

	New and improved claim: It's not okay
	to kill animals.

#### Choosing a Claim

**Figure 1.13** These sample pages represent the process one fourth grader took to gather ideas in the writing notebook, draft a piece, revise and edit that piece, as well as "publish" a final version of the piece. This process, in addition to the qualities of good writing demonstrated in the final version, will be important to examine.

11/1

## 5 partner prompts

This is important because animals have the right to life.

In addition animals are not made for clothes.

I used to think it wasn't a big deal,

But now I think it is important to save the animals.

that it's not okay  
This makes me realize ~~to~~ kill animals.

The surprising thing about this is that we should try to save animals and not make their species rarer.

Figure 1.13 Gathering Ideas

Three completely good, different  
reasons.  
↓

• 1 Animals are dying because of other animals getting extinct, and it so happens that other animals are fed with that animals.

• 2 Animals have their right to live and it's not okay for humans to hunt them.

• 3 Some animals help and save our trees, flowers, soil and grass.

**Figure 1.13** Developing a Claim

Joana

## Do Not Kill Animals!

Do you agree that killing animals just for sport or fur is wright or wrong? Well, I think it's wrong! I thing it's wrong because they have their right to live just like us. When I lread about what people were doing to animals I almost wanted to rip the page out of the book! I donit like how people are treating animals. I think that it is not okay to kill animals and there are a lot of reasons why!

One reason for why humans should not kill animals is because animals have their right to live and it's not okay to kill them for fur and sport. For instance once I've read in a magazine that "if you kill an animal it seems as if you have killed a person". One time I had this expirience: The sun was shining and I was relaxing in my sleeping bag smelling the fresh air of the woods. Then far away I thought I heard a gunshot! "Did you hear that?" I asked. "What?" my father asked in confusion. "You must be hearing things because I didnt hear anything!" he replied in suprise. "Oh, okay but anyway could I go for a walk in the woods?" I asked. "Sure go ahead" he shouted as I disapeared in the woods.

Figure 1.13 Final Essay, page 1



The fence was far away but I didn't care. Finally I came to a wired fence. And there lay a small bird. I thought that an animal killed it but I wasn't sure. Anyway I couldn't bring it back to life! That day I learned that even animals are like us and they have their right to live.

Another reason for why it's not okay to kill animals is because some animals are helping to our environment and our world. This shows that not only people help the world but even animals. Some animals are helpful to our plants like squirrels. Some animals are helpful for support systems like cats, dogs, birds, hamsters and other animals too. Some animals are helpful for not letting too many animals eat too much of anything. Like foxes eat rabbits and if there wasn't any foxes the number of rabbits would grow and there would be less plants. In addition once I was quietly reading an encyclopedia in the section of animals and insects. Then my eye caught an interesting fact about worms. It turned out that worms actually helped make a better soil for plants! "Mom did you know that worms made a better soil for plants?" I shouted. She replied, "It is interesting that some animals are helping in a way." Then I ran away in my

Figure 1.13 Final Essay, page 2

backyard and just in time I saw a worm dive into the ground! That day I will never forget that worm because I knew that some kids were hateful to worms and I felt bad. Some times it occurs to me that some animals are being helpful in a way.

A third reason for why it's not okay to kill animals is because people are killing animals food so that makes them endangered. In other words some animals are dying because of hunters hunting their food. Do you agree that some animals are dying because of hunters hunting their food? Well, I do. In addition I think we should try to not kill animals food. Also I think making their species rarer isn't right. For example one day the teacher announced: "Soon, we are going to put on an animal fair. So I suggest you start researching as soon as you get home." Some students cheered and some students groaned. I was one of the cheering students. Each of us had to choose a topic about animals. I chose a topic about animals getting killed because people were killing their ~~food~~ food. As soon as I got home I started researching. As the day of the animal fair aproching I was almost finished. Then finally the parents

Figure 1.13 Final Essay, page 3



go came. By then my board was all finished. When my parent came to my board they smiled and said "Great job". I hugged them. That day I learned that even animals are important and it's not okay to kill their food.

I feel that people should be more careful with animals and try to protect them. It is important because animals have their right to live, they can help our world and us, and animals are dying because of people killing their food. So next time you see or even heard about animals getting killed just for fun as for, think about these reasons and imagine if you were an animal how would you feel?

Figure 1.13 Final Essay, page 4

May Reading Log – Due Wednesday, June 1

Name: Joana

Adult Signature:

Date	Home/ School	Title	Author	Level	Start Page	End Page	Minutes Read
5/2/11	H (S)	Eleven	Patricia R. Giff	R	1	4	2 min
5/2/11	H (S)	Eleven	same	<del>NR</del>	<del>45</del>	<del>52</del>	30 min
5/2/11	H (S)	Eagles	Tim Harris	NF	4	52	30 min
5/3/11	H (S)	Eleven	Patricia R. Giff	R	28	56	30 min
5/3	H (S)	Hawks	Tom Jackson <sup>Tim Harris</sup>	NF	4	52	30 min
5/4	H (S)	Eleven	Patricia R. Giff	R	57	82	30 min
5/4	H (S)	Cougars	Tom Jackson	NF	4	52	30 min
5/5	H (S)	Eleven	Patricia R. Giff	R	83	120	60 min
5/6	H (S)	same	same	R	121	164	60 min
5/7	H (S)	Clarice Bean Spells Trouble	Lauren Child	R	5	62	60 min
5/8	H (S)	same	same	R	63	<del>134</del>	60 min
5/9	H (S)	same	same	R	135	187	60 min
5/10	H (S)	Danger on Panther Peak	Bill Wallace	R	1	49	60 min
5/11	H (S)	Danger on Panther Peak	same	R	50	96	60 min

Figure 2.3 Joana's Book Logs, page 1

5/11	H <del>S</del>	Danger on Panther Peak	Bill Wallance	R	97	168	60 min
5/12	H S	Zen and the art of faking	Jordan S.	R	1	49	60 min
5/13	H S	same	same	R	50	63	35 min
5/13	H S	same	same	R	64	103	60 min
5/14	H S	same	same	R	104	142	60 min
5/15	H S	same	same	R	143	189	60 min
5/16	H S	There's a boy in the girls bathroom	Louis Sachar	R	1	85	50 min
5/16	H S	Zen and the art of faking it	Jordan S.	R	189	200	10 min
5/17	H S	There's a boy in the girls bathroom	Louis Sachar	R	85	142	65 min
5/17	H S	same	same	R	143	195	40 min
5/17	H S	Zen and the art of faking it	Jordan S.	R	201	226	20 min
5/18	H S	same	same	R	226	257	20 min
5/18	H S	same	same	R	258	263	5 min
5/18	H S	The Lightning Thief	Rick Riordan	S	1	24	20 min
5/18	H S	same	Rick R.	S	25	56	60 min
5/19	H S	same	same	S	57	100	60 min
5/19	H S	same	same	S	101	150	60 min

Figure 2.3 Joana's Book Logs, page 2



May Reading Log – Due Wednesday, June 1

Name: *Joana*

Adult Signature: *[Signature]*

Date	Home/School	Title	Author	Level	Start Page	End Page	Minutes Read
5/20	(H) S	same	same	S	151	276	60 min
5/21	(H) S	same	same	S	277	316	60 min
5/22	(H) S	same	same	S	317	375	60 min
5/23	H (S)	The sea of monsters	same	S	1	28	35 min
5/23	(H) S	same	same	S	29	75	60 min
5/24	H (S)	The kid in the red jacket	Barbara Park	O	1	50	45 min
5/24	H (S)	The sea of monsters	Rick Riordan	S	76	99	30 min
5/24	(H) S	same	same	S	100	156	60 min
5/25	H (S)	The kid in the Red Jacket	Barbara Park	O	51	64	15 min
5/25	(H) S	same	s	S			60 min
5/26	H (S)	The kid in the red jacket	Barbara Parks	O	65	95	47 min
5/26	(H) S	The sea of monsters	Rick Riordan	S	156	275	60 min
5/27	(H) S	Confetti Girl	Diana Lopez	R,S,T,U	1	64	60 min
5/28	(H) S	Confetti Girl	same	R,S,T,U	<del>1</del> 65	112	60 min
5/29	(H) S	Confetti Girl	same	R,S,T,U	113	155	60 min
5/30	(H) S	Confetti Girl	same	R,S,T,U	156	194	60 min
5/31	H (S)	The kid in the Red Jacket	Barbara P.	O	96	113	15 min

social  
issue  
book

5/31 H  
Camp  
Confiden-  
tial by  
Melissa  
Morgan  
S 25-96

5/31/  
Camp S  
Confiden-  
tial by  
Melissa  
Morgan  
S 1-31  
45 min

Figure 2.3 Joana's Book Logs, page 3

## May Reflection

Dear Ms. Serravallo,

I love, love, love to read books, especially books in the fantasy genre. I also like to write and sketch. I love hanging out with my friends at the nearby park. They always have an interesting and/or hilarious story to tell me and we have a lot of fun together. I looked up to all of my teachers, and strive to learn everything I can from them. For the first few weeks of school, I was shy and never really volunteered to answer any questions or raised my hand. But, eventually, I began to feel more comfortable with sharing my ideas and I started participating in discussions. In fact, I think that my fourth-grade year has been my most outgoing yet.

Sincerely,

Joana

**Figure 2.4** Joana Reflects on Her Reading Interests

5/17

HW

Q.1. The text "There's A Boy in the Girl's Bathroom" is trying to teach me that sometimes you have to dig deep to find out what kind of person you want to be. This book talks about a boy named Bradley who is having trouble fitting in with others because of his behavior. But Carla, Bradley's counselor, helps him understand that being nasty to other people doesn't help him to make friends. I think the authors purpose for writing this book is to teach the reader about fitting in and how it's hard for some people to do that. One of those people is Bradley. First, Bradley has trouble fitting because he bullies other people. That made him disliked. But, with the help of Carla he became a better person. The author expressed the social issue of fitting in by writing the story of Bradley and how he had trouble fitting in. From reading this book I learned how bad people must feel when they try to fit in. I enjoyed reading this book. By reading it I

**Figure 2.6** Excerpt from Joana's Reading Notebook, page 1

realized how not fitting in feels.

5/19

HW

Bradley overcomes his issue of fitting in by talking to Clara. Clara is a great help to Bradley because she helps him understand that being a bully just makes him more hated by the other kids. But also Bradley, uses his power of being disliked by the other students, to teach himself to ignore what other people say about himself. But, as time passed Bradley became more and more sensitive. Bradley's reaction to the social issue he faces is pretty bad. Instead of being nice and caring he is mean and ~~not~~ selfish. Like for example he wants to beat up Melinda, Colleen and Lori just because they are saying hello to Jeff his best friend. Another strange thing is that he pays him to be his friend. But still that's how Bradley thinks you get friends. But in the end with Carla's help he becomes a better person.

**Figure 2.6** Excerpt from Joana's Reading Notebook, page 2



## by Eleanor Coerr

Student's name Joana Grade 4

- ◆ Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- ◆ Each time you read, please fill in your reading log below.
- ◆ When you reach a page with a sticky note, read to the bottom of the page.
- ◆ Stop and answer the question on your response form. Include as much detail as you can from the book to support your answer. (It is fine to reread, but do not read ahead.)
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!

[illegible]

**Figure 2.15** Joana's Whole-Book Assessment, page 1



## Sadako and the Thousand Paper Cranes

by Eleanor Coerr



1. PAGE 14 What kind of people are Sadako's family?

Some things I know about Sadako's family are that they are strickt, and don't rush.

E P A I



2. PAGE 20 Describe the setting (time and place).

The setting in this part of the story, is in the banks of the Ohto river during when it was dark. I know this because why would they light candles in the day when they can't shine?

E P A I



3. PAGE 24 What does this sentence mean: "The kind words from her parents made the knot in Sadako's stomach loosen."

The words that her parents tell her make Sadako feel less nervous about the race because they encouraged her to do her best.

E P A I



4. PAGE 27 What kind of person is Sadako?

Sadako has is a ~~very good, kind, det~~ determind and confident person. I know this because in the story when she was about to race againts the bigger kids she won because she was confident she could. Also it says that she was determind to get into the racing team.

E P A I

Figure 2.15 Joana's Whole-Book Assessment, page 2

## Sadako and the Thousand Paper Cranes

by Eleanor Coerr



5. PAGE 32 What does *leukemia* mean? Use details from this part to explain the meaning.

Leukemia, according to the story is the disease disease that the atom bomb spread. Sadako asks her father if she has the disease the bomb spread.

E P A I



6. PAGE 45 Explain how the moments with Kenji are important to the story.

Sadako is in the same situation as Kenji so she can better understand her future.

E P A I



7. PAGE 47 What do the cranes symbolize for Sadako?

To Sadako the cranes mean a good luck sign for her to get well. Somehow I think the paper cranes almost keep Sadako well, and not die. They make her feel more confident about having the disease and that she will get better.

E P A I



8. PAGE 48 What does *listless* mean in this part?

I think listless means being so tired that you can't move a muscle.

E P A I

Figure 2.15 Joana's Whole-Book Assessment, page 3

## Sadako and the Thousand Paper Cranes

by Eleanor Coerr



9. PAGE 59 Based on what you've read from page 27 until now, what new ideas do you have about the kind of person Sadako is?

Now I think that Sadako ~~is a~~ doesn't give up, even though she is sick. She always looks at the gold paper crane for hope and support. Also, she isn't giving up for trying to make 1,000 cranes.

E P A I



10. PAGE 60 Read the following line and explain what it means in this story:  
"But it was like trying to stop the rain from falling."

This line means that it was impossible to forget about dying because she had leukemia.

E P A I



11. PAGE 64 What lesson or lessons can we learn from Sadako's story?

War can be terrible for everyone, but especially innocent children.

E P A I

Figure 2.15 Joana's Whole-Book Assessment, page 4

## Sadako and the Thousand Paper Cranes

by Eleanor Coerr



12. PAGE 65 What have you learned about war from reading this book?

From Sadako's story I think we can learn  
sometimes you have to face your troubles.  
You need to fight even when it seems  
hopeless. Sadako's story is like war.

E P A I

### Reflection

Was this book easy, just right, or too hard?

How do you know? I liked this book very much.

Did you like this book? yes.

Why or why not? I liked it because it showed  
bravery and confidence.

Would you choose another book like this from the library? yes.

Why or why not? I really understood the  
character and what she was going  
through.

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Figure 2.15 Joana's Whole-Book Assessment, page 5





### Retell:

A man & his daughter own a shop & they meet a guy  
& they're astonished b/c they've seen all his movies.  
They're happy & excited to meet him. They love that  
he's eating @ their cafe.

### Comp. Qs:

1. (literal) When Marc sees the man, what does he do?  
Looks for his watch, stops & stares.
2. (literal) What does M. remember?  
Old films he really liked.
3. (infer.) Clara says "she knows the cafe remembers the man." What does she mean?  
He's been there before. The building was a theater.  
It's a metaphor—not literal.
4. (infer.) What changes from the beg. to end?  
At first Clara doesn't know the man, but  
@ end she listens carefully.

Figure 2.17 Joana's Running Record, page 2

**S3:** I think the theme of this book is don't judge a book by its cover because Crash sort of judged Penn in the beginning when he just moved in when they were in first grade and the end, the last line of the book is, "Penn Webb is my best friend." So I think that's a big theme.

**Joana:** Another theme is that friends can come from unexpected people. I remember doing a theme web and adding the book Crash to it because Crash, at first he's like ... well, he ... Penn tries to be his friend but Crash kind of like ...

**S3:** He acts too tough for him ...

**Joana:** Yeah. And like ...

**S3:** In the end he softens ...

**Joana:** Yeah. He becomes more sensitive and understands that Penn has been trying to be his friend but he just ignores him.

**S2:** Well, I agree with you, but I think it's not don't judge a book by its cover but maybe don't judge other people by their backgrounds because Penn came from North Dakota and ...

**S3:** Or, he's a vegetarian ...

**S2:** Yeah, he's a vegetarian. And ...

**Joana:** And a Quaker ...

**S3:** Yeah, but also they thought he looked weird because remember he wore buttons sometimes and stuff like that? So, he could look weird too. So, don't judge a book by its cover.

**Teacher:** Can I interrupt you for a minute? I think this is really great that you're thinking and talking about the big ideas in the stories, about the themes in the stories. I don't want to interrupt you for too long but I just wanted to ask you if you could think about theme as being something that's not just necessarily about the main plotline or about the main character, but sometimes in a book the author will craft it in such a way that theme goes across multiple storylines. Right? So in this book, think about different relationships and if you learn the same lesson from both of those relationships. Or different main events in the story and if you learn the same lesson from the different main events in the story. Are you thinking something?

**S4:** Well, when Crash is not around Mike, who is his friend but is really rough and mean ... Like, let's say, at home with his sister, he felt bad for his sister so he made the cake. But when he's with Mike he acts tough and rough and mean and bullyish and he just totally changes his character.

**Teacher:** So what's the theme you are thinking about from both of those?

**S4:** That Crash is sensitive but ... I think his real side is sensitive because Mike, it's just when Crash is around Mike. When Crash is not around Mike, and around everything else but not in school, he's the person he really is, which is sensitive and kind, not at all like Mike.

**Joana:** Well, what do you say, like what's the theme, not like what the character is?

**S4:** Mike is a really bad influence because he is an actual bully. Crash just like learns from Mike ...

**Teacher:** So that's very book specific, but if you want to say it like a theme you have to say it in a universal way, to the world.

**Joana:** So what you're saying is that one person can have two different sides and can be influenced by two different people.

**S4:** Yeah.

**Figure 2.18** Transcript of Joana's Conversation, page 1

**S3:** Like two-faced? Like, sometimes they call a person two-faced because sometimes they're acting sensitive and sometimes they act tough around other people.

**Teacher:** So what I am trying to get you guys to do . . . that's a great job of saying it in a world way or a universal way, "Sometimes people can be two-faced." What I'm trying to get you to do is to come up with, together, a theme that goes for more than one character or goes for more than one plot-line. So, people can be two-faced. Is that true with another character in the story?

[Girls shake their heads.]

**Teacher:** Not really. OK. So let's think of another theme and let's try it out and see if we can think of how it goes with more than one thing in the book. Either more than one plot or more than one character. Who's got another idea?

**S2:** Well, I think that Penn is also sensitive. So he kind of shares the same thing as Crash. Even though, I think he covers it up, because he seems to be a little affected when Crash brags and lies about how he has great-, great-, great-grandparents when Penn is already proud that he has a great-grandparent. And I think Crash just ruins his pride by lying.

**Teacher:** And that's similar to what else in the story?

**S2:** Well, I think it's also similar to how they act. Because in this story I think they always influence each other. Abby's influenced by Penn about the mall and Crash is influenced by Mike.

**S4:** Sort of how they interact with each character?

**S3:** Relationships and friends . . . like the influence, it bounces off somebody to another person to influence them. Just like Mike influenced Crash but it's not always in a good way.

**S4:** I agree with you.

**Joana:** You know, I just got the idea of a theme that could be for the whole book. You know there are so many. It kind of goes with all plots and with what you were saying about friendships that kind of influence and bounce off. So maybe the theme is that friends can influence you in affected ways. Like Mike affects Crash and makes him bully Penn. And, like you were saying, Abby kind of takes the influence from Penn, so it's like . . .

**S3:** So, you're saying that relationships influence people, but not always in a good way.

**Joana:** Yeah.

**S4:** Cool, yeah.

**S2:** I kind of think that Jane Forbes was influenced by Penn and she didn't like the way that Mike and Crash were acting, but she liked the way that Penn was acting. And I could agree with her because . . . I think groups formed and they kind of became separated. Jane Forbes, Penn Webb, and Abby in a group, and then Crash in a group . . . \

**Teacher:** So, let me stop you guys. I'll let you keep talking, but that's the idea. Because sometimes you can talk about a theme, and it's true, you could interpret one part of the story or one character in a certain way. But when you find that theme that matches with all the different characters, or matches with all the different plot lines then you have a lot to talk about as a club. And you can keep talking and talking and talking. So it's fun work to do this with your club. To come with . . . if you all have in your notebooks a bunch of different ideas of what some possible themes or interpretations of the story could be and share them out and see if you can find multiple characters or multiple plots that fit with that same idea. Alright? Keep talking. Nice work guys.

**Figure 2.18** Transcript of Joana's Conversation, page 2



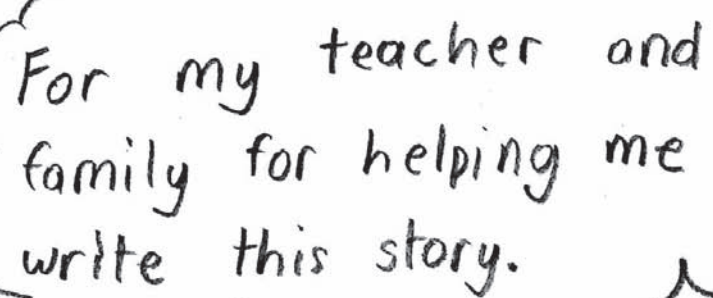
**Figure 2.19** Joana's Realistic Fiction Story, page 1





**Figure 2.19** Joana's Realistic Fiction Story, page 2





For my teacher and  
family for helping me  
write this story.

**Figure 2.19** Joana's Realistic Fiction Story, page 3

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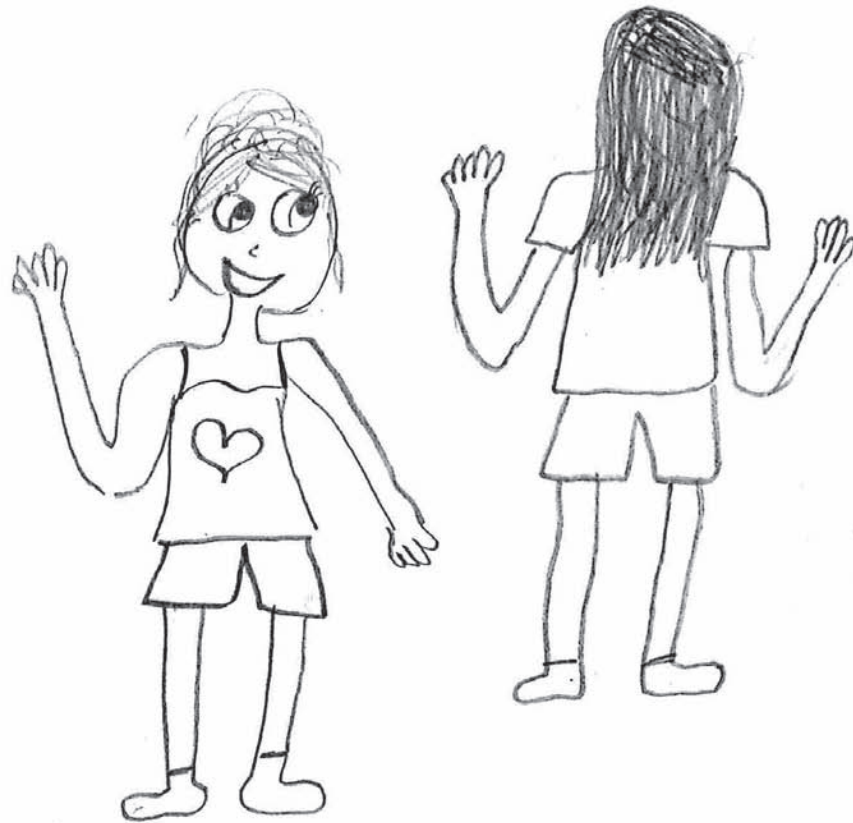
**Figure 2.19** Joana's Realistic Fiction Story, page 4

## Chapter 1

I ran as fast as I could down the steep hill as the wind broke on my face and sweat trickled down my neck like rain drops sliding down from a roof. From here I could hear the excited yells from my school as the teachers tried to calm down the first day excitement. As I slowed down I could see the black bars that surrounded the whole school and smell the fresh paint that was coming from the bars. Finally after a few minutes I reached the school yard. It was full and crowded with crying kids and happy parents . Slowly I approached another girl from my class. She was too busy talking to her friends to notice me coming, so that made me really mad. I poked her hard as I could with my index finger. That got her attention! She turned to protest but she

**Figure 2.19** Joana's Realistic Fiction Story, page 5

stopped when she saw me standing behind her. Her face went completely white. “Hi Madeline” I said a litte too sweetly. “Having a good time on your first day of shool?” I continued. I was loving this! “Oh, umm, hhi-hi Jenny” she stuttered. I smirked at her and walked away. If you thought the yard was crowded you should have seen the hallways. Teachers were

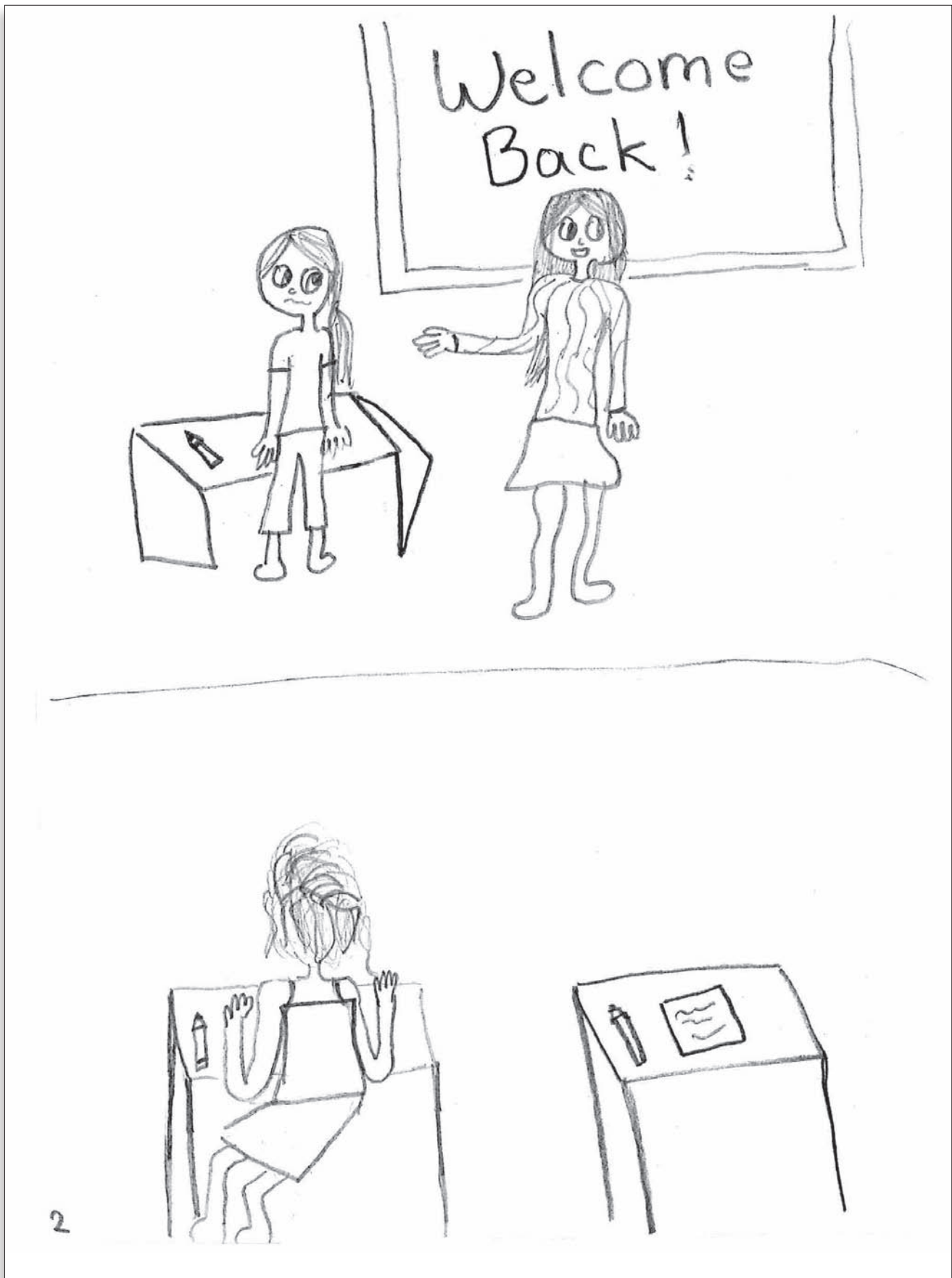


**Figure 2.19** Joana's Realistic Fiction Story, page 6



rushing around getting ready their classrooms and kids from older grades running around pushing little kids out of the way. As I rushed to my classroom I thought about who my next victim was going to be. Way back in second grade when I was swinging on the swings when some older kids came up to me and pushed me the ground. "Get out of our way baby" one of them said. Since then I learned that if I was going to survive school I had to stand up for myself. So now I made people feel bad about themselves. The best thing about that is that it kind of made me the boss of them. Suddenly my teachers voice brought me from my thoughts. "So, Janie could you tell us more about yourself?" asked Ms. Davis. The girl on her right shook her head furiously. I could see the girls anxious face like she desperately wanted to hide behind a desk. She wore rag jeans and had a plain blue hoodie on. Her face was beet red

**Figure 2.19** Joana's Realistic Fiction Story, page 7



**Figure 2.19** Joana's Realistic Fiction Story, page 8

like a tomato."Ugh, who put her in here" I thought. Our eyes made contact but I quickly looked away. The new girl. She would make the perfect victim! This was going to be good...

**Figure 2.19** Joana's Realistic Fiction Story, page 9

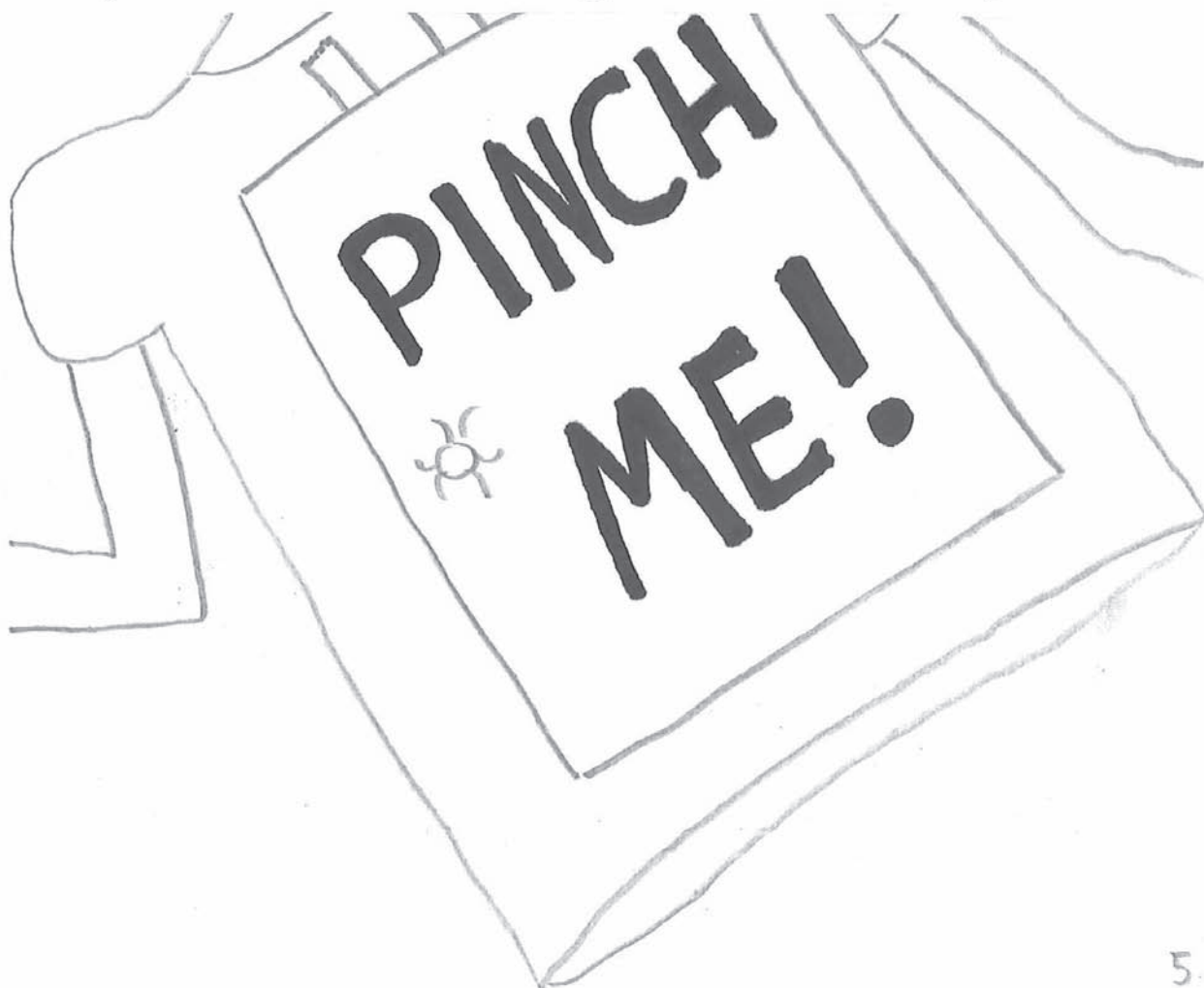
## Chapter 2

4

**Figure 2.19** Joana's Realistic Fiction Story, page 10



what's up?" I asked her. "Hi" she whispered, "um"- but I cut her off. Then I pinched her. "Oww, why did you do that for?" she asked rubbing her arm. Really loudly I yelled " Well duh! "There is a pinch me sign on your back". Some people heard me and they purposely walked by her and pinched her. This might have been my best



5

**Figure 2.19** Joana's Realistic Fiction Story, page 11

prank so far! She gasped and turned around to see it. Then she tried to take it off, but she couldn't reach it. She ran around the yard but it was no use. One by one everyone came to pinch her. See I told you they would do anything I did. I wasn't pinching her anymore because I was too busy laughing! Unfortunately the recess bell rang so everyone had to come inside. But that did not stop the pinching. Finally I saw Janie quickly sneak over to the bathroom, so gleefully I yelled "Hey, there she is hiding in the bathroom!" Some people rushed over to the bathroom. Suddenly something really fast came sprinting from the bathroom. ~~Then I~~

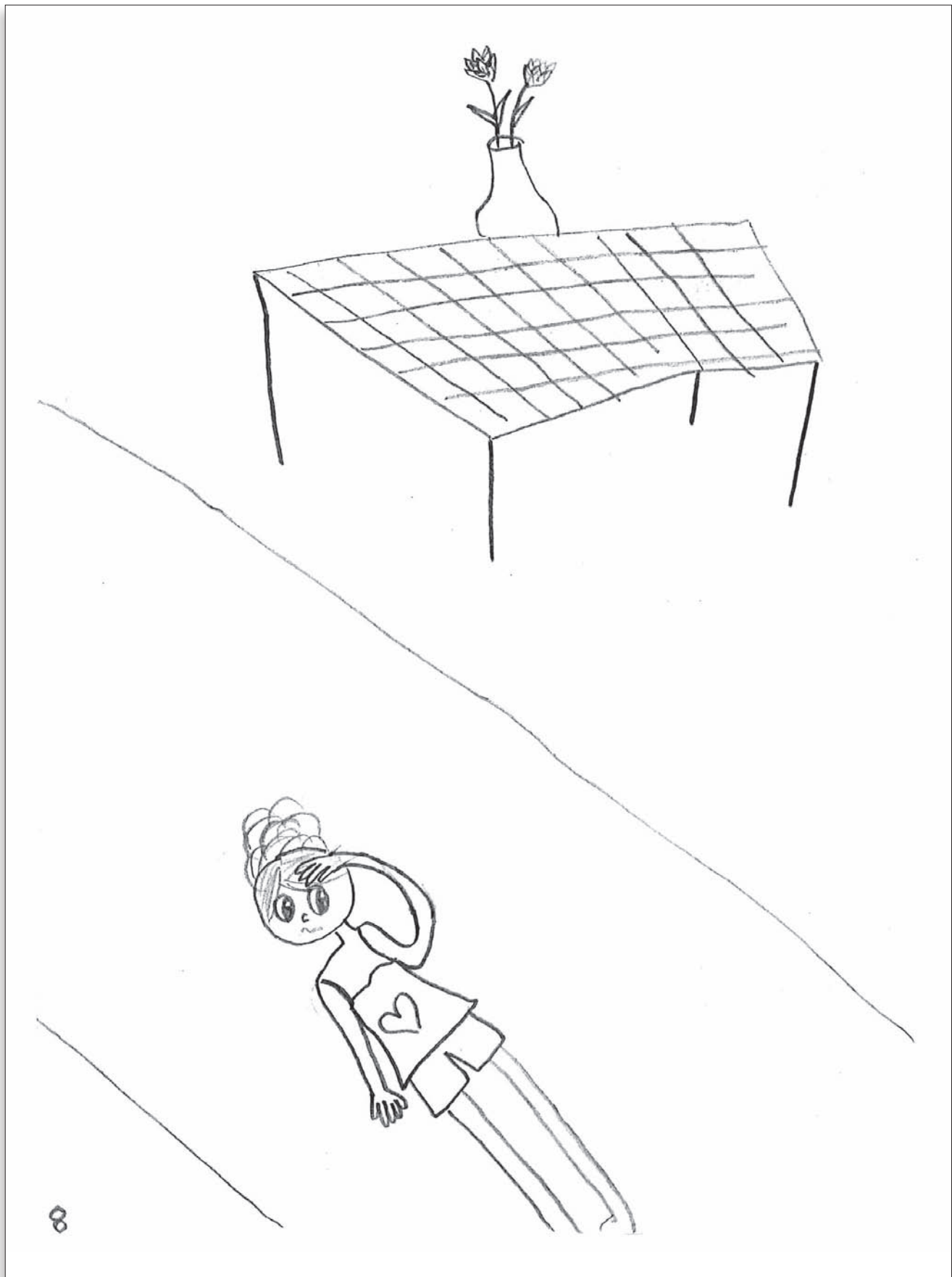
**Figure 2.19** Joana's Realistic Fiction Story, page 12

Soon the girls bathroom was about to burst! ~~Suddenly something really fast came sprinting from the bathroom.~~ Then I noticed it was Janie. Her eyes were big, red and puffy so, I figured she had been crying. Then she did something that surprised me: She pushed me as hard as she could on the floor. The pain spread through my body as quickly as I got up. But I couldn't see Janie anymore...



7

**Figure 2.19** Joana's Realistic Fiction Story, page 13



**Figure 2.19** Joana's Realistic Fiction Story, page 14

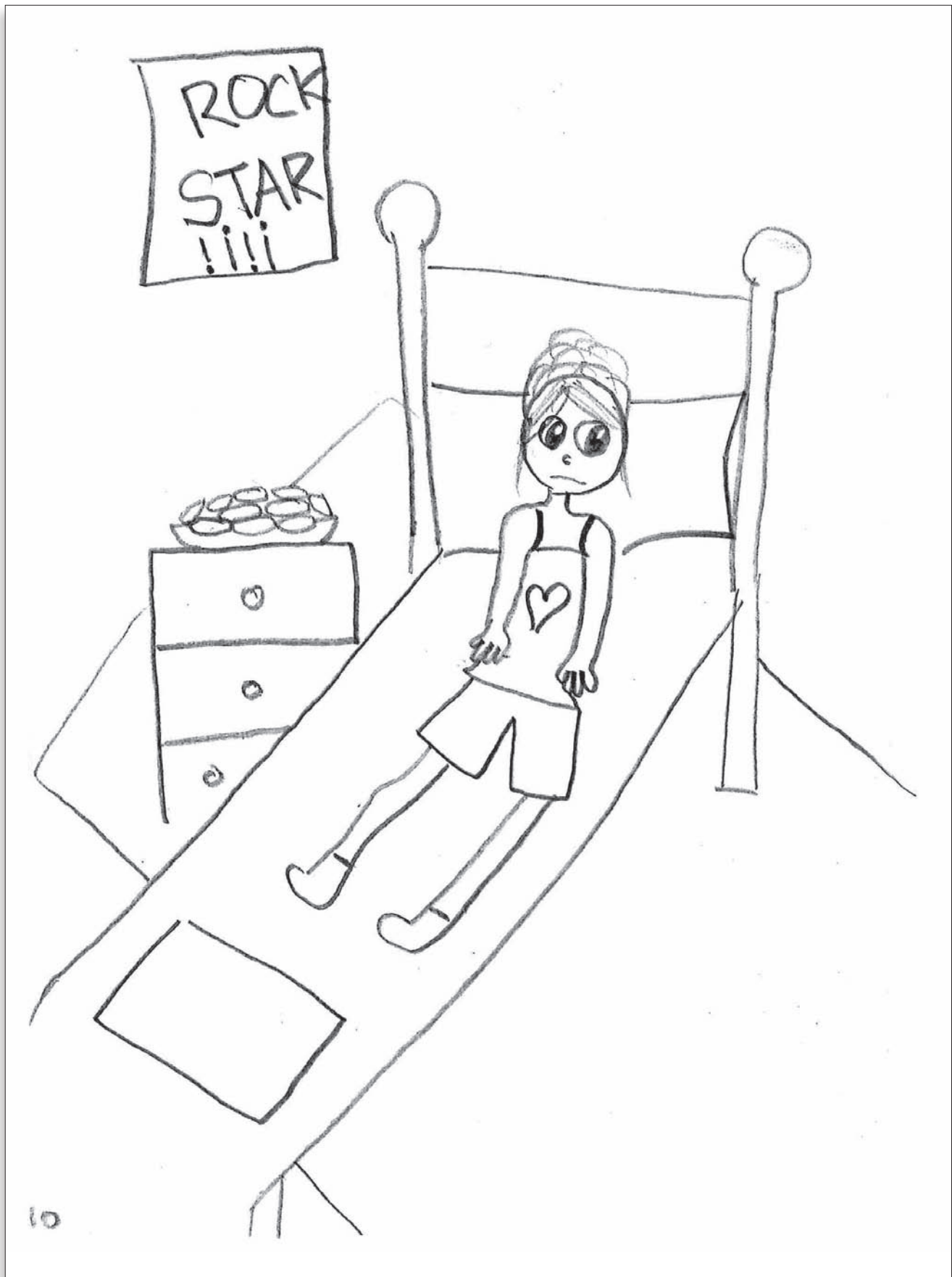


## Chapter 3

Even though I got detention after school it was worth it. As I closed in on my street I could smell chocolate chip cookies coming from my house! I ran inside and was greeted by my mom holding a huge tray of chocolate chip cookies in my face. “First day of school snack!” she yelled. My mouth watered as I took one from the plate. I hadn’t realized I was this hungry. “Thanks mom, you are the best” I said as I inhaled another cookie. I took the plate from my mom’s hands and ran upstairs to my room. There I took out a book and started reading it. Reading a book always cleared her mind.

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**Figure 2.19** Joana's Realistic Fiction Story, page 15



**Figure 2.19** Joana's Realistic Fiction Story, page 16

After while of reading I put my book down. Now I realized how mean what I did to Janie was. She hadn't done anything wrong expect try to be my friend and I had repaid her with that mean trick. If I were her I wouldn't feel bad about pushing me. I had deserved that. Now I understood that taking those mean kids who pushed me from the swing as an example was a bad choice. You had to treat others the way you wanted them to treat you. What had I done? By now I had finished the whole plate of cookies and realized how long I had been sitting there. As I said, reading always cleared up my mind. " Honey, its dinner time!" "Come and get it!" she called. I stood up and barely dragged myself down the

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**Figure 2.19** Joana's Realistic Fiction Story, page 17

stairs. I barely ate my dinner and when I went to bed I could not sleep at all. I did not know that this could affect me so much. Finally I got some sleep. The next

**Figure 2.19** Joana's Realistic Fiction Story, page 18



day when my mom called me to get up I was so startled I almost fell out of bed. "I'm coming" I called. I ate some breakfast and put on a jacket. Then I stormed out the door with a quick good bye to my mom, and ran as fast as I could to my school to find Janie.

When I arrived in the schoolyard I desperately searched for Janie. I needed to



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**Figure 2.19** Joana's Realistic Fiction Story, page 19



**Figure 2.19** Joana's Realistic Fiction Story, page 20

find her and tell her I am sorry or I would never forgive myself. Finally a lot of looking I spotted her sitting in her line spot. I saw her look in my direction, but she quickly looked away into another direction. That's when I realized how nervous I was right this moment. I slowly approached her. She pretended not to see me. This was going to be harder than I thought. "HEY, Janie" "Look, I am so, so, so sorry for what I did and I shouldn't have done it and I am sorry again" I said. "Do you forgive me?" I asked.

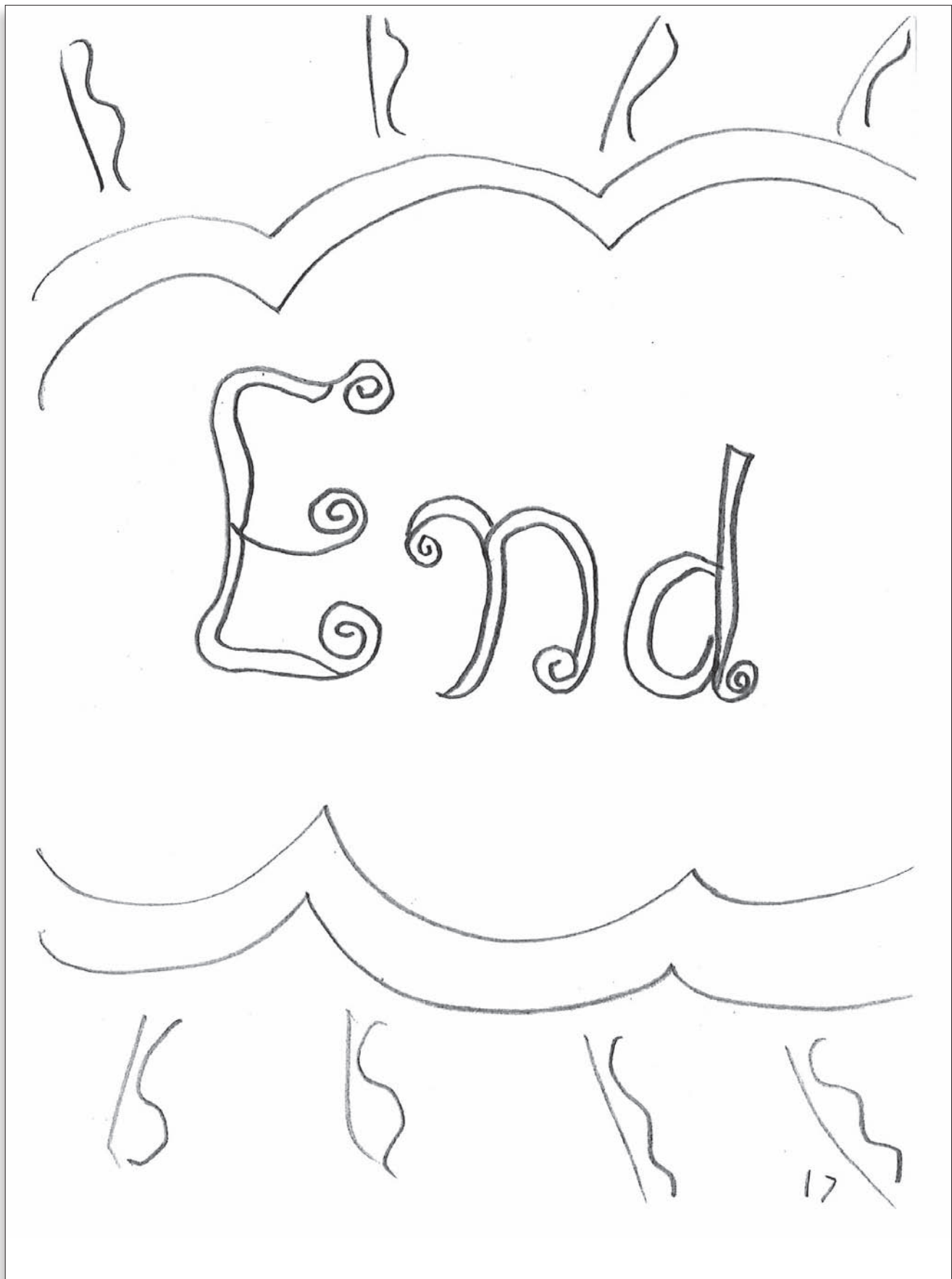
A few seconds passed before she answered. "It is okay, I got over it". But it didn't seem like she had gotten over it. Her hair was a birds nest her eyes were red and she bags under them.

**Figure 2.19** Joana's Realistic Fiction Story, page 21

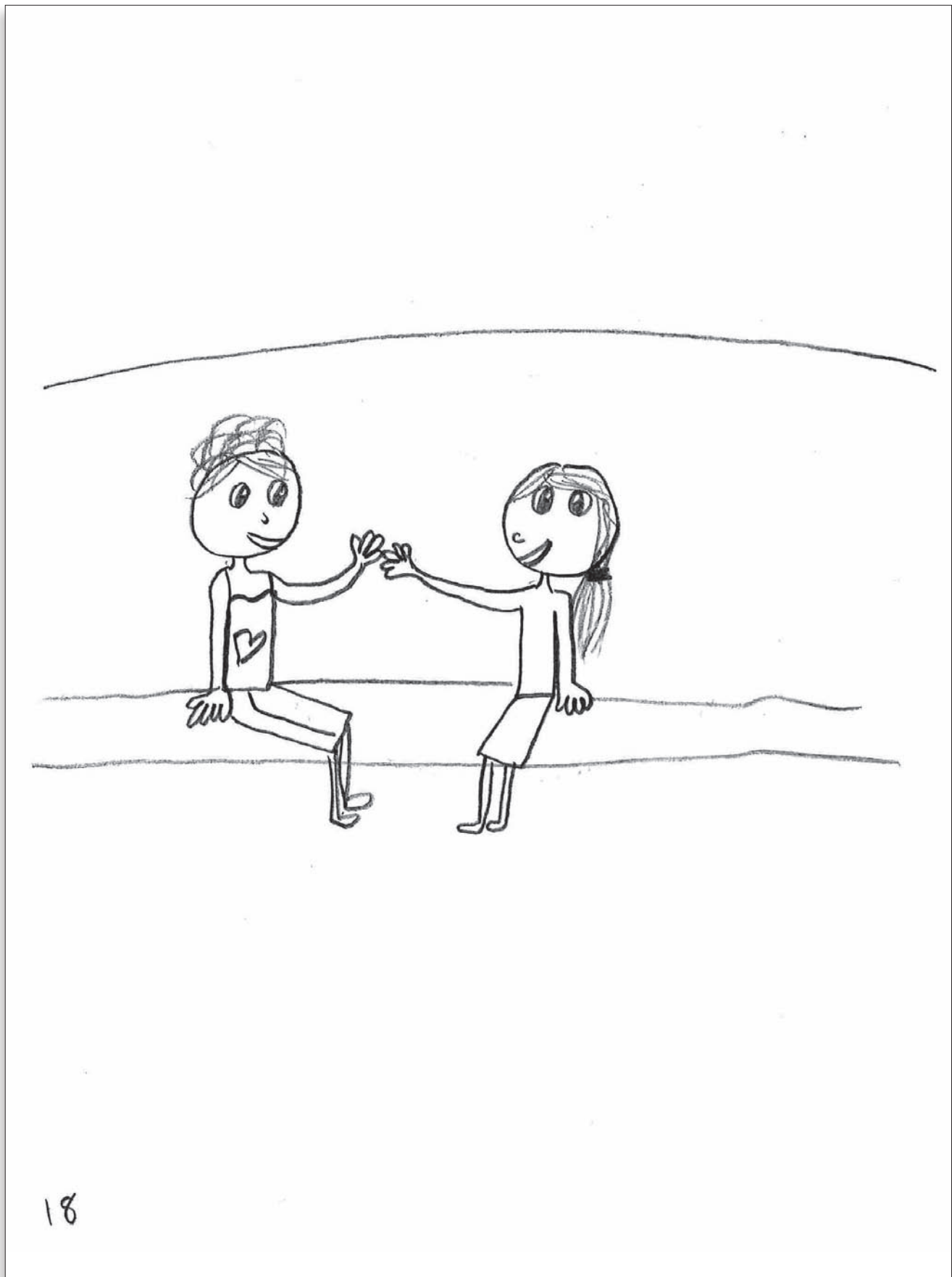
“Friends?” I asked. “Friends” she replied and we gave each other a high five! I guess that was a sign for friendship...

**Figure 2.19** Joana's Realistic Fiction Story, page 22





**Figure 2.19** Joana's Realistic Fiction Story, page 23



**Figure 2.19** Joana's Realistic Fiction Story, page 24



19

**Figure 2.19** Joana's Realistic Fiction Story, page 25

Everybody in school thinks Jenny is the meanest girl in town. She played unpleasant tricks on everybody that got in her way and everyone was scared of her. But everything changes when Janie moves in her class. Jenny is determined to make her school time miserable. Crazy things happen during the time she figures out how she has acted. Can a new girl change everything?

An entertaining book!  
-The New York times

**Figure 2.19** Joana's Realistic Fiction Story, page 26



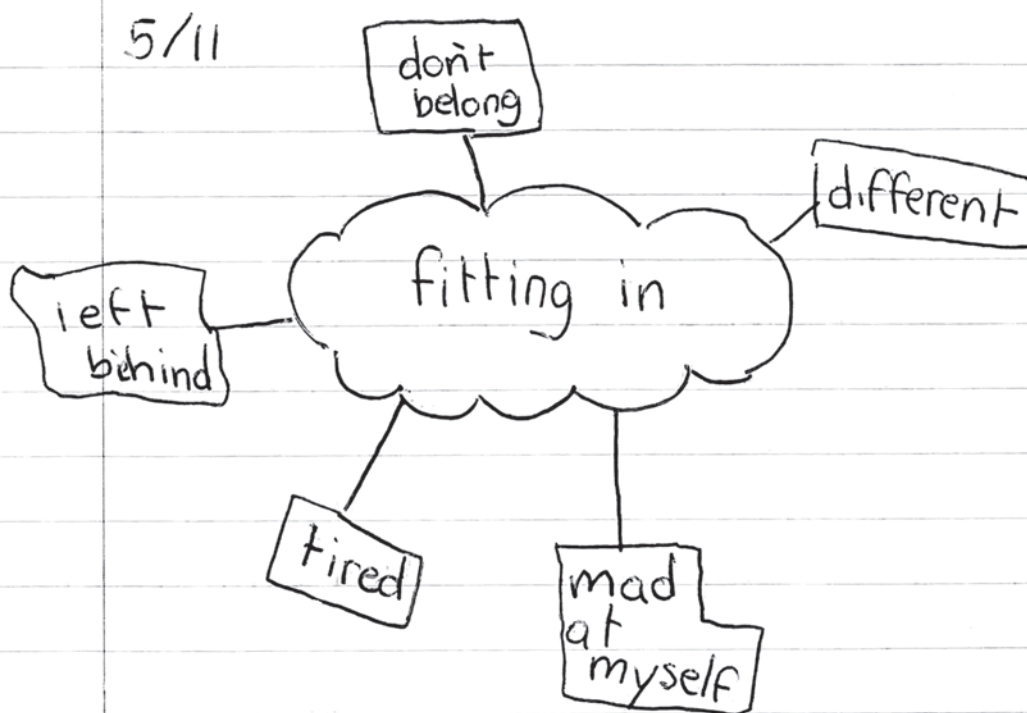
5/10

## BIG moments in my life...

- ★ First day going horse-back riding
- moving from Albania to New York.
- My tenth birthday
- the day my brother was born
- going to camp in Greece being the youngest person there
- going ice skating at city ice pavillon, Bryant Park and rockefeller center.
- Going to a ~~Greece~~ Greek island and going fishing for the first time.

I could write a story about a girl named Isabella who loved to ride horses. She had entered ~~at~~ a ~~race~~ horse-back riding race and she is determind to win. She has a best friend who is supporting and helping her practice for the race. Isabella is 10 years old and lives in a farm and has some horses in her stable. Horses name: Snowflake. (names)

Figure 2.20 Joana's Narrative Notebook Entries, page 1



I could write a story about a boy who didn't know english and was having trouble making friends. Even when he learned the language he didn't have many friends. He always sat alone at lunch and he was never noticed. He was always picked last in gym. ~~Then one day~~ He always felt different, and like he didn't belong here.

Figure 2.20 Joana's Narrative Notebook Entries, page 2

5/16

I could write a story about a story about a girl named Ester who is a good student and teachers pet, but is a bully to the new girl. She is a pupolar girl, dresses nice, gets good grades and judges other people by what they look like not by the content of their character. She is bullying the new girl because she wears rag clothes and doesn't have a tv.

Purpose: My purpose was to show and teach the reader that you shouldn't judge someone by what they look like but by the content of their character.

Figure 2.20 Joana's Narrative Notebook Entries, page 3

5/17

I am thinking that I really want to show how... my main character understand that she shouldn't judge people by what they look like but by the content of their character... so... I could show how she acts all sweet around the teachers and her friends but not so sweet to the new girl.

Or I could show how... many pranks she pulls on the new girl and how the new girl is getting highly humiliated because of the pranks and doesn't tell the teachers of the hard time she is having.

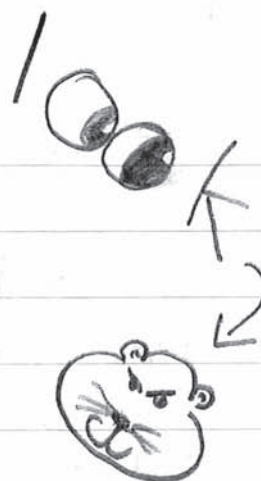
Actually, maybe it could be that I am telling the story from the new girl's point of view and see how it would change the whole story. It would talk about how the new girl's feelings were about the popular girl and how she treated the new girl. That way I could be showing my purpose... that you shouldn't judge someone by what they look like but by the content of their character.

Figure 2.20 Joana's Narrative Notebook Entries, page 4



5/18

Main  
Character



### External characteristics

popular  
nice-looking  
has a lot of friends  
teachers pet  
long light brown hair  
wears stylish clothes  
Blue eyes  
bullies people  
good dancer and singer

### Internal characteristics

bully, mean  
ungrateful  
judges people by what they look like,  
nice to only her friends  
bossy,  
likes to be center of attention  
braggs and boasts alot

Figure 2.20 Joana's Narrative Notebook Entries, page 5

5/25

"Come on, <sup>h</sup>Money you are going to be late <sup>for</sup> school if you don't hurry up!" called my mom. I sprinted outside without saying good bye to my mom. It was the first day of school and I was way too tired to hear her tell me the rules. After a few minutes I'm standing at the ~~plag~~ playground, shivering from the soft breeze. Sweat trickled down my neck as I approached my friends. I wondered if they still wanted to be my friends. But then I shook that thought away. I was the most popular girl in the 4<sup>th</sup> grade. I was like a legend. I enjoyed bullying other kids because in second grade I had learned my lesson. This big kid had come up to me and before I realized what she was going to do, she pushed me roughly on the ground. I had twisted my ankle then, but that wasn't the point. The point was that the girl had bullied me and I was going

Figure 2.20 Joana's Narrative Notebook Entries, page 6

to do that too. When I was in 3<sup>rd</sup> grade I started making fun of kids. That's how I got my nickname "Bully Brenda". I was a good student and teacher's pet but other kids that I bullied didn't like me, but I didn't care. I heard the bell ring, so I rushed inside. The sound had made my ears ring. When I was seated inside the classroom, I saw the teacher come in. But she was holding a girl's hand.

**Figure 2.20** Joana's Narrative Notebook Entries, page 7

5/31

First scene:

Action:

\*\*\* I ran as fast as I could down the street as the wind broke on my face and as sweat trickled down my neck like raindrops sliding off a roof.

Dialogue:

"Come on sweetie, you're going to be late if you don't hurry up" called my mom.  
"Coming mom" I replied as I ate my breakfast.

Setting:

My bed felt warm as I opened my eyes and saw the familiar poster of my favorite band and my night lamp on my bed post.

Figure 2.20 Joana's Narrative Notebook Entries, page 8



10/29.

Claim: It is important that we save animals that are about to be extinct.

Reasons:

- Animals have their rights to live.
- Other animals eat those species so it is important to not make them extinct.

Claim	Reasons
• It is not okay to kill animals because...	• Animals are part of this world and have their rights to live.
• It is not okay to kill animals because...	• Other animals are getting extinct from their foods disappearing.
• It is not okay to kill animals because...	• Many animals are creatures that help and save the world.
• It is not okay to kill animals because...	• Other creatures are dying from other animals species <del>are</del> getting rarer.
• It is not okay to kill animals because...	• Some animals are helpful to us.
• It is not okay to kill animals because...	• People are killing animals for furs, and fun. 😊
• It is not okay to kill animals because...	

Figure 2.21 Joana's Opinion Writing Notebook Entries

5/18

# Main Character

## External characteristics

popular  
nice-looking  
has a lot of friends  
teachers pet  
long light brown hair  
wears stylish clothes  
Blue eyes  
bullies people  
good dancer and singer

## Internal characteristics

bully, mean  
ungrateful  
judges people by what they look like,  
nice to only her friends  
bossy,  
likes to be center of attention  
braggs and boasts alot



Figure 3.3 Joana's Notebook Entry About Characters, page 1

## Secondary character

### External characteristics

brown eyes  
new girl  
wears jeans everyday  
shoulder length blonde hair  
good student  
teachers pet also  
is herself  
confident looking  
not alot of friends



### Internal characteristics

does what is right  
kind  
friendly  
shy  
helpful  
caring  
nice to everybody  
confident  
calm > not like the bully  
patient  
doesn't get mad.



Figure 3.3 Joana's Notebook Entry About Characters, page 2

Dear Petrika

Joana and I have recently had a conversation to set goals for the coming weeks of reading and writing. Goals help us to have a focus and intention when practicing reading and writing at home and at school. We wanted to let you know about our conversation so that you can provide support as well.

Reading Goal:	Writing Goal:
See characters - main and secondary - as complex.	Develop complex characters and show the traits in stories she creates.

We expect that with daily practice, the goals will be accomplished on or around 6/20

Here are some ways you can help Joana at home:

Reading	Writing
<ul style="list-style-type: none"><li>• Ask J. about the characters in her books.</li><li>• Talk about characters on T.V. shows you watch together.</li><li>• Read aloud stories with great characters</li><li>• Check out the resources (like the traits list) I send home.</li></ul>	<ul style="list-style-type: none"><li>• Make up stories together</li><li>• Notice people on the subway and talk about how you'd describe them if they were characters in a story you wrote.</li></ul>

I welcome your thoughts and feedback!

Sincerely,

Ms. S

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**Figure 4.6** Note-Taking Form for Communicating with Other Adults About Students' Goals.