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Lights!
Action!
Lights!

Camera!

Action!

Movie Scripts

Special Thanks to: Patti McGuire, Trish Brunner and Monica Bergman @ Mission Elementary
Movie Scripts

Lights!

Camera!

Action!
Movie Script Puppets

Lights!

Camera!

Action!
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Expository Lecture Notes

Setting (optional)

Subject

Big Idea

Why is ______ important?

What about ______?

Who or What?

Organize the Information: Categories, Sequence, Description, Compare & Contrast, Cause & Effect, Problem & Solution

When? Where?

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Write Me Back!
Write the Author

Write the Character
Narrative Writing: Terrific Transitions Card

**Time: When?**
- following the..., then, when I..., before they..., since our..., throughout..., until I..., upon my..., furthermore, shortly after..., finally after the..., next, to begin, during the..., last, then, at that time, until, while we..., soon, immediately after the..., after we..., now, while they..., on (date), earlier that..., within the, from that moment on, after a little while, at the same time, the morning after, afterward, immediately, quickly, suddenly, at once, after a bit, after a few days, as long as..., in the meantime, in the past, lately,

**Location: Where?**
- downstairs, inside, uptown, outside, above the..., across the..., against the..., along the..., among the..., around the..., at the..., behind the..., below the..., beneath the..., beside the..., between the..., beyond the..., by the..., down the..., from... to..., in the..., inside the..., into the..., near the..., off the..., on the..., outside the..., over the..., past the..., through the..., throughout the..., toward the..., under the..., underneath the..., up..., in the middle of the..., in front of..., next to the..., 

**Sound Effects**
- crackle, zap, poof, creak, whoosh, plop, kerplunk, ka-boom, wham, splish, splash, buzz, beep, crash, whirr, bang, bong, bonk, burp, clang, hiss, purr, squeak, mumble, murmur, hush, shush, boom, bang, smash, whack, tippy-tap, click, clatter, pop, crunch, munch, snap, thump, thud, rattle, sizzle, gurgle, fizz, flitter, twitter, swish,
Narrative Terrific Transitions

Time: When?

Location: Where?

Sound Effects
1-Sentence Narrative: Emerging Level ©2006 Nancy Fetzer

Who is the story about?

Setting                  Character            Action

What did _____ do? or What happened to _____?

When? Where?
Who is the story about?

Setting                  Character            Action

What did _____ do?

or

What happened to _____?

When? Where?

1-Sentence Narrative: Primary Level ©2006 Nancy Fetzer
1-Sentence: Personal Narrative Story Opening ©2006 Nancy Pelzer

Who is the story about?

What caused that emotion?

When? Where?

How did you feel?

Who is the story about?

What caused that emotion?

When? Where?

How did you feel?
“AT-A-GLANCE” 3-Sentences Narrative: Actions Level

Step 1: **Character:** Who is in our story, a person, an animal, or is it about me?

Step 2: **Get organized!** Every story needs a beginning, middle and ending! (Teacher and students label the circles on the organizer with B-M-E.)

Step 3: **Plan the story!** Is this an imaginative story or true story?

**Option 1: Planning an Imaginative Story:**
How will it end? (Happy, Silly, Sad, Frightening, or a Lesson?)

Plan the Ending: Close your eyes and see the ending? (First, see the character in the setting.) Next, plan the ending action. What happened at the end? What is the character doing that is (happy, silly, sad, frightening, or to learn a lesson)? Write down a key word on the ending line.

Plan the Beginning action. What was the character doing at the beginning? Write down a key word on the beginning line.

Plan the middle action, and it needs to make sense! What was the character doing in the middle? Write down a key word on the middle line.

**Option 2: Planning a True Story (Personal Narrative):**
Tell the story.
Separate the story into three parts: beginning, middle, and ending.
To easily identify the parts identify them in this order:
Ending: Write down a key word on the ending line.
Beginning: Write down a key word on the beginning line.
Middle: Write down a key word on the middle line.

Step 4: **Secret Formula!** Label the beginning, middle and ending parts of the story with the secret formulas!

**Beginning:**
Secret formula: \( S + C + \)
Setting: When? and Where?
Character: Who is driving the action in the beginning?
Action: What is the character doing?

**Middle:**
Secret formula: \( T + C + \)
Transition: Sound Effect, Signal Word, or When/Where Phrase.
Character: Who is driving the action in the middle?
Action: What is the character doing?

**Ending:**
Secret formula: \( T + C + \)
Transition: Sound Effect, Signal Word, or When/Where Phrase.
Character: Who is driving the action in the ending?
Action: What is the character doing?

Step 5: Use the Secret Formulas to construct the sentences, then add fancy words, to form more powerful sentences! Write!
“AT-A-GLANCE” 6-Sentences Narrative:  
Actions & Reactions Level

Step 1: Character: Who is in our story, a person, an animal, or is it about me?

Step 2: Get organized! Every story needs a beginning, middle and ending!  
(Teacher and students label the circles on the organizer with B-M-E.)

Step 3: Plan the story! Is this an imaginative story or true story?

Option 1: Planning an Imaginative Story:
How will it end? (Happy, Silly, Sad, Frightening, or a Lesson?)

Plan the Ending: Close your eyes and see the ending? (First, see the character in the setting.) Next, plan the ending action. What happened at the end? What is the character doing that is (happy, silly, sad, frightening, or to learn a lesson)? Write down a key word on the ending line.

Plan the Beginning action. What was the character doing at the beginning? Write down a key word on the beginning line.

Plan the middle action, and it needs to make sense! What was the character doing in the middle? Write down a key word on the middle line.

Option 2: Planning a True Story (Personal Narrative):
Tell the story.
Separate the story into three parts: beginning, middle, and ending.
To easily identify the parts identify them in this order:
Ending: Write down a key word on the ending line.
Beginning: Write down a key word on the beginning line.
Middle: Write down a key word on the middle line.

Step 4: Secret Formula! Label the beginning, middle and ending parts of the story with the secret formulas!

Beginning: Secret formula: S + C +
Setting: When? and Where?
Character: Who is driving the action in the beginning?
Action: What is the character doing?
Reaction: What did the character say, feel, or think?

Middle: Secret formula: T + C +
Transition: Sound Effect, Signal Word, or When/Where Phrase.
Character: Who is driving the action in the middle?
Action: What is the character doing?
Reaction: What did the character say, feel, or think?

Ending: Secret formula: T + C +
Transition: Sound Effect, Signal Word, or When/Where Phrase.
Character: Who is driving the action in the ending?
Action: What is the character doing?
Reaction: What did the character say, feel, or think?

Step 5: Use the Secret Formulas to to construct the sentences, then add fancy words, to form more powerful sentences! Write!
Follow the listed steps to write a personal narrative:

**Step 1:** Tell the Story: Is it memorable?

**Step 2:** Get Organize! Make the Personal Narrative Paragraph organizer.

**Step 3:** Plan:
Separate the story into a beginning, middle, and ending, then label B-M-E.
Write Story Opening.
Write the Beginning, Middle, and Ending with actions and reactions.
Write Story Closing.
Add Fancy Words.

**Step 4:** Tell Story, then Write.
Personal Narrative Paragraph

Step 2 (continued): Get Organize! Using Total Physical Response to Teach the Organizer:

**Directions:** Make copies of the pictures (below) and adhere them to organizer with tape, magnets or Velcro as each part of the organizer is introduced. For example, as the teacher introduces the story opening for the personal narrative paragraph, she adheres the story opening card at the top part of the organizer where the story opening will be written. Once the physical motions are learned and the students have mastered the parts of the paragraph, then the visuals no longer need to be posted.
Multiple Paragraph Narrative

Terrific Transitions Chart: This chart displays signal words and phrases specifically for descriptive writing. Once students decide how they will organize their descriptions, they then refer to this chart as a resource for space or direction, sequence or time, and major features transitions.

Terrific Transitions Card for the Descriptive Writing

<table>
<thead>
<tr>
<th>Space or Direction</th>
<th>Sequence or Time</th>
<th>Major Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>under..., over..., through..., around..., above..., across..., between..., beside..., outside..., in back off..., near..., down..., in the middle..., in between..., off in the distance..., beyond..., deep under..., along the side of... up..., sticking out from...</td>
<td>to begin, first, after..., before..., during..., in the beginning, while..., previously, furthermore, suddenly, immediately, evidently, ultimately, finally, at last, in conclusion, the following..., subsequently, in the final part, also, once...</td>
<td>one of the most important attributes of..., the biggest..., the smallest..., first, next, last, the most impressive part of..., another interesting feature of..., the most noticeable characteristic of...,</td>
</tr>
</tbody>
</table>

©2006 Nancy Fetzer
Multiple Paragraph Narrative

**Purpose:** Narrative transitions typically move the reader from one action/reaction to the next action/reaction in the story. The types of transitions that work well for this function are transitions for time (When?), location (Where?), sound effects. Students decide what type of transition they need to use in their writing, they then choose from the selection of transitions for that function.

<table>
<thead>
<tr>
<th>Time: When?</th>
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</thead>
<tbody>
<tr>
<td>following the..., then, when I..., before they..., since our..., throughout..., until I..., upon my..., furthermore, shortly after..., finally after the..., next, to begin, during the..., last, then, at that time, until, while we..., soon, immediately after the..., after we..., now, while they..., on (date), earlier that..., within the, from that moment on, after a little while, at the same time, the morning after, afterward, immediately, quickly, suddenly, at once, after a bit, after a few days, as long as..., in the meantime, in the past, lately,</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Location: Where?</th>
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<tbody>
<tr>
<td>downstairs, inside, uptown, outside, above the..., across the..., against the..., along the..., among the..., around the..., at the..., behind the..., below the..., beneath the..., beside the..., between the..., beyond the..., by the..., down the..., from... to..., in the..., inside the..., into the..., near the..., off the..., on the..., outside the..., over the..., past the..., through the..., throughout the..., toward the..., under the..., underneath the..., up..., in the middle of the..., in front of..., next to the...,</td>
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</table>

<table>
<thead>
<tr>
<th>Sound Effects</th>
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<tbody>
<tr>
<td>crackle, zap, poof, creak,</td>
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<tr>
<td>whoosh, plop, kerplunk, ka-boom, wham, splish, splash, buzz, beep, crash, whirr, bang, bong, bonk, burp, clang, hiss, purr, squeak, mumble, murmur, hush, shush, boom, bang, smash, whack, tippy-tap, click, clatter, pop, crunch, munch, snap, thump, thud, rattle, sizzle, gurgle, fizz, flitter, twitter, swish,</td>
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### Expository Text

#### Topic Sentence or Thesis Statement:

<table>
<thead>
<tr>
<th>Setting (Optional)</th>
<th>Subject</th>
<th>Big Idea</th>
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</thead>
<tbody>
<tr>
<td>When?</td>
<td>Who or What is the Information About?</td>
<td>(the purpose)</td>
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<tr>
<td>Where?</td>
<td>Why is it important?</td>
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#### Purpose: The Reason for the Information

**To Inform**
- Organize Using Categories: Code: 1-2-3

**To Explain**
- Organize Using a Sequence: Code: F-N-L or B-M-E

**To Describe**
- Organize Using Space or Importance: Code: 1-2-3

**To Analyze**
- Organize Using Cause & Effect, Compare & Contrast, or Problem & Solution:

#### Categorize to tell... parts of: (a plant)

1. **roots**
2. **stem**
3. **leaves**
4. **flowers**

#### Categorize to tell... types or kinds of: (plants)

1. **flowers**
2. **trees**
3. **vegetables**

#### Categorize to tell... characteristics or features of: (poison ivy)

1. **3-points**
2. **oily**
3. **red vine**

#### Categorize to tell... things that: (a plant needs)

1. **sun**
2. **water**
3. **oxygen**

#### Categorize to tell... ways that: (a plant survives)

1. **makes food**
2. **drinks water**
3. **bends to sunlight**

#### Sequence to explain... how to: (plant a seed)

1. **dig hole**
2. **plant seed**
3. **water**

#### Sequence to explain... steps to: (make orange juice)

1. **pick**
2. **cut**
3. **squeeze**

#### Sequence to explain... a cycle or process: (plant life cycle)

1. **plant life**
2. **grow**
3. **die**

#### Sequence to explain... the events of: (summer vacation day)

1. **hike**
2. **swim**
3. **BBQ**

#### Sequence to explain... the summary of: (a story)

1. **left home**
2. **wolf destroys pigs**
3. **safe**

#### Describe by using... space:

- **top**
- **bottom**
- **left**
- **right**
- **inside**
- **outside**

#### Describe by using... importance:

- **most important**
- **least important**

#### Cause & Effect:
- to explain the results of an action or condition

#### Compare or Contrast:
- to make a claim.

#### Problem & Solution:
- to propose a solution to a problem.
Expository Text: Writing Transitions

**Terrific Transitions Chart:** Once students have identified the purpose for their information, they then can use their purpose to select transitions for their sentences and paragraphs. Below are transition words specific to the purpose for writing: To inform (categories); To explain (sequence); To describe (illustrate); To analyze (compare & contrast, cause & effect, problem & solution). When students write about information, they refer to this chart as a resource for transitions that are commonly used in this type of writing.

### Terrific Transitions Card for Expository Writing

- **Inform**
  - specifically, in addition, one, two, first, second, third, to begin, next, finally, most importantly, one kind of..., furthermore, another type of..., likewise, when, also, then, for example, for instance, in fact, in particular,

- **Explain**
  - first, second, the following, then, additionally, another, when furthermore, finally, several steps, also, next, likewise, besides, to begin, during, finally, first, second, last, then, at that time, next, until, while, soon, immediately, after, now, while, afterwards, When...ended, in the end, on (date), earlier.

- **Describe**
  - under, over, through, around, above, across, between, beside, outside, in back of, as (size) as ____, looks like (shape), also, but, however, appears to be, near, down, in the middle of...

- **Analyze**
  - similarly, different from, compared to, as well as, same as, in contrast, yet, otherwise, despite, not only...but also, either...or, unless, if...then, because, since, therefore, as a result, this lead to, for this reason, in order to, so that, on account of, consequently, so that, according to, then...so, nevertheless,
Who or What is the Information About?
Why is it important?
What about ______?
When? Where?
### Information About

<table>
<thead>
<tr>
<th>Setting</th>
<th>Subject</th>
<th>Big Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Why is it important?**

**Who or What**

**What about?**

**When**

**Where?**

---

**Secret Formula: Expository: Primary Level ©2006 Nancy Fetter**
Expository Paragraph

Blackline Masters for Total Physical Response Expository Paragraph: Directions: Xerox the five visuals below and tape or Velcro to adhere them next to the organizer as each part of the paragraph is introduced. For example, as the teacher introduces the hook for the expository paragraph, she adheres the hook card to the top part of the organizer where the hook will be written. Once the physical motions are learned and the students have mastered the parts of the paragraph, then the visuals no longer need to be posted.
Expository: Multiple Paragraphs

<table>
<thead>
<tr>
<th>Introduction: Hook and Thesis Statement</th>
</tr>
</thead>
</table>

- **Hook**: Donomomiala
- **Quote**
- **Definition**: Interesning Fact
- **Personal Anecdote**: History/Background
- **Question**: Big Idea (BI)
- **Purpose**: Subject (S)
- **Setting**: Subject (S)
- **Who or What**: Subject (S)
- **Why is it important?**: Subject (S)
- **Big Idea (BI)**: Subject (S)
- **Importance (I)**: Subject (S)

**Conclusion**: Use Secret Formula: (BI) - Big Idea (BI)
- **Purpose**: Subject (S)
- **Who or What**: Subject (S)
- **Why is it important?**: Subject (S)

**Steps to Write Multiple Paragraphs**:

1. Write detailed sentences, then transitions.
2. Write secret formula (T-1 light bulb)
3. Write/Draw each main idea under the light bulbs, then write paragraph transitions.
4. Add any words.

**Body: Main Idea Paragraphs**

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Paragraph 2</th>
<th>Paragraph 3</th>
<th>Paragraph 4</th>
<th>Paragraph 5</th>
</tr>
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<td>Main Idea for this</td>
<td>Main Idea for this</td>
<td>Main Idea for this</td>
<td>Main Idea for this</td>
<td>Main Idea for this</td>
</tr>
</tbody>
</table>

**Snappy ending**: Connect to the Hook: Question

- **Challenge**: 
- **Quote**: 
- **Purpose**: 
- **Who or What**: 
- **Why is it important?**: 
- **Big Idea (BI)**: 
- **Importance (I)**: 

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Descriptive Writing: Transitions

Terrific Transitions Chart: This chart displays signal words and phrases specifically for descriptive writing. Once students decide how they will organize their descriptions, they then refer to this chart as a resource for space or direction, sequence or time, and major features transitions.

Terrific Transitions Card for the Descriptive Writing

**Space or Direction**
- under..., over..., through..., around..., above..., across..., between..., beside..., outside..., in back off..., near..., down..., in the middle..., in between..., off in the distance..., beyond..., deep under..., along the side of... up..., sticking out from...

**Sequence or Time**
- following the..., when..., before..., since..., throughout..., until..., then, upon..., furthermore, shortly after..., finally after the..., next, to begin, during the..., last, then, at that moment, until, while..., soon, immediately after the..., after..., now, while they..., on (date), earlier that..., within the, from that day on, after a little while, at the same time, the morning after, afterward, immediately, quickly, suddenly, at once, after a bit, after a few days, as long as..., in the meantime, in the past, lately,

**Major Features**
- one of the most important attributes of..., the biggest..., the smallest..., the most impressive part of..., another interesting feature of..., the most noticeable characteristic of...
## Character’s Physical Features Word Bank

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<th>EYES</th>
<th>LIPS</th>
<th>NOSE</th>
<th>LEGS/ARMS</th>
<th>SKIN</th>
<th>BODY</th>
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**MY OWN DESCRIBING WORDS:**
Setting Word Bank: Country

TREES
- behemoth
- big
- colossal
- enormous
towering
- narrow
- shady
gigantic
- immense
tall
colorful
- fragrant
- nutty
- wispy
- pointy
- bushy
- thick
- stout
- wide

SKY
- blue
- purple
- dark
- bright
- wide
- open
- vast
- large
- massive
- immense

WEATHER
- breezy
- sunny
- cloudy
- muggy
- dry
damp
- frosty
- crisp
- cool
- chilly
- slushy
icy
snowy
rainy
- drizzling
- quiet
- crashing
- deafening
- harsh
growling
- thunderous

WEATHER
- sunny
- lovely
- bright
- scorching
- boiling
- arid
- hot
- icy
- slick
- slushy
- breezy
- chilly
- cold
- cool
- crisp
damp
- frosty
- snowy
- rainy
- muggy
- humid

WATER
- gleaming
- sparkling
- bright
- shiny
- flowing
- blue
- foaming
- bubbling
- bright
- sapphire
- hazy
- murky
-icy
- chilly
- fresh salty
- stale
- quiet
- moaning
- melodic
- cooing
deafening
- pounding
- rushing

PLANTS
- vibrant
- thick
- emerald
- green
- swaying
- anchored
- fresh
- wet
dry
- parched

MY OWN DESCRIBING WORDS:
Setting Word Bank: City

**BUILDINGS**
- steely
- behemoth
- abundant
- colossal
- towering
- gigantic
- heavy
- immense
- ample
- huge
- mammoth
- large
- impressive
- great
- titanic
- vast
- massive
- fat
- plump
- portly
- stout

**SOUNDS**
- honking
- buzzing
- blaring
- booming
- clattering
- crashing
- loud
- deafening
- screeching
- busy

**VEHICLES**
- abundant
- crowded
- shiny
- gleaming
- sparkling
- colorful
- large
- small
- dirty
- unclean
- dusty
- filthy
- racing
- growling
- honking
- screeching
- swerving

**STREETS**
- polluted
- dingy
- messy
- hot
- sweltering
- hard
- gray
- busy
- noisy

**SMELLS**
- choking
- putrid
- rotten
- smoky
- stifling
- stale
- ripe
- savory
- tangy
- sweet
- peppery
- spicy
- strong
- fragrant

**PEOPLE**
- loud
- quiet
- busy
- aggravated
- annoyed
- harsh
- impatient
- snarling
- savory
- rotten
- singing
- dancing
- preaching
- yelling
- chubby
- wide
- robust
- sturdy
- strong
- healthy
- frail
- crooked
- awkward
- erect
- tall
- short
- lean
- slender
- stretched
- athletic
- weak
- massive
- weighty
- obese
- bulky
- cumbersome
- slight
- squatty

**WINDOWS**
- clean
- spotless
- immaculate
- purified
- tidy
- fresh
- sterile
- immaculate
- scrubbed
- unclean
- dusty
- filthy
- squalid
- sordid
- foul
- impure
- polluted
- dingy
- messy

**MY OWN DESCRIBING WORDS:**

-...
# 5-Senses Word Bank

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### 5-Senses Word Bank

#### TEMPERATURE
- dry
- parched
- arid
- moistureless
- scorching
- dehydrated
- hot
- heated
- boiling
- fiery
- sizzling
- searing
- flaming
- burning
- thermal
- scalding
- simmering
- parching
- incandescent

#### FLEXIBILITY
- firm
- rigid
- solid
- steely
- stiff
- soft
- limp
- flexible
- relaxed
- feathery
- tender
- pliable

#### SOUND
- banging
- deafening
- buzzing
- booming
- clattering
- crashing
- loud
- hissing
- screeching
- high-pitched
- crunchy
- popping
- slurping
- snapping
- splashing
- splattering
- rustling
- squawking
- roaring
- piercing
- exploding
- thunderous
- pattering
- stomping
- hissing
- gurgling
- clapping
- crackling
- swishing
- noisy
- whirring
- stringy
- rotten
- bittersweet
- ripe
- bland
- rancid
- earthy
- decayed
- old
- used
- stale
- moldy
- fresh
- fragrant
- scented
- clean
- tangy
- sweet
- antiseptic
- mild
- nutty
- spicy
- peppery
- tart
- salty
- savory
- smoky
- minty

#### FLAVOR
- peppery
- spicy
- burnt
- bitter
- buttery
- crispy
- juicy
- salty
- sweet
- sour
- tart
- tingly
- tangy
- stringy
- rotten
- bittersweet
- ripe
- bland
- rancid
- earthy
- decayed
- old
- used
- stale
- moldy
- fresh
- fragrant
- scented
- clean
- tangy
- sweet
- antiseptic
- mild
- nutty
- spicy
- peppery
- tart
- salty
- savory
- smoky
- minty

#### SMELL
- spoiled
- rancid
- sickly
- gamy
- dank
- reeking
- strong
- odorous
- fishy
- choking
- stale
- gaseous
- musty
- mildewed
- fresh
- fragrant
- scented
- clean
- tangy
- sweet
- antiseptic
- mild
- nutty
- spicy
- peppery
- tart
- salty
- savory
- smoky
- minty

- frosty
- icy
- bitterly
- breezy
- chilly
- cold
- crisp
- freezing
- faint
- hushed
- silent
- purring
- tippy-tapping
- humming
- melodic
- still
- quiet
- low
- soft
- hushed
- muffled
Emotions or Feelings Word Bank

**SA**D
- sorrowful
- gloomy
- cheerless
- grave
- melancholy
- desolate
- unhappy
- anguished
- mournful
- dejected
- distressed
- despairing
- hopeless

**MA**D
- angry
- callous
- fuming
- wicked
- aggravated
- annoyed
- harsh
- impatient
- disagreeable
- provoked
- enraged
- indignant
- snarling
- irate

**ME**AN
- nasty
- vile
- terrible
- wretched
- cruel
- unkind
- thoughtless
- dastardly
- rude

**BA**D
- vicious
- wicked
- profane
- awful
- dreadful
- abominable
- atrocious
- naughty
- unpleasant

**DO**IFFICULT
- tough
- burdensome
- uphill
- rough
- arduous

**MOO**ODY
- glum
- mopish
- sulky
- sullen
- testy
- touchy
- cranky
- tired
- exhausted
- sleepy

**SN**OTTY
- aloof
- pretentious
- smug
- arrogant
- self-centered
- snobbish
- haughty
- conceited
- pompous
- vain

**SI**LLY
- ridiculous
- simple
- unwise
- nonsensical
- absurd
- giddy
- ludicrous
- foolish
- senseless
- witless

**FU**NNY
- amusing
- ludicrous
- comical
- witty
- curious
- laughable
- cheerful
- humorous
- whimsical
- jocular

**GO**OD
- smooth
- benevolent
- excellent
- sufficient
- competent
- useful
- right
- meritorious
- superior
- worthy
- upright
- propitious
- conscientious
- optimistic

**BRA**VE
- courageous
- fearless
- dauntless
- intrepid
- daring
- heroic
- valorous
- audacious
- bold
- gallant
- valiant

**CALM**
- quiet
- peaceful
- still
- tranquil
- mild
- serene
- smooth
- composed
- relaxed
- mellow
- cool
- laid-back

**HA**PPY
- glad
- joyous
- merry
- ecstatic
- elated
- jolly
- contented
- exultant

**NICE**
- sweet
- adorable
- delightful
- charming
- cultured
- fastidious
- tasteful
- genteel
- delicate
- pleasing
- charming
- delirious
- exquisite
- exquisite
- charming
- delicate
- soothing
- propitious
- pleasing
- amiable
- cordial
- delightful
- enjoying
- enjoyable
- proper
- meticulous
- appealing

**STRANGE**
- weird
- mystical
- odd
- unfamiliar
- exotic
- mysterious
- unusual
- alien
- abnormal
- eccentric
- outlandish

**MY OWN DESCRIBING WORDS:**

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Personalities & Styles Word Bank

AMAZING
incredible
unbelievable
fabulous
wonderful
fantastic
astonishing
astounding
extraordinary

INTERESTING
clever
engaging
fascinating
absorbing
engrossing
captivating
appealing
enthralling

SMART
astute
sparking
bright
clever
quick
witty
sharp
intelligent
shrewd
brilliant
genius

PRETTY
attractive
exquisite
elegant
striking
dazzling
beautiful
pleasing
handsome
appealing
lovely
gorgeous
splendid
magnificent
fair
ravishing
graceful
fine
delicate
stunning
glowing
daunt
charming

CLEAN
spotless
immaculate
purified
tidy
fresh
sterile
immaculate
scrubbed

DIRTY
unclean
dusty
filthy
squalid
sordid
foul
impure
polluted
dingy
messy

OLD
aged
antique
time-worn
crumbling
tired
used
decaying
antiquated
elderly
ancient
weathered
dilapidated

DUMB
dull
inactive
obtuse
sluggish
unwitty
unintelligent
slow
stupid

UGLY
grotesque
repulsive
gruesome
ghoulish
hideous
unsightly

WILD
 uncontrollable
hyper
crazed
noisy
active
nervous
energetic
vigorous
dynamic
tireless

EMBARRASSING
ashamed
uncomfortable
guilty
squirming

SNEAKY
secretive
dishonest
stealth-like
quietly

MY OWN DESCRIBING WORDS:
Actions Word Bank

RUN
bolted
raced
darted
hastened
spurted
charged
scuttled
rushed
whizzed
galloped
dashed
curried
hustled
stamped
campered
trotted
bounded
skipped
rushed
chased
plunged
swerved
hurled
sprinted
bolted
flew
zipped
whisked
sailed
propelled
plummeted
sprung
swooped
ripped
rammed

WALK
strutted
strolled
hiked
pranced
treaded
march
promenaded
trekked
journeyed
paraded
tramped
toddled
rambled
wandered
trudged
meandered
toured
snuck
crawled
edged
swayed
slunk
waddled
staggered
lumbered
crept
dragged
fluttered
dropped
loitered
plodded
drifted
slouched
strayed
tiptoed

LOOK
surveyed
spotted
spied
gazed
 glanced
examined
noticed
squinted
observed
stared
viewed
peeked
gawked
detected
glimpsed
concentrated
pondered
wondered

YELL
screamed
shouted
shrieked
squared
screched
barked
ranted
bellowed
hooted
yelped
roared
raved
exclaimed
boomed
ordered

SAID
assured
explained
predicted
reasoned
suggested
giggled
chuckled
informed
laughed
prayed
reassured
stated
agreed
expressed
granted
jested
mentioned
quoted
called
advised
affirmed
answered
apologized
commented
cheered

Move
squeezed
tickled
exercised
twirled
twisted
lifted
bounced
flipped
rolled
scratched
blistered
disobeyed
bullied
snatched
whacked
swatted
smashed
smashed

MY OWN DESCRIPTING WORDS:
Once upon a time, in a faraway land, the Big Bad Wolf decided to change his evil ways. He wanted to become the Fabulous, Friendly Wolf. The wolf needed help. He had no idea how to become friendly, so he visited the Friendly Fairy.
He asked the Friendly Fairy to turn him into the Fabulous, Friendly Wolf. The Friendly Fairy was quite pleased the wolf wanted to change his evil ways, but she would only grant him the wish if he was able to earn it. She proclaimed, “In order to become friendly, you need to write a friendly letter to one of the three pigs.”

Poof! The Friendly Fairy presented the wolf with the friendly letter page. She said, “Many different characters from the kingdom will come to help you learn how to write the friendly letter. You must learn the rules they teach you, or you won’t become the Fabulous Friendly Wolf!”
Word spread quickly throughout the kingdom. Many different characters gathered to help the wolf learn how to write a friendly letter.

Prince Heading was the first to arrive. He said, “I’m so happy to help you write your letter. Of course you know that the heading is the date. The heading is very important, so Mr. Pig will know when you wrote the letter.” Next, Prince Heading told the wolf the heading rule: “You capitalize the month, write the date with a comma, then the year. Good luck with your letter filled with news and good cheer!”
After Prince Heading left, in pounced Dear Lion. He roared, “Some call me King of the Jungle, but I am really Dear Lion, in charge of the greeting! Your greeting needs to let Mr. Pig know the letter is for him.” Next, Dear Lion told the wolf the greeting rule: “Capitalize dear and the name, then end it with a comma. Keep the greeting simple, without the drama!”

After Dear Lion left, in waltzed Queen Manners. She declared, “I am in charge of the opening to make sure you have good manners. Ask Mr. Pig how he is feeling, before you give him your news.” Next, Queen Manners told the wolf the opening rule: “Indent, then write ‘How are you?’ with a capital and question mark; that’s all you do.”
After Queen Manners left, in charged King Idea. He bellowed, “As King, I am the ruler of big ideas! The topic sentence is the big idea of the letter. In a friendly letter, the topic sentence is the news you want to share with a friend or a question you ask a friend. You have news to tell Mr. Pig. He needs to hear you are now a fabulous, friendly wolf.” Next, King Idea stated the topic sentence rule: “Ask a question or tell some news! Make it important and you won’t lose.”

June 13, 2005

Dear Mr. Pig,

How are you? I hope you are feeling well this time of year.

I have great news I am sending to you. I want to be your friend!

Can you come to my cozy cave and play checkers? After we play, I’ll sing you some silly songs that will may you snort and laugh. After the board games and songs, we can roll in a puddle of mud!

After King Idea left, in marched the Duke of Details. He announced, “Details, details, details! You need to write details about the topic sentence. You told Mr. Pig you want to be friendly, so write three different things you can do to be friendly.” Next, the Duke of Details told the wolf the details rule: “Write one, two, three details that tell about your news. Make sure you stick to the topic - don’t get confused!”
After the Duke of Details left, in sauntered Sir Gallant of Goodbyes. He stated, “I offer my advice, since I am known for my goodbyes. End your letter with nice words and ask Mr. Pig to write you back.” Next, Sir Gallant of Goodbyes told the wolf the goodbye rule: “Write a sweet ending, make it polite. ‘Write me back soon’ may sound just right.”

After Sir Gallant of Goodbyes left, the Knight of Closing charged in. He demanded, “Now that you said your goodbyes, you need a closing. The closing is an honorable way to end your letter. You may close with ‘Your friend,’ since you will now be Mr. Pig’s friend!” Next, The Knight of Closing told the wolf the closing rule: “Capitalize the first word and place a comma at the end. This is my closing rule that no one shall bend!”
Poof! At the end of the letter, the Friendly Fairy appeared. She announced, “Congratulations! I officially declare you Mr. Fabulous, Friendly Wolf!” After that, the Friendly Fairy sang the signature rule: “Your letter was perfect, so please sign your name. You have won friendly letter fame!”

From that day on, Mr. Pig and Mr. Fabulous, Friendly Wolf were best friends!

THE END

June 13, 2005

Dear Mr. Pig,

How are you? I hope you are feeling well this time of year. I have great news I am sending to you. I want to be your friend! Can you come to my cozy cave and play checkers? After we play, I’ll sing you some silly songs that will may you snort and laugh. After the board games and songs, we can roll in a puddle of refreshing mud! I hope you want to be friends. Write me back and let me know.

Your friend,

Mr. Wolf
HEADING:
Prince Heading giggled: “First you capitalize the month, write the date with a common, then the year. Good luck with your letter, filled with news and good cheer!”

GREETING:
Dear Lion roared: “Capitalize Dear and the name, then end it with a comma. Keep the Greeting simple, without the drama!”

OPENING:
Queen Manners declared: “Indent, then write ‘How are you?’ with a capital and question mark, that’s all you do.”

TOPIC SENTENCE:
King Idea bellowed: “Ask a question or tell some news! Make it important and you won’t lose.”

DETAILS:
The Duke of Details announced: “Write one, two, three details that tell about your news. Make sure you stick to the topic, don’t get confused!”

GOODBYE:
Sir Gallant of Goodbyes stated: “Write a sweet ending, make it polite. ‘Write me back soon.’ may sound just right.”

CLOSING:
The Knight of Closing demanded: “Capitalize the first word and place a comma at the end. This is my Closing rule that noone shall bend!”

SIGNATURE:
Friendly Fairy sang: “Your letter was perfect, so please sign your name. You have won Friendly Letter fame!”
Dear Sammy,
My Darling Sara,
Hello Marty,

How are you? I hope you are well.
Thank you for your delightful letter.
What a pleasure to hear about...

I have (wonderful, exciting, hilarious) news.
You will never believe what happened.
Will you...? Are you...? Can you...? Did you...?

First, During..., On Friday/ Last week..., While..., Next, Then, Since..., Afterward..., Later..., Finally, In the end, Consequently,

Please write me back soon.
I am looking forward to your response.
I miss you and hope too hear from you soon.

Yours truly,
Sincerely,
Your friend,

Mary Green
<table>
<thead>
<tr>
<th>Letter Parts Menu</th>
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©2006 Nancy Fetzer
Heading

label here.

"Heading"

Glue
Greeting

"Greeting"

Glue label here.

©2006 Nancy Fetzer
"Topic" here.

Glue "Topic" here.
I have (wonderful, exciting, hilarious) news.

Will you...? Are you...? Can you...? Did you...?

You will never believe what happened.

For the topic sentence, question or tell some news sentence stems that ask a question or tell some news. These ideas are suggested: the "Topic" cover page (left) here. Staple this strip to Glue Topic Sentence Starters.
Details

"Details" label here.

Glue
First, During..., On Friday, Also, Last week..., While..., Next, Then, Since..., Afterward..., Later..., Finally, In the end, Consequently, These transitions are useful to smoothly connect the detail sentences. Glue Details’ transitions (left) here. Staple this strip to the “Detail” cover page. ©2006 Nancy Fetzer
Closing

"Closing"

Glue

Label here.

©2006 Nancy Fetzer
signature

Glue "Signature" label here.
Narrative Summary: Writing Transitions

Terrific Transitions Chart: This chart displays signal words and phrases specifically for a narrative summary. When students transition to different events in the story, they refer to this chart as a resource for transitions that are commonly used in this type of writing. The transitions are sorted for the beginning, middle, and ending parts of the story, as well as examples and proof.

Terrific Transitions Card for the Narrative Summary

The Beginning

to begin, first, after, before, during,
in the beginning, during, in the introduction.

The Middle

in the middle, next, later, while, after,
previously, after, furthermore, in addition,
suddenly, immediately, evidently.

The Ending

ultimately, finally, at last, in conclusion,
subsequently, the results, likewise, in the final part,
however, yet, possibly, therefore.

Examples and Proof

to illustrate, for example, for instance,
the author demonstrated, also.
**Expository Summary: Writing Transitions**

**Terrific Transitions Chart:** Summarizing expository text requires students identify how the author organized the information in the text. Below are transition words specific to these different types of organizational structures: To inform (categories); To explain (sequence); To describe (illustrate); To analyze (compare & contrast, cause & effect, problem & solution).

When students write their expository summaries, they refer to this chart as a resource for transitions that are commonly used in this type of writing.

**Terrific Transitions Card for the Expository Summary**

<table>
<thead>
<tr>
<th>Inf</th>
<th>Explain</th>
<th>Describe</th>
<th>Analyze</th>
</tr>
</thead>
<tbody>
<tr>
<td>specifically, in addition, one, two, first, second, third, to begin, next, finally, most importantly, when, also, then, for example, for instance, in fact, in particular.</td>
<td>first, second, the following, then, additionally, another, furthermore, finally, several steps, also, next, likewise, besides, to begin, during, finally, first, second, last, then, at that time, next, until, while, soon, immediately, after, now, while, on (date), earlier.</td>
<td>under, over, through, around, above, across, between, beside, outside, in back of, as (size) as ____, looks like (shape), also, but, however, appears to be, near, down, in the middle.</td>
<td>if...then, because, since, therefore, as a result, this leads to, for this reason, in order to, so that, on account of, consequently, so that, according to, then...so, nevertheless similarly, different from, compared to, as well as, same as, in contrast, yet, otherwise, despite, not only...but also, either...or, unless.</td>
</tr>
</tbody>
</table>
Prove It!
Character Traits, Setting, Plot, Theme, Topic, Ideas

Opinion: ___________________________________________

Prove it!
Prove it! Prove it! Back it up with evidence!

What does that mean?
What does that mean? Explain how the evidence (point to top box) supports your opinion.

Connections!
Connections! Connections! Does this remind you of a character from another story, or someone you know, or someone in the world?
**Response to Literature: Prove It!**

**Step 1 (continued): Opinion Charts:** Developing an opinion or making a judgement requires the students to make judgments: about a character's traits, setting or theme of the story. Displayed below are lists of ideas students may use if they need support developing an opinion for the response paragraph.

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Impact of Setting</th>
<th>Themes and Morals</th>
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<tbody>
<tr>
<td>honest</td>
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<td>frightening</td>
<td>hate</td>
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<tr>
<td>expert leader</td>
<td>unpredictable</td>
<td>fear</td>
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<td>home</td>
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<td>patriotism</td>
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<td>popular</td>
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<td>homey</td>
<td>determination</td>
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<td>soothing</td>
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<td>life</td>
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<td>wild</td>
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<td>humor</td>
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<tr>
<td>crazy</td>
<td>homey</td>
<td>gratitude</td>
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<tr>
<td>thrilling</td>
<td>peaceful</td>
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<td>solemn</td>
<td>perseverance</td>
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<tr>
<td>daring</td>
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<td>trust</td>
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<td>abandonment</td>
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<tr>
<td>ugly</td>
<td>adventurous</td>
<td>evil</td>
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<tr>
<td>devious</td>
<td>melancholy</td>
<td>goodness</td>
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<tr>
<td>cruel</td>
<td>boring</td>
<td>honesty</td>
</tr>
<tr>
<td>bossy</td>
<td>antiseptic</td>
<td>compassion</td>
</tr>
<tr>
<td>gossipy</td>
<td>grim</td>
<td>dedication</td>
</tr>
<tr>
<td>petty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>humble</td>
<td>stoic</td>
<td>Tell the truth.</td>
</tr>
<tr>
<td>grateful</td>
<td>unfriendly</td>
<td>Never give up.</td>
</tr>
<tr>
<td>witty</td>
<td>confusing</td>
<td>You are special.</td>
</tr>
<tr>
<td>pleasing</td>
<td>overwhelming</td>
<td>Be kind.</td>
</tr>
<tr>
<td>friendly</td>
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</table>

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Directions: Record the opinion word in the box below. Use the ovals to record a detailed description of the word.

Response to Literature: Three Circles


Opinion Word
**Introduction:** Write the Quick Summary and the Thesis Statement.

**Paragraph 1:** Reflect on the Text: After Reading the Text (book, short story, passage), I felt, wished, realized, understood. ... [Reflect on the theme/model was, the events were, the impact of the setting was, the character was, the specific details show this clearly, demonstrate this, proves this...]

**Conclusion:** Restate the Thesis Statement, Then Make a Reflection.

**Body:** Record Page #5 of Evidence. Write: Transitions, Evidence, Analysis, Evidence, Connections, and Conclusions.

<table>
<thead>
<tr>
<th>Connection: Self/Text/World</th>
<th>Analysis of Evidence</th>
<th>Evidence: Quote/Paraphrase</th>
<th>Paragraph Transition</th>
</tr>
</thead>
<tbody>
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</table>
Response to Literature Writing Transitions

**Terrific Transitions Chart:** Provides students with a selection of transitions for the various parts of the response: evidence, analysis, connections, and reflections. When students transition in the response, they may find this chart to be a helpful resource to build sentences that flow cohesively and coherently.

<table>
<thead>
<tr>
<th>Terrific Transitions Card for the Response to Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prove It! Evidence</strong></td>
</tr>
<tr>
<td>This opinion is supported by the following evidence: “........”.</td>
</tr>
<tr>
<td>A key selection of the text that backs-up my opinion is “.........”.</td>
</tr>
<tr>
<td>The author’s painted a picture of (opinion), when she wrote: “......”.</td>
</tr>
<tr>
<td>(Opinion) was demonstrated when...</td>
</tr>
<tr>
<td><strong>What does that mean? Analysis</strong></td>
</tr>
<tr>
<td>These words and phrases show (opinion) because...</td>
</tr>
<tr>
<td>This supports my opinion because...</td>
</tr>
<tr>
<td>This text is evidence that (opinion) because...</td>
</tr>
<tr>
<td>This clearly reveals (opinion) because...</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
</tr>
<tr>
<td>This reminded me of...</td>
</tr>
<tr>
<td>The (character, setting, plot or theme) is similar to...</td>
</tr>
<tr>
<td>This passage connects to (my life, another text, the world) because...</td>
</tr>
<tr>
<td>The (character, setting, plot or theme) is just like...</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td>After reading the (book, short story, passage), I (felt, wished, realized, understood)...</td>
</tr>
<tr>
<td>The (book, short story, passage) deeply affected me because...</td>
</tr>
<tr>
<td>Once I finished the (book, short story, passage), I reflected...</td>
</tr>
</tbody>
</table>
5-Paragraph: Persuasive

Introduction: Write the Hook and the Thesis Statement.

**Hook:**
- Emotional Statement
- Question
- Interesting Fact
- Anecdote

**Audience**
- Who is being persuaded?
- Need(s) should be
- Argument: So far to because
- Three Benefits or Reasons
- State what the subject should think/do.
- State three benefits the audience would gain if they agree to the argument.

Body: Label a Benefit in Each of the Paragraphs (1-2-3). Talk and Write Details for Each Paragraph.

1

Paragraph Transition:

Explain/Describe Benefit #3:

Advantages of Benefit #3:

2

Paragraph Transition:

Explain/Describe Benefit #3:

Advantages of Benefit #3:

3

Paragraph Transition:

Explain/Describe Benefit #3:

Advantages of Benefit #3:


**Transition**

- These benefits prove
- The advantages show
- Now it’s obvious that
- These arguments prove

**Subject**

- Who?/What?

**Argument**

- What about____________?

- You may argue
- Opponents argue
- My opposition claims

**Rebuttal**

- but
- yet

**Counter-Argument**

Snappy Ending:
- Warning
- Insight/Discovery
- Question
- Emotional Response
<table>
<thead>
<tr>
<th>Benefits/Advantages: What are the benefits of agreeing?</th>
<th>Rebuttals: Reasons not to agree! Counter-argument: The comeback!</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Persuasive Writing Transitions

Students use these transitions to smoothly move from sentence to sentence or paragraph in their persuasive essays.

Terrific Transitions Card for the Persuasive Essay

**Argument**

- In my opinion,
- I think,
- I believe,
- This means,
- In addition,
- Certainly,
- Unquestionably,
- Therefore,
- Equally important,
- Evidently,
- Possibly,

**Paragraph Transitions**

- Another reason why...
- An additional benefit for...
- While ______ is an excellent benefit, ______ will...
- The next factor for ______ is...

**Explain Benefits**

- As a result,
- Consequently,
- For that reason,
- so,
- then,
- Furthermore,
- Otherwise,
- Therefore,
- Accordingly,
- To begin,
- Next,
- The benefits of this action are...

**Advantages of Benefits**

- This is beneficial because...
- This is advantageous because...
- The advantages of this benefit include...

**Give Example**

- To illustrate,
- For example,
- For instance,
- The author illustrates...
- specifically,
- In fact,
- This remind me of...
- Moreover,
- Additionally,
The Who/What Chart

Travelers: The green section is colored-coded to alert students, Green light, go! The green parts can travel in the sentence. The teacher may ask, What part of the sentence tells me when? The student answers, During his camping trip. The teacher responds, That’s a green light part of your sentence. Let’s travel, ‘during his camping trip’ to the front of the sentence. Now the sentence reads “During his camping trip, my silly brother swallowed a fly.”

Directions: To make a small student mat of the Who/What chart, duplicate the small flap (below) and the chart (next page). Cut-out noun flap (below), and staple it over the adjectives box on the chart.
As Fast as a Snap!

Expert Words

Expert Word Classroom Chart ©2006 Nancy Fetzer
Expert Words
As Fast as a Snap!
Beginning Voice Boxes

Dialogue
Quote
Thoughts
Feelings
Ideas
Wishes

Topic:

Sensory Descriptions

Facts, Examples, and Descriptions

Revealing Observations
Sensational Sentences

Sequence to Stay on Topic

What Happened Next?

What Else?

Use Powerful Parts of Speech for Higher Level Writing

Adjectives

Nouns

Verbs

Use Voice & Style to Express Ideas

Feelings

Ideas

Thoughts

Wishes

When? How?

Where? Why?

Add/Move Modifiers or Ask a Question

Dialogue Quotes

Facts

Proof

Examples

Descriptions

Revealing Observations

Events

Statistics

Definitions

Vivid Sensory Descriptions

See

Smell

Hear

Touch

Taste
Sensational Sentences Plus

Use Figurative Language to Create Imagery and Emotional Responses

**Personification**
- A figure of speech in which an animal, object, or idea is given human characteristics.

**Simile**
- A comparison linking two unlike things by using the words "like" or "as".
  
  *Roar like a lion.*

**Metaphor**
- Making a comparison linking two unlike things using words such as "is", "are", "was", or "were".

**Imagery**
- The use of distinctive sensory details to create strong images.

**Analogy**
- To explain an idea, thought or feeling by making comparisons.
  
  *Apple is to fruit as carrot is to vegetable.*

**Symbolism**
- The representation of ideas, beliefs, emotions or actions by use of symbols.

**Hyperbole**
- Using a real life situation and turning it into a silly or unbelievable experience.

**Onomatopoeia**
- A word in which sound is associated with the meaning of the action or object it represents.
  
  *BUZZZZZZ*

**Idiom**
- An expression which has meaning of its own.
Adjectives

Describe the Noun. Ask the Noun to Tell:

What Kind?

Vivid Sensory Descriptions
Feelings
Proper Adjectives

British flag
French soup
American pie

How Many?

five many some
most less more

Which One?

this that these
those an a the

Compare:

old older oldest

Whose?

my his their its
her your our

Vocab Wall-Adj. ©2003 Nancy Fetzer
Nouns

Name Who or What:

Living Things

boy  dog  bug  flower
John  Fido  Janice

Places

park  forest  school  city
Disneyland  Target

Things

objects
pencil
computer
Kleenex
chair

actions
running
singing
playing
thinking

events
parade
wedding
dance
Flag Day

ideas
love
sympathy
joy
hate
Verbs

Give Action to the Noun. What is the Noun Doing?

Physical Actions
race twirl vanish
journey saunter guzzle

Feeling or Thinking Actions
love ponder decide realize wonder

How Things are Said
laugh argue chuckle
reply request declare

State of Being
was were will shall
is am are had has have
Modifiers

Describe Other Words or Word Phrases in a Sentence.

Adverbs Tell:
How, When, Where and To What Extent.

Adverbs Describe:

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>To What Extent: He was extremely friendly.</td>
<td>Where: He put it there.</td>
<td>How: He ran quickly. When: He left early.</td>
<td>How: He yelled very loudly.</td>
</tr>
</tbody>
</table>

Prepositional Phrases

Describe Where or When Something Happens

Prepositional Phrase

Preposition + (a, the) + Adjectives + Noun / Pronoun

Where: She went in the dark house.
When: He slept during the concert.
Hook Book
Actions & Anecdotes

Hook Book
Humor
Hook Book
Vivid Description

Hook Book
Onomatopoeia
Capture the Conclusion

What About?

Who? What?

Always Return to the Topic/Big Idea:

Then Choose an Ending:

The
Universal
State

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E
Revise & Edit

- Green Light! Red Light!
- And, So, Because
- Sentence Word Count
- I & Names
- Travelers
- Different Beginnings
- Details & Descriptions
- Powerful Verbs