  - Students demonstrate understanding of the standards.
  - Students apply the standards to their work.
  - Students reference the Georgia Student Work.

### Understanding of the Standards
- Students provide feedback to their peers.
- Students provide feedback on teacher feedback.
- Students identify their next steps based on feedback.
- Students reflect on their work and explain their thinking.
- Students reference the Georgia Student Work and identify their next steps.

### Student Work
- Students receive feedback on their work.
- Students evaluate their own work.
- Students evaluate the work of their peers.
- Students receive feedback on their work from teachers.
- Teachers provide feedback on student work.

### Performance Standards
- Teachers use the language of the Standards to evaluate students.
- Teachers use the Georgia Student Work as a resource for feedback.
- Teachers use the Georgia Student Work to assess student work.
- Teachers use the Georgia Student Work to identify areas for improvement.
- Teachers provide feedback on student work.

### Understanding of the Standards
- Students demonstrate understanding of the Standards.
- Students apply the Standards to their work.
- Students reference the Georgia Student Work.
- Students reference the Georgia Student Work.

### Conceptual Understanding
- Teachers use the Georgia Student Work to assess student work.
- Teachers use the Georgia Student Work to identify areas for improvement.
- Teachers provide feedback on student work.
- Teachers use the Georgia Student Work to assess student work.

### Fully Operational
- Students demonstrate understanding of the Standards.
- Students apply the Standards to their work.
- Students reference the Georgia Student Work.
- Students reference the Georgia Student Work.

### Partially Operational
- Students demonstrate understanding of the Standards.
- Students apply the Standards to their work.
- Students reference the Georgia Student Work.
- Students reference the Georgia Student Work.

### Incomplete
- Students demonstrate understanding of the Standards.
- Students apply the Standards to their work.
- Students reference the Georgia Student Work.
- Students reference the Georgia Student Work.

### Not Addressed
- Students demonstrate understanding of the Standards.
- Students apply the Standards to their work.
- Students reference the Georgia Student Work.
- Students reference the Georgia Student Work.