



# The World of Canines: Where Would We Be Without Them?

An Interdisciplinary Standards Based Unit  
For Intermediate Students

**Expanding our Horizons  
From Kentucky to Alaska via Wyoming**

Teacher:                      Subject: Language Arts    Grade 4    Duration: 6 weeks

**Goals and Expectations:** 1.1. (Inquiry; Using Reference Tools); 1.2 (Reading); 1.11 (Writing); 1.16 (Technology as communication); 2.16 (Analyzing Human Behavior, Relationships); 2.22 (Creating Works, Making Presentations); 2.24 (Literature); 3.7 (Learning on One's Own); 5.1 (Critical Thinking to Solve Realistic Problems); 6.2 (Acquiring New Knowledge); 6.3 (Making Connections)

**Selected Content/Standards**

- |                   |   |
|-------------------|---|
| 1. Language Arts: | Reading, Writing, Speaking, Listening, Observing; Inquiry; Technology |
| 2. Social Studies | Geography   |

**Unit Organizer:**        **The World of Canines: Where Would We Be Without Them?**

**Essential Questions:**

**Language Arts:**

- Through reading and responding to a variety of reading materials, what conclusions can we make about the contribution of dogs and other domestic animals to the lives of others and our lives that will help us in the future?
- From our inquiry into the world of canines and other domestic animals, what do we need to know about pets to make decisions about responsible pet ownership?
- From our study of how animals are used to help people with disabilities, what conclusions can we make about the importance of service animals to people and our role in supporting people who are less fortunate than ourselves?
- From our inquiry into the world of canines, how can we use effective writing skills to promote our understanding of responsible pet ownership and communicate our ideas to others?



**Social Studies:**

- Through inquiry into the geography of Wyoming and Alaska, what conclusions can we make about the similarities and differences between the geography of those states and Kentucky that affect our customs?
- Through inquiry into the Iditarod sled dog race in Alaska, what conclusions can we make about the connection between climate, landforms and our customs?



## Learning Events

### Reading/Writing Workshop

- Engagement and pre-reading activities  = positive behavior support
- Literary and transactive reading – independent and collaborative (reading circles) 
- Reading responses – prompts directed toward core content and essential questions (written/oral)
- Mini lessons related to reading, as needed
- Writing to demonstrate learning/writing to learn
- Portfolio-appropriate writing/transactive focus
- On-demand writing
- Open Response questions
- Mini lessons related to reading, as needed


### E-mail correspondence

- Correspondence with middle or high school students in Alaska who will help students monitor the Iditarod in March


### Geography Lessons

- Scaffolded on prior knowledge

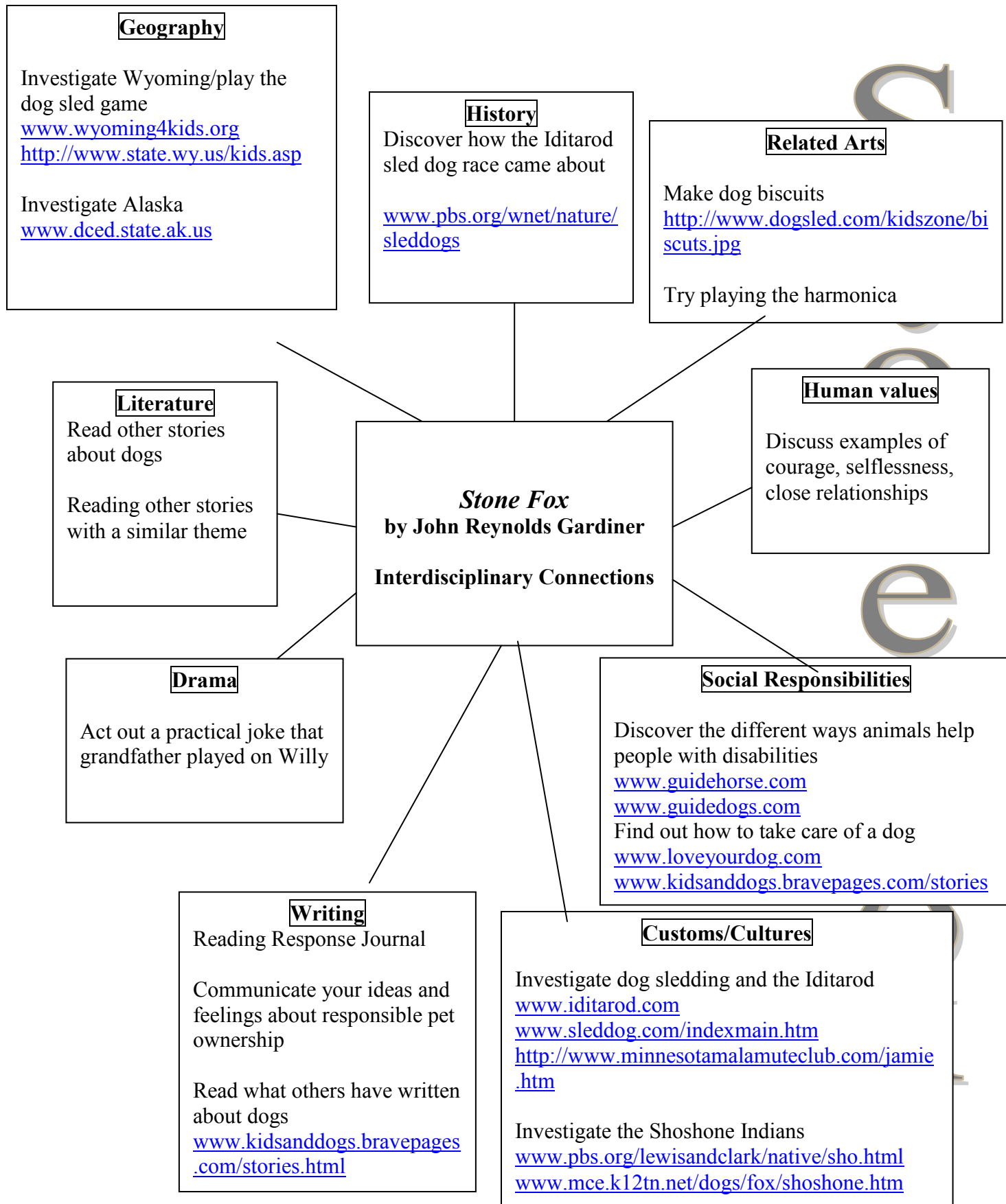
### Assessment/Evaluation

- Reading Journal, Reading Circle and Open Response rubrics
- Student designed scoring rubric 
- Holistic Scoring Guide
- Teacher Observation

### Inquiry Web Resources (samples)

- Responsible Pet Ownership   
[www.loveyourdog.com](http://www.loveyourdog.com)  
[www.kidsanddogs.bravepages.com/stories](http://www.kidsanddogs.bravepages.com/stories)
- Animals Helping People With Disabilities  
[www.guidehorse.com](http://www.guidehorse.com)  
[www.guidedogs.com](http://www.guidedogs.com)
- Geography of Wyoming  
[www.wyoming4kids.org/learn/landandpeople.cfm](http://www.wyoming4kids.org/learn/landandpeople.cfm)
- Geography of Alaska  
[www.dced.state.ak.us/trade/tou/learn/facts.htm](http://www.dced.state.ak.us/trade/tou/learn/facts.htm)
- The Iditarod Dog Sled Race  
[www.iditarod.com](http://www.iditarod.com)  
[www.sleddog.com/indexmain.htm](http://www.sleddog.com/indexmain.htm)  
[www.pbs.org/wnet/nature/sleddogs/making.html](http://www.pbs.org/wnet/nature/sleddogs/making.html)
- The Shoshone Tribe  
[www.pbs.org/lewisandclark/native/sho.html](http://www.pbs.org/lewisandclark/native/sho.html)  
[www.mce.k12tn.net/dogs/fox/shoshone.htm](http://www.mce.k12tn.net/dogs/fox/shoshone.htm)

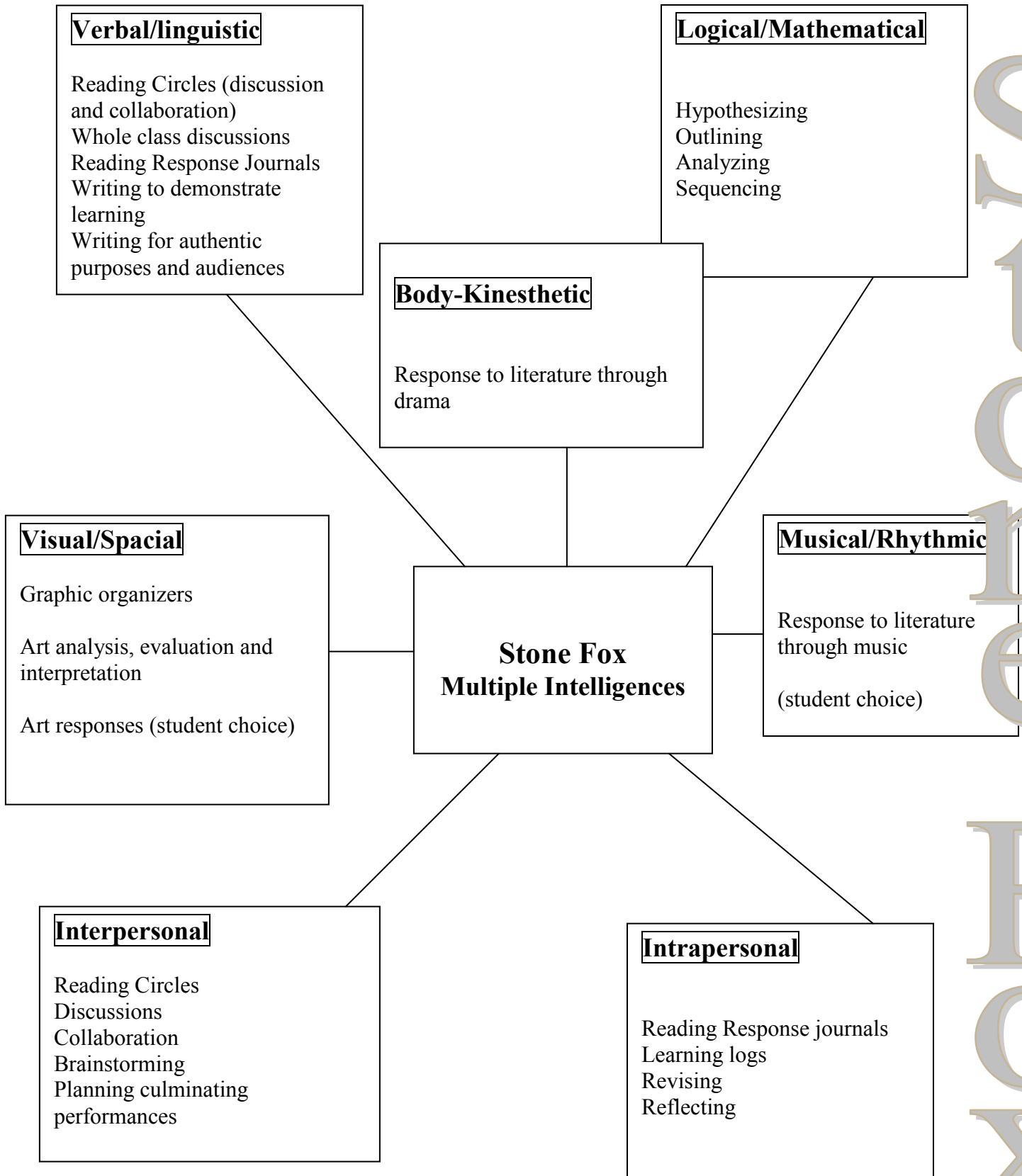
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<b>Stone Fox six week plan</b>						
<i>S u n</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>S a t</i>
	Introduce “Quest for True Understanding” concept; Little Prince, ch 1; Journal entry: Define person of true understanding	Students complete anticipation guide; review reading circle roles; discussion expectations, etc.	Read aloud ch. 1 Stone Fox; model reading roles based on ch. 1	Assign reading roles; Read ch. 2 in class; discussion HW complete reading; prepare to discuss	Small group discussion; large group discussion  Reading journal	
	Mini Lesson Literary elements (characterization)  Writer’s notebook: Describe grandparent	Change roles  HW complete reading; prepare to discuss	Discussion in small groups; debrief in large group  Reading Journal	Change roles  HW complete reading; prepare to discuss	Small group discussion; debrief whole class  Reading Journal	
	Mini Lesson (cause and effect)  Writer’s notebook:	Change roles; read ch  HW complete reading; prepare to discuss	Small group discussion; debrief whole class (look for elephant)  Reading Journal	Change roles; read ch  HW complete reading; prepare to discuss	Discussion groups; debrief; identify major issues, topics, etc.  Reading Journal	
	Open Response	Discuss interdisciplinary connections and inquiry project (student choice)	Research computer lab  Bookmark on note cards	Research computer lab  Bookmark on note cards	Research computer lab  Bookmark on note cards	
	Open Response	Writing Workshop developing angles brainstorming  HW prewriting	On demand writing  HW drafting	Writing workshop Mini lesson as needed Conferencing  HW drafting	Writing Workshop Mini lesson as needed Conferencing  HW revising	
	Writing Workshop Mini lesson as needed Conferencing  HW revising	Research for final project; discuss scoring criteria  HW editing	Research computer lab  HW note cards	Research computer lab  HW drafting	Writing workshop; plan culminating performances; celebration of work	

Many of these activities can be planned simultaneously, depending on the interests and needs of the student

Accommodations: text reader; type written journal entries; roles in reading and art circles can be chosen for students with special needs and/or behavioral problems; student choice in inquiry projects



Stone Fox

# For Parents

Dear Parents:

We are about to expand our horizons by reading a novel called *Stone Fox* and exploring related topics of interest that will take us to Wyoming and Alaska. Sound interesting? I hope so because I would like to invite you to read this novel and come on this adventure with us.

The title of this new unit is **The World of Canines: Where Would We Be Without Them?** *Stone Fox* will be our portal into an inquiry about what the role of work animals in our society, the Iditarod dog sled race in Alaska, and what it means to be a responsible pet owner.

Whether you choose to read this novel or not, I would like to encourage you to talk to your children about what they are reading and discuss with them some of the issues that are being discussed in class, such as:

- From what we have learned about how animals are used to help people with disabilities, how can we help people who are less fortunate than ourselves?
- If we have pets, what does it mean to be a responsible pet owner?

I would also like to encourage you to talk to your children about what they are writing. They will be learning how to write feature articles in this unit and I am anticipating that many of them will choose to write about owning a pet. I recommend that you refer to the book *Sharpen Your Child's Writing Skills* for guidance in how to help them. If you do not have a copy, it is available at [www.kde.state.ky.us](http://www.kde.state.ky.us), keyword search Sharpen Your Child's Writing Skills.

I am also attaching a copy of information about how to evaluate websites from the American Library Association. Since this unit will involve research and your child might want to do independent research at home, this is valuable information for you to have on hand.

This unit will take approximately six weeks to complete, and I would like to invite you to the celebration of your children's work at the end of what I am expecting to be a very fulfilling journey. Watch for details in our monthly newsletter. Thank you for your support and please don't hesitate to contact me if you have questions or concerns.

Sincerely,  
J B

## Great Web Sites for Kids Selection Criteria

Adapted from American Library Association website

[http://www.ala.org/Content/NavigationMenu/ALSC/Great\\_Web\\_Sites\\_for\\_Kids/Great\\_Web\\_Sites\\_for\\_Kids\\_Selection\\_Criteria/Great\\_Web\\_Sites\\_for\\_Kids\\_Selection\\_Criteria.htm](http://www.ala.org/Content/NavigationMenu/ALSC/Great_Web_Sites_for_Kids/Great_Web_Sites_for_Kids_Selection_Criteria/Great_Web_Sites_for_Kids_Selection_Criteria.htm)

### How to Tell if You Are Looking at a Great Web Site

The Web is a lot like a flea market: there's a vast selection of sites to choose from but not a lot of order to it. Some sites are offered by reputable "dealers" and some from individuals who want to show off their personal favorite items. Sometimes it's hard to tell what's a hidden treasure, what's worth taking a look at, and what's a waste of time.

It's not hard to find sites if you use a search engine like [Hotbot](#), or a subject directory like [Yahoo](#) (or [Yahooligans](#) for kids). But how can you tell if a site you find is worthwhile?

Sometimes what is in a Web site's address can indicate the nature of the site. Sites from commercial businesses usually include ".com"; federal government sites end in ".gov," K-12 school sites often include "k12" in the address, and college and university sites often include ".edu." Sites from non-profit organizations often include ".org." A site with a tilde (~) in the address usually indicates that this page is maintained or created by an individual, rather than representing an organization, a business, or a school. Children's librarians evaluate books, magazines, tapes, and software for children to find the best of all. Web sites are no exception. On this page, we have collected some excellent sites for young people. "Children" are defined as persons of ages up to and including fourteen and Web sites for this entire age range are considered. We will share with you what we look for in a great Web site.

#### *Notes:*

- Every site does not need to meet every one of these criteria to be a great site, but the more of them a site does meet, the more likely it is to be a worthwhile place to spend time.
- The content on the Web changes faster than anything we have ever seen in our culture. Therefore, in any recommended list of Web sites, the recommendations apply only to the primary sites that are listed, not to every site linked from the primary sites.

### **A. Authorship/Sponsorship: Who Put up the Site?**

- The name of the individual or group creating the site should be clearly stated.
- The creator should give a source for information in the site where necessary.
- The Web site author or manager should provide a way for users to make comments or ask questions.
- The Web site author or manager should be responsive to any questions regarding copyright, trademark, or ownership of all material on the site. Sites that knowingly violate copyright statutes or other laws should not be linked, listed, or recommended.

### **B. Purpose: Every Site Has a Reason for Being There.**

- A site's purpose should be clear and its content should reflect its purpose, be it to entertain, persuade, educate, or sell.
- Advertising should be appropriate to the intended audience and should not overshadow the content.
- A good site should enrich the user's experience and expand the imagination. Sites promoting social biases (gender, racial, religious, or other types) rather than enlarging the views of the child should not be considered worthwhile sites.

### **C. Design and Stability: A Great Site Has Personality and Strength of Character.**

- The information on the site should be easy to find and easy to use.
- The site design should be appealing to its intended audience.
- The text should be easy to read, and not cluttered with distracting graphics, fonts, and backgrounds.
- Users should be able to get around the site easily.
- Pages consisting mainly of links should be well organized and appealing to young people, and the collected links should be well chosen and useful to children exploring the subject.
- The site's design should be appropriate for the intended audience.
- The site should be [ADA \(Americans with Disabilities Act\)](#) compliant, as much as possible.

- A game or recreational site should have a clear interface and playing instructions.
- The page should load in a reasonable amount of time.
- The page should be consistently available and load without problems; stability is important.
- Required "plug-ins" or other helper applications should be clearly identified.
- The design elements and features on the site, such as searchable databases, animations, graphics, sound files, introductory and transitional pages, etc., should enhance and not hinder the accessibility and enjoyment of the site.
- The interactive features should be explained clearly.
- A user should not need to pay a fee or type in personal information (such as his/her name or e-mail address) before using the site.

**D. Content: A Great Site Shares Meaningful and Useful Content that Educates, Informs, or Entertains.**

- The title of a site should be appropriate to its purpose.
- A site's content should be easy to read and understand by its intended audience.
- There should be enough information to make visiting the site worthwhile.
- If there are large amounts of information on the site, some kind of search function should be provided. There should be at least an outline of topics covered, allowing the users to find topics and move among them easily.
- Spelling and grammar always should be correct.
- The information should be current and accurate, and if the topic of the site is one that changes, it should be updated regularly. A "last updated" date is a plus.
- Links to more information on the topic should be provided.
- Graphics on the site should be relevant and appropriate to the content.
- The subject matter should be relevant to and appropriate for the intended audience.
- The viewpoint presented should be comprehensible to the intended audience.

- The skills required to use the site's features and structure should be appropriate or appropriately challenging for its intended audience.
- In informational sites, especially those used to support school assignments, quality of content should be most important. Appealing sites for general audiences that are accessible to young people sometimes provide the highest-quality content.
- Some sites, such as health and life-education sites, may include mature content. Such material should be developmentally appropriate to the information needs of youth.

ALA's Great Web Sites for Kids are currently maintained and updated by the ALSC Great Web Sites Committee

Documentation: Citing Online Sources

<http://dizzy.library.arizona.edu/tutorials/citation/mlaexamples.pdf>



## Anticipation Guide

The following questions are used to introduce issues and ideas that you will come across in *Stone Fox*. They are designed to encourage you to think about these ideas. We will return to these questions throughout the novel.

Mark True or False and if you don't know, make a guess:

Before Reading True or False		After Reading True or False
	Doctors sometimes cannot explain why a person is sick.	
	If someone is not able to work, a family member should help out.	
	If taxes are not paid there are serious consequences.	
	Pets are important members of a household.	
	A dog can sense when its owner is in trouble.	
	Dogs can help in times of crisis.	
	Land was taken away from Native Americans.	
	Many Native Americans have tried to buy their land back.	
	It takes courage for a young boy to enter a race against grownups.	
	Winning doesn't always mean finishing first.	

## The Little Prince by Antoine de Saint-Exupéry The Quest for "True Understanding"

In the opening pages of the *Little Prince*, the narrator is lamenting his unappreciated artistic skills and shares with his readers his first two drawings. He relates that when he showed *Drawing Number One* to grown-ups, he asked if it frightened them, and their response was "Why should anyone be frightened by a hat." Consequently, he felt compelled to create *Drawing Number Two* in order to reveal the frightening nature of his first drawing. This disheartening experience caused him to give up his artistic endeavors at the age of 6.

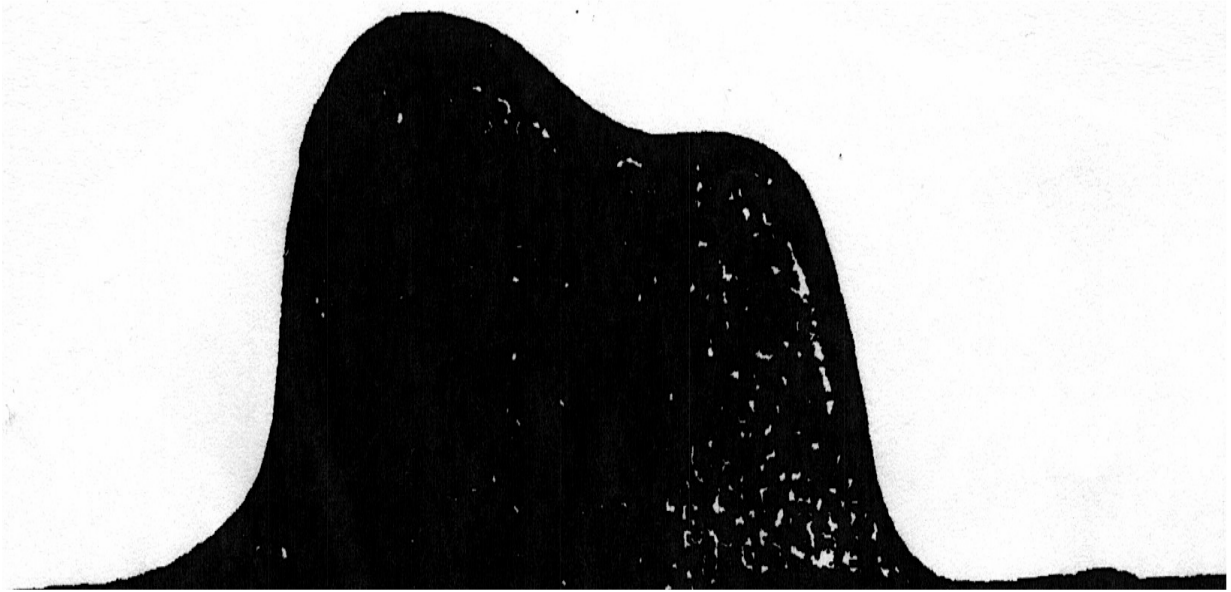
However, throughout his life he would occasionally use *Drawing Number One* to test whether or not a person whom he considered to be "clear sighted" was truly a "person of true understanding." If that person answered, "That is a hat," he knew he couldn't talk to that person about the wonders of the world. Instead he would talk to them about ordinary things such as "golf, politics and neckties."

To encourage young readers to become "a person of true understanding," show them *Drawing Number One* out of context of the book and invite them to guess what it is, telling them there are absolutely no

wrong answers. Many of them guess that it is a hat. Then show them *Drawing Number Two* and explain how it came about. Tell them that once they have seen the elephant, they will never see *Drawing Number One* again as a hat. Most importantly, tell them that once they have learned to look beneath the surface of the text on a page, they are well on their way to becoming "persons of true understanding."

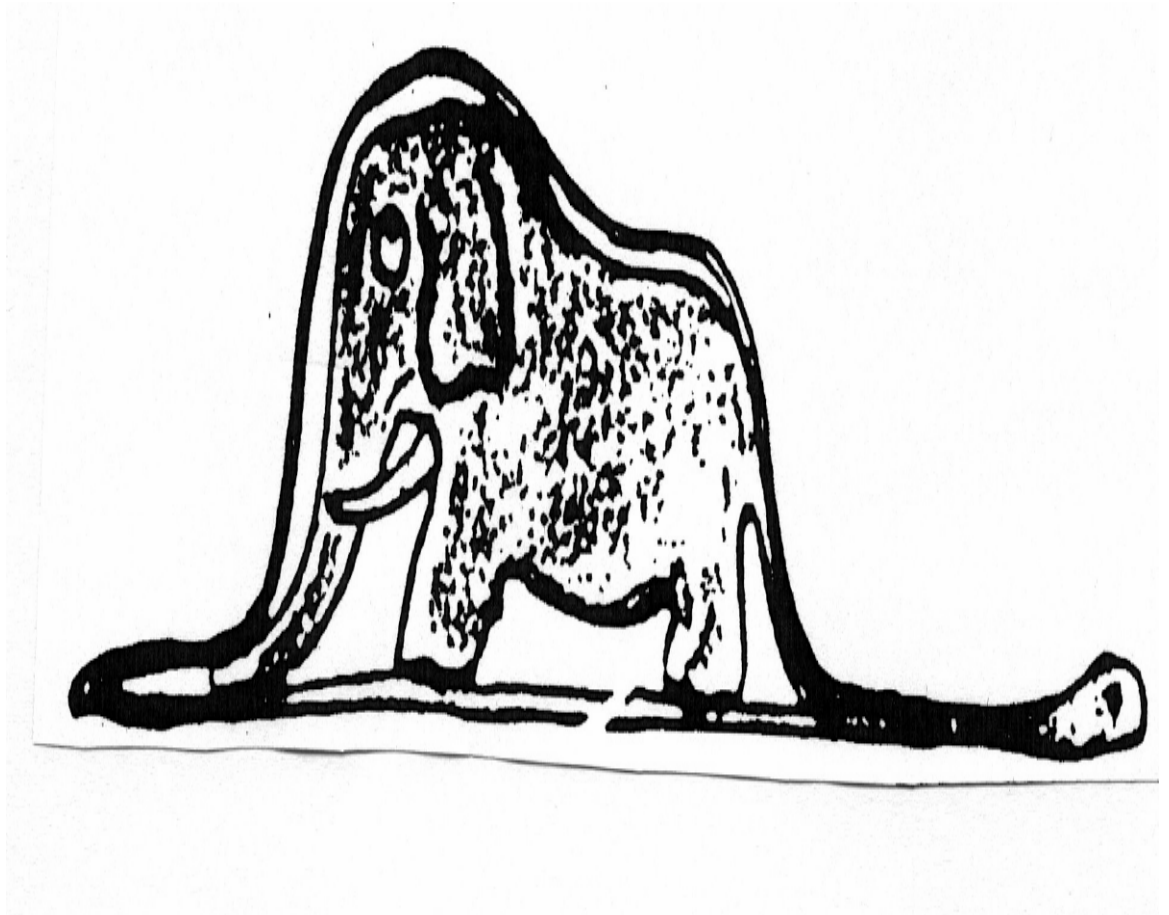
Consequently, a new group of elephant hunters emerges from the classroom! The comic is added as a reminder to "look for the elephant" once in a while and have fun while doing it!

"Once when I was six years old I saw a magnificent picture in a book. . .a boa constrictor in the act of swallowing an animal. . .I pondered deeply, then, over the adventures of the jungle. After some work with a colored pencil I succeeded in making my first drawing. . .It looked like this."



### **Drawing Number One**

"I showed my masterpiece to the grown-ups and asked them whether the drawing frightened them. But they answered: 'Frighten? Why should anyone be frightened by a hat!'"



Drawing Number Two



“Now calm down, Barbara. ... We haven’t looked everywhere yet, and an elephant can’t hide forever.”

What we already know	What we want to know	What we have learned
<p>Working animals help people</p> <p>Dogs help:</p> <ul style="list-style-type: none"> <li>firemen</li> <li>blind people</li> <li>policemen</li> <li>airport security</li> <li>hunters</li> </ul> <p>Strong dogs can pull sleds</p> <p>Animals can help senior citizens by being good companions and helping them feel secure</p> <p>Animals can sense danger</p>	<p>How are working animals different from pets?</p> <p>What special needs do working animals have?</p> <p>Training?</p> <p>Diet?</p> <p>What breed of dogs can pull sleds?</p> <p>Can a dog that lives in the frozen north survive in the heat of the south?</p>	

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## Mushing Terminology

- **Alaskan husky:** a northern dog of mixed breed, usually used to denote those bred for racing.
- **Basket:** the main body of a sled, where passengers or gear may be carried.
- **Booties:** slippers for dogs, worn while working under certain conditions to prevent ice forming between their toes. Made of a wide range of fabrics, including fleece and Gore-tex
- **Brushbow:** the curved piece out in front of the main body of a sled, designed to stop brush from damaging the sled.
- **Dog Bag:** a fabric bag carried on a race sled, used to put a sick or injured dog into in order to carry him to a place where he can be cared for.
- **Dog Box:** a carrier for several dogs, most often seen as a wooden structure in the bed of a pickup truck. Styles vary widely, but usually built with individual sections that hold one or two dogs each.
- **Driving Bow:** the handle that the musher holds on to - also called a **Handlebow**.
- **Easy!:** the command for the dogs to slow down.
- **Gangline:** the main line that the dogs and sled are attached to.
- **Gee** - the command for the dogs to turn right.
- **Handler** - a person who assists the musher.
- **Harness:** a webbing of fabric that fits a dog snugly, to which the **Tugline** and **Neckline** are attached.
- **Haw** - the command for the dogs to turn left.
- **Hike!** - the command to get the dog team moving.
- **Husky** - in common useage, any northern breed dog - properly, a Siberian Husky.
- **Lead Dogs:** the dog or dogs in the front of a team. These dogs are noted for their high level of intelligence and drive, and are often females. May be run as **Single lead** (1 dog) or **Double lead** (2 dogs).
- **Mush!:** many people think this is the term used to get a team going - **Hike!** is most commonly used.
- **Musher:** a person who drives a sled dog team - also called a **Dog Driver**.
- **Neckline:** a short line (10-12 inches) attached to the **Harness** and **Gangline**, that keeps the dog in line.
- **On By!:** the command to go by another team or other distraction.
- **Pedaling:** pushing with one foot while keeping the other on the sled.
- **Point Dogs** - used by some mushers to denote the two dogs right behind the **Lead Dogs**. Others call them **Swing Dogs**.

# Vocabulary

- **Rigging:** all the gear used to attach dogs to a sled.
- **Runners:** the narrow pieces of wood that a sled rides on. Usually have a replaceable plastic layer to reduce maintenance. The runners extend behind the **Basket** so the **Musher** can stand on them.
- **Safety Line:** an extra line from the **Gangline** to the sled, in case the main fitting breaks.
- **Snow Hook:** a large metal hook that can be driven into firm snow to anchor a team for a short period of time without tying them.
- **Snub Line:** a rope attached to the back of the sled, which can be tied to a tree to hold the team when the snow is not firm enough to use a **Snow Hook**.
- **Stakeout:** a main chain with separate short chains to attach several dogs to. May be strung between the front and back bumpers of a truck, or between two trees.
- **Stanchions:** the upright pieces that attach the runners to a sled.
- **Swing Dogs:** depending on which musher you're talking to, either the two dogs directly behind the **Led Dogs**, or those between the **Point Dogs** and the **Wheel Dogs**.
- **Tack:** harnesses
- **Team Dogs:** all dogs other than the **Lead Dogs**, **Point Dogs**, **Swing Dogs** and **Wheel Dogs**.
- **Toboggan:** a sled with a flat bottom instead of runners. Used when deep, soft snow is expected instead of a good trail.
- **Tuglines:** the main line that connects the dog's harness to the **Gangline** - the line that the dog tugs on.
- **Village Dogs:** a derogatory term for poorly socialized dogs of unknown breeding.
- **Wheel Dogs:** the two dogs right in front of the sled. These will normally be the heaviest dogs in the team.
- **Whoa:** the command to get the dog team to stop.

<http://www.everythinghusky.com/features/mushingterms.html>

## Reading Circles - Kentucky Style

### Background Information

#### Roles Sheets

This packet of information is an adaptation of Harvey Daniels' *Literature Circles* designed to meet Kentucky's elementary school reading standards.

Thus, each of the reading roles for literary reading included in this packet has been aligned with Core Content for Reading. (The Core Content is identified on each role sheet for the benefit of the students as well as the teacher).

For the purpose of modeling the concept of Reading Circles to elementary school students, and to reinforce the concept for those who are experienced, samples of reading responses for the first chapter of *Stone Fox* have been included.

To reinforce the reading/writing connection, the role sheets can also be used as a basis for mini lessons for the purpose of both evaluating published text and applying lessons learned to students' writing.

#### Engaging Students

In order to engage students and encourage them to become critical, reflective readers, an activity from *The Little Prince* is included in the Pre-reading section.

#### Rubrics

Sample rubrics are also included. However, it is recommended that students participate in developing their own.

## What Makes a Good Discussion?

- **Empathetic Listening:** Give your complete attention to the speakers, showing the students in your group that you value their contributions.

Use positive body language  
Make eye contact

- **Responding to Group Members:** Expand on other group members' ideas by sharing your thoughts and feelings about what they contributed to the conversations.
- **Clarifying:** Ask questions to understand each other's ideas better.

Tell me more about. . .  
What do you mean. . .?  
Why do you think. . .?

- **Sharing ideas and justifying opinions:** Share parts of the book that demonstrate the core content that you are addressing and explain why they are important. Justify your opinions.

I think . . . is a good example of a metaphor because. . .

I wonder if the relationship between these two characters would have changed if they had . . .

I was surprised that the plot changed course because I was expecting . . .

This part reminds me of . . . because . . .

I don't understand why the author keeps on repeating this word . . .

I like this section of writing because . . .

I noticed. . . because . . .

I wish ... because ...

I think this story is really about ... because ...

- **Self-reflection:** Consider what has been done well, and make decisions about what needs to be improved. Set goals for the future.

# Reading Circle Rubric

## **Reluctant Reader**

- ❑ Not prepared for discussion
- ❑ Forgets written comments or reading material
- ❑ Conversation off-task
- ❑ Seldom listens
- ❑ Rarely responds to group
- ❑ Reluctant to ask relevant questions
- ❑ Unwilling to share ideas

## **Willing Learner**

- ❑ Brings reading material
- ❑ Understands purpose of reading circle
- ❑ Brings some written notes
- ❑ Contributes to discussions occasionally or when prompted
- ❑ Sometimes listens and responds appropriately
- ❑ Occasionally asks questions
- ❑ Shares ideas when asked

## **Active Participant**

- ❑ Brings reading material with passages identified
- ❑ Brings written comments
- ❑ Contributes appropriately to discussions
- ❑ Listens actively and responds adequately
- ❑ Makes connections to other readings and/or experiences
- ❑ Discusses author's style/literary elements (when appropriate)

## **Expert Participant**

- ❑ Brings reading material with passages clearly identified
- ❑ Brings thoughtful written comments
- ❑ Contributes significantly to discussion
- ❑ Keeps the discussion going
- ❑ Listens and responds thoughtfully
- ❑ Builds on others' comments
- ❑ Makes insightful connections to other readings and/or experiences
- ❑ Discusses author's style/literary elements, when appropriate

# Rubric for Reading Circle Journals

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book/passage title: \_\_\_\_\_

## Beginner

- Response shows a minimal understanding of the response prompt
- Response uses no information from the text as support
- Errors in spelling, punctuation, and capitalization that interfere with communication

## Learner

- Response shows a basic understanding of the response prompt
- Response uses limited information from the text as support
- Some errors in spelling, punctuation, and capitalization that do not interfere with communication

## Skillful

- Response shows an understanding of the response prompt
- Response uses information from the text as support
- Few errors in spelling, punctuation, and capitalization

## Expert

- Response shows an in-depth understanding of the response prompt
- Response is well developed and includes information from the text as support
- Control of spelling, punctuation, and capitalization

## Reading Response Journal Prompts

(Based on *Response Journals* by Les Parsons)

**Major Focus:** The World of Canines: Where Would We Be Without Them?

**Core Content:** Reflect on and evaluate what is read

Connect information to students' lives and/or real world issues

1. Has the story *Stone Fox* changed your thinking about the role of dogs in our lives? Explain your answer.
2. What do you think is Little Willy's most important character trait that has helped him overcome the problems he faced? Explain your answer.
3. What issues in *Stone Fox* are similar to real-life issues that you've thought about or had some experience with? How has this story clarified or confused or changed your views on any of these issues?
4. What character and/or situation in *Stone Fox* remind you of someone and/or situations in your own life? How are they similar and how do they differ?
5. From our readings and discussions, what does responsible pet ownership mean?
6. Evaluate the title *Stone Fox* now that you have finished reading the book. Why didn't the author call the book *Little Willy* or *Searchlight*?
7. If you could interview the author of *Stone Fox*, what questions would you ask?
8. If you could interview a musher at the end of the Iditarod dog sled race, what questions would you ask?
9. If you could talk about owning a dog to a student in Alaska, what questions would you ask?
10. If you could visit Alaska, what would you want to see?

## Connector (sample response)

Core Content:

Connects information from a passage to students' lives and/or real world issues

The passage about Grandfather dressing up as a scarecrow out in the garden made me think about how my own grandfather likes to make me laugh.

My grandmother is always very serious though.

I have never seen my grandfather cry and I am glad I haven't. I think it is sad that Grandfather is so sick that he doesn't say anything.

The name of the dog Searchlight made me think about my cat's name. Searchlight was given her name because she had a white spot on her forehead that looked like a searchlight. My cat's name is Smudge because he is all black with a blotch of white fur on his head.

## Discussion Director (sample response)

Core Content: Explain the meaning of a passage taken from texts appropriate for elementary school students; Explain a character's actions based on a passage

I want to discuss with my group why they think Grandfather is sick. If they have to save their farm from tax collectors, why doesn't Grandfather get out of bed and go to work? The doctor says he is as healthy as an ox.

I am curious about why Willy is living with his grandfather. What happened to his parents?

I also want to find out what my group knows about potato farms in Wyoming. I thought potatoes came from Idaho.

I also want to know what kind of dog Searchlight is, especially if she is going to race with a dogsled.

## Literary Critic (sample response)

Core Content: describe characters, plot, setting, and problem/solution of a passage

There are three characters in chapter one: Grandfather, Willy and Doc Smith. Grandfather is "coming to life" through the things his grandson Willy says about him. Before he got sick he liked to make Willy laugh by playing tricks. He takes good care of Willy. He likes to play his harmonica before he goes to bed. Willy is "coming to life" through his actions. As soon as he knows that Grandfather is sick, he goes to get the doctor. It is the description of the doctor that makes her seem real. "She had snow white hair and wore a long black dress. Her skin was tan and her face was covered with wrinkles," so she must be old.

The setting is a potato farm in Wyoming before cars were invented. The story would change if it were in the present time because probably an ambulance would have come to take Grandfather to the hospital.

The clues the author has given are that Searchlight is going to be important and Grandfather owes tax money (back cover).

The problem is that Grandfather is sick and the doctor thinks he has "given up" and doesn't want to live any more.

*Predictor* (sample response)

Core Content: Make predictions and draw conclusions based on what is read

I think the dog Searchlight is going to be very important in this story. The clue that makes me think that is "Searchlight ran on ahead, leading the way and barking. Searchlight enjoyed a good run." I think the name Searchlight and "leading the way" mean that the dog will act just like a searchlight.

I also think that the question that the doctor asks "Do you owe anybody money?" is going to be important. It was a strange question to ask when someone is sick, so I think it is going to lead somewhere.

## Word Wizard (sample response)

Core Content: Uses knowledge of synonyms, antonyms, and homonyms and compound words for comprehension

Know that some words that have multiple meanings and identify the correct meaning as the word is used

Recognize the meaning of a word when a prefix or suffix has been added to a base word

The word proceeded stands out when "Doc Smith proceeded to examine Grandfather." I thought it meant began but since "she used just about everything in her little black bag," I guess it means she carried on examining him.

I didn't know what the word palomino meant. I knew it was a horse because Willy hitched it to the wagon and there's a picture of a horse in the story. So I looked it up and found out a palomino is a cream, golden, or light chestnut horse with white mane and tail.

The grandfather's tears are mentioned three times, so that seems very important.

## Stone Fox by John Reynolds Gardiner

- Chapter 1      Grandfather      My reading role: \_\_\_\_\_  
On a small potato farm in Wyoming, Willy's grandfather became mysteriously ill.
- Chapter 2      Little Willy      My reading role: \_\_\_\_\_  
Willy and his dog Searchlight harvested potatoes and Mr. Leeks bought them. Grandfather was still sick.
- Chapter 3      Searchlight      My reading role: \_\_\_\_\_  
Searchlight pulled the sled across the snow and took Willy to school, five miles away from the farm, where the dog waited for Willy to come out of school. When the church bell struck 6 o'clock, Searchlight and Willy raced home.
- Chapter 4      The Reason      My reading role: \_\_\_\_\_  
Mr. Clifford Snyder was waiting at the farm when Willy and Searchlight arrived home from school. Willy found out what was troubling his grandfather.
- Chapter 5      The Way      My reading role: \_\_\_\_\_  
Willy thought of an alternative solution to selling the farm.
- Chapter 6      Stone Fox      My reading role: \_\_\_\_\_  
Willy used his college savings to enter the dogsled race and found out he would have to compete against a Shoshone Indian.
- Chapter 7      The Meeting      My reading role: \_\_\_\_\_  
On a trip to town to get medicine for his grandfather, Willy met Stone Fox and showed his mean side.
- Chapter 8      The Day      My reading role: \_\_\_\_\_  
Willy was surprised to see so many people lined up on the streets to cheer him on in the race.
- Chapter 9      The Race      My reading role: \_\_\_\_\_
- Chapter 10      The Finish Line      My reading role: \_\_\_\_\_

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## Stone Fox

and related readings  
MiniLessons

### Cause and Effect

**Model:** Examples from *Stone Fox* (next page)  
**Guided Practice:** Students complete chart after reading about Balto, the brave husky and his team (text and blank chart attached)

Cause	Effect
<ul style="list-style-type: none"> <li>▪ Children sick in Nome, Alaska</li> <li>▪ Aircraft dismantled for winter</li> <li>▪ Husky named Balto heroically led team</li> <li>▪ Balto died in 1933. His body preserved and displayed at Cleveland's Natural History Museum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Medicine needed</li> <li>▪ Sled dogs used instead to transport medicine from Anchorage to Nome</li> <li>▪ Balto became famous around the world</li> <li>▪ Alaskan schoolchildren are campaigning to bring Balto back to his home state.</li> </ul>

### Characterization

**Model:** Grandfather character web  
**Guided Practice:** Little Willy  
 Students create web following model (attributes and evidence)  
 Family member  
 Students create web following model

**Writer's Notebook:** Write a descriptive paragraph highlighting one attribute of family member

Cause	Effect
Little Willy's parents are not in the story	Little Willy is living with his grandfather
Grandfather has a sense of humor	He plays practical jokes on Willy
Grandfather and Willy live on a farm	The potatoes have to be harvested
Grandfather gets sick and does not get out of bed	Willy runs to get the doctor
The doctor says there is nothing physically wrong with grandfather, but he has given up on life	Willy takes care of grandfather
Grandfather's horse has died	Willy uses his dog Searchlight to pull the plow and harvest potatoes
Grandfather has not paid his taxes	He will lose the farm if he doesn't pay Willy has a plan to earn some money Willy trains Searchlight to run faster while pulling a sled Willy enters the dogsled race
Stone Fox, a Shoshone Indian, is a member of a tribe whose land has been taken away	Stone Fox enters the dogsled race to earn money to buy land
Stone Fox and Willy have the same needs	Stone Fox and Willy are in competition with each other
During the race Searchlight runs very fast and very hard	Almost at the finishing line, Searchlight collapses and dies
Stone Fox can see how determined Little Willy is to win the race	Stone Fox allows Little Willy to win

## BALTO

In 1925, a life-or-death race to rescue the children of Nome, AK, from disease made an international hero of one sled dog - and eventually led to the creation of Alaska's Iditarod sled dog race, the subject of NATURE'S SLED DOGS: AN ALASKAN EPIC.

In January 1925, doctors realized that a potentially deadly diphtheria epidemic was poised to sweep through Nome's young people. The only serum that could stop the outbreak was in Anchorage, nearly a thousand miles away. But the lone aircraft that could quickly deliver the medicine had been dismantled for the winter. In desperation, officials turned to a much lower-tech solution: moving the medicine by sled dog.

Soon, a musher embarked from Anchorage on the first leg of a remarkable dog-sled relay aimed at delivering the needed serum to Nome. More than 20 mushers took part, battling temperatures that rarely rose above 40 degrees below zero Fahrenheit and winds that sometimes blew strong enough to knock over sleds and dogs. Reporters brought news of the race to a world suddenly transfixed by the drama in the far north.

Incredible, just six days later, on February 2, 1925, Gunner Kaassen drove his heroic dog team into the streets of Nome. In the lead of his team was a husky named Balto, whose furry face soon became known around the world. A year later, in honor of the epic trek, admirers erected a statue of Balto in New York City's Central Park.

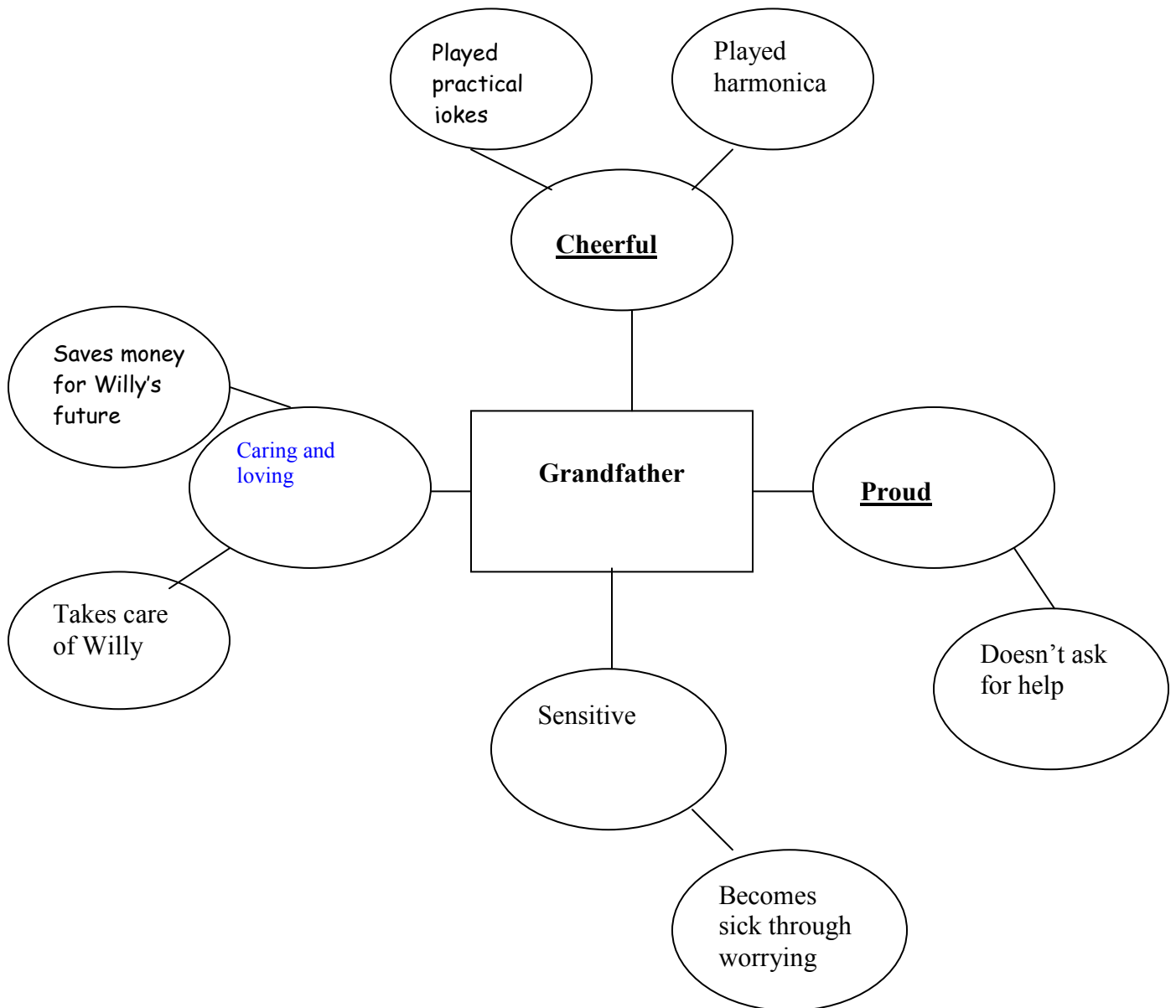
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Balto was suddenly a world-famous celebrity; for two years after the serum run, the dog and some of his teammates traversed the continental United States as part of a traveling show. After Balto died in 1933, his body was preserved and displayed at Cleveland's Natural History Museum. In 1995, a popular animated movie about Balto was released, adding to his fame.

Long after his death, Balto's popularity lives on. Today, some Alaskan schoolchildren are campaigning to bring Balto back to his home state. The students want his body moved to the Iditarod Trail Sled Dog Race museum in Wasilla. But Cleveland officials aren't ready to give Balto back, noting he spent more than half his life in their city. There are plans in the works, however, for Balto to return to Alaska as part of a temporary exhibit at the Anchorage Museum of History and Art - a testament to the strength of Balto's memory and a fitting memorial to his indomitable spirit.

(reprinted from [www.pbs.org/wnet/nature/sleddogs/balto.html](http://www.pbs.org/wnet/nature/sleddogs/balto.html))

Character Web  
Stone Fox



Analyze the following facts from [www.kidsanddogs.com](http://www.kidsanddogs.com) and then answer the TWO questions that follow:

**Are You Ready To Have A Dog?**

Some dogs get big.  
Some dogs bark a lot.

When you walk a dog, you have to pick up the mess.  
Dogs can get sick and mess up the carpet.  
Dogs can chew furniture.  
Dogs shed hair.

Dogs get lonely when they are by themselves.  
Dogs can chew your toys.  
Dogs can get sick and cost a lot of money at the vet.  
Dogs can be picky about their food.  
Dogs jump on people.

Dirty dog dishes need to be washed.  
Dogs need baths.  
Dogs scratch, bite, and chew.  
Dogs can't always understand what you are saying.  
Dogs can get fleas, worms, and ticks.  
Dogs can run away.

Dogs can bother the neighbors.  
Dogs need to go for walks.  
Dogs need things like leashes, collars, and toys which cost money.

Dogs need a pet sitter or boarding when you want to go away.  
Dogs need frequent brushing.

Dogs need exercise.  
Friends or family might be allergic to dogs.  
Dogs need obedience training.  
Dogs drool on your hands and on your clothes.  
Someday your dog will die.

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Read the following passage about the challenges that racers in the Iditarod face and then answer the three questions that follow:

The Iditarod, held each March, isn't a race for just anyone - or any dog. The route bumps along from Anchorage to Nome across rugged landscape, from mountains to sea ice, retracing an historic 1925 dash to bring desperately needed medicine to the children of Nome, who were threatened by a diphtheria epidemic. In 1967, Alaskan sled dog enthusiasts decided to memorialize the event and remind people of the sled dog's proud place in Alaskan history; by 1973, it had evolved into the modern Iditarod. While experts don't agree on what "Iditarod" means, many believe it is a Native American word meaning "distant place," while "musher" is believed to come from the French word "marcher," to walk.

Iditarod racers "face a tough new test at every turn in the trail," says Runyan, a dog breeder and Iditarod consultant who lives in southern New Mexico. At the beginning, for instance, the 60 to 80 racers who start must battle the soft snows of Alaska's coastal plain, then fight their way along the frozen Yukon River, "which is just a big wind tunnel in the winter," says Runyan. Later, the teams must traverse the dark, frozen wastes of the Bering Sea into Nome. At each of the 26 checkpoints along the way, veterinarians carefully monitor the health of every dog, making sure they are up to the challenge. If for any reason a dog does not receive a stamp of approval from the vet, they are immediately airlifted out of the backcountry. Not even the mushers get this kind of support.

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1. "The Iditarod isn't a race for just anyone - or any dog. The route bumps along from Anchorage to Nome across rugged landscape, from mountains to sea ice."

Explain why the Iditarod isn't a race for just anyone - or any dog.

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2. In our part of the world, the weather in March is generally starting to get warm and trees are starting to get leaves and flowers are starting to bloom.

How do we know that March is different in Alaska?

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3. At each of the 26 checkpoints along the way, veterinarians carefully monitor the health of every dog, making sure they are up to the challenge.

Why do you think mushers don't get this kind of support?

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Open  
Response

## Rubric for Open Response

1

- Response shows a minimal understanding of the response prompt
- Response uses no information from class discussions and/or text as support
- Errors in spelling, punctuation, and capitalization that interfere with communication

2

- Response shows a basic understanding of the response prompt
- Response uses limited information from class discussions and/or text as support
- Some errors in spelling, punctuation, and capitalization that do not interfere with communication

3

- Response shows an understanding of the response prompt
- Response uses information from class discussions and/or text as support
- Few errors in spelling, punctuation, and capitalization

4

- Response shows an in-depth understanding of the response prompt
- Response is insightful, well developed and includes information from class discussions and/or text as support
- Control of spelling, punctuation, and capitalization

## Classroom On-Demand Writing/Learning Prompt

**Unit Organizer:** The World of Canines: Where Would We Be Without Them?

**Major Focus:** What can we learn from reading about taking care of pets in literature, other reading materials, and non-print text, to communicate our ideas about responsible pet ownership?

**Core Content:** Students produce, within time constraints, a single written response to a prompt

**Situation:**

Your local animal shelter is looking for student volunteers to help with taking care of animals on Saturday mornings. These students have to have experience in taking care of a pet responsibly. One of your friends wants to apply and has asked you to write a letter recommending him/her for the job.

**Task:**

Write a letter to the Animal Shelter recommending your friend for the job. Be sure to give specific examples of how this person has taken care of his/her pet and explain why you are recommending him/her.

Adapted from materials created by Elizabeth Dick, Oldham County

<p><b>PURPOSE/AUDIENCE</b></p>	<ul style="list-style-type: none"> <li>• Have you thought about who the reader is and what that person or group would like or need to know?</li> <li>• Have you narrowed the topic?</li> <li>• Have you stayed focused on the reason for writing?</li> <li>• Is your voice and/or tone appropriate for the reader, your purpose, and the form you have chosen for your writing?</li> </ul>
<p><b>IDEA DEVELOPMENT/SUPPORT</b></p>	<ul style="list-style-type: none"> <li>• Does your writing have a main idea?</li> <li>• Have you supported that idea in a variety of ways?</li> <li>• Have you used idea development strategies appropriate for the form you are writing?</li> <li>• Have you anticipated and taken care of readers' needs/questions?</li> </ul>
<p><b>ORGANIZATION</b></p>	<ul style="list-style-type: none"> <li>• Have you organized the writing so the reader can make sense of the piece?</li> <li>• Does your organizational plan match the form you have chosen?</li> <li>• Have you organized your ideas in paragraphs?</li> <li>• Are you helping your reader follow your ideas?</li> </ul>
<p><b>SENTENCES</b></p>	<ul style="list-style-type: none"> <li>• Do your sentences start in different ways?</li> <li>• Are some long and some short?</li> <li>• Are they complete?</li> </ul>
<p><b>LANGUAGE</b></p>	<ul style="list-style-type: none"> <li>• Are the words interesting?</li> <li>• Are the verbs lively and the nouns specific?</li> <li>• Are the words used correctly?</li> <li>• Have you used language appropriate for the content, purpose, and reader?</li> </ul>
<p><b>CORRECTNESS</b></p>	<ul style="list-style-type: none"> <li>• Have you spelled the words correctly?</li> <li>• Have you used capital letters where they are needed?</li> </ul>

## Generating Portfolio Appropriate Transactive Writing in the Content Areas

(Adapted from materials provided by Dr. Charles Whitaker, Director, ECU Writing Project)

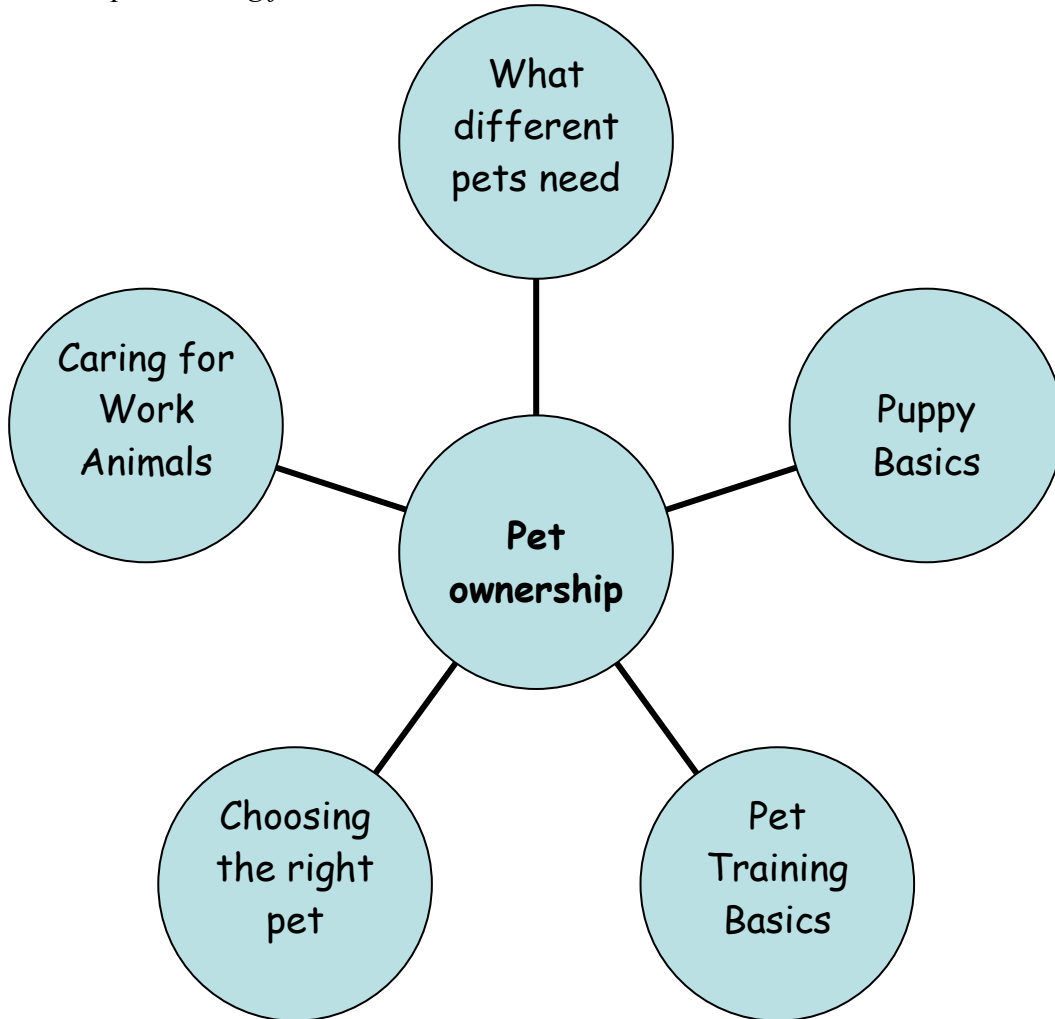
During the teaching of the content from a Unit of Study, discussion should take place about issues, questions, problems, goals, needs in students' lives that have relevance to the content being studied. These ideas are essential when teachers set up writing for authentic purposes and readers.

At the conclusion of the unit, with the teachers' help, students brainstorm by using a graphic organizer to determine topics associated with content being studied and to help define their own writing task. The issues, questions, topics, etc., that come from a 4th grade unit on **Stone Fox, the Iditarod, and related readings** might be identified as follows:



A student will then choose an issue and narrow the focus further to help define important topics for transactive writing.

For example: *Caring for Pets*



### **Creating Angles**

To help define their writing task further, with the teacher's help, students can brainstorm angles or ideas for writing. These are phrased as statements to indicate the direction the writing will take or the basic purpose the writer may develop. Here are some models to generate issues or topics:

1. Here's some facts that readers may not know about and some reasons why I think they're important.
2. I wanted to find answers to these important questions. This is what I have found out and why I think it is important others should know what I've found out.
3. My own experience backs up an interesting idea that is important for readers.
4. Although some people may agree with such and such, I do not. Let me explain and support my view so that others will accept my ideas.
5. In order to understand something or in order to do something, a person should know the answers to these questions.
6. How did all this come about? Here's how it happened and why it is important.
7. If you are not sure about such and such, let me help you.
8. Let me discuss what makes something effective or ineffective.

### Creating Titles for Transactive Writing

(memo, letter, editorial, article, speech, proposal, report, etc.)

To clarify this brainstorming strategy for students, angles can then be transformed into titles that reflect the content being studied. Not only is providing a title realistic, but also forming the title can help students with key concepts about writing: authentic, focused purpose; idea development, and reader awareness.

Here are some good tips for students to think about in creating titles:

- In creating the title, think about how you are focusing on the subject. What is an angle that can make your writing unusual? What is your main idea, and what might appeal to readers?
- Titles often include key words that tell the writer's purpose and the content of the writing. Try to use key words in the title.
- Don't make the title too broad or general. Use the title to establish a focus on the subject.
- Some titles have two parts. The first part is broad, for example, **Owning Pets**; then the writer uses a colon and gives something more specific about the subject. For example, "**Owning Pets: Tips for Responsible Ownership.**"

- Similarly, writers often use questions in their titles as a way to indicate their purpose and to try to interest readers: **"Ready for a dog? Here's what you should know!"**
- Some titles are simply statements that have an impact: **"Owing A Dog Is Not As Easy As You Think"**

Sample Titles for Transactive Writing about Responsible Pet Ownership  
(memo, letter, editorial, article, speech, proposal, report, etc.,)

Here are some sample titles that could perhaps be used as models to generate students' titles based on the content that was studied in the unit **The World of Canines: Where Would We Be Without Them?**

1. **To Love Your Dog - Your Puppy's First Day!** (tips for taking care of a new puppy)
2. **Are You Ready For A Dog: Take This Simple Test.** (questions to guide responsible dog ownership)
3. **Dogs to the Rescue: Some Amazing Facts** (information about dogs involved with helping the disabled)
4. **Mutt or Pedigree: What's The Difference?** (information about different breeds of dogs and their characteristics)
5. **Share a Pet with Seniors: Share Reasons to Smile!** (information about taking pets to nursing homes)
6. **Man's Best Friend: Loyal and True** (specific details about the advantages of owing a pet)

Providing Models

Students should also be shown samples of transactive writing to emulate that relate to the content being studied. (703 KAR 5:010 Choose content-area readings that represent the kind of writing students are asked to include in the portfolio). (The Internet is an immense source).

### **Defining Purpose and Audience**

Students then define their purpose and audience for a "real-world" form. It may be helpful for teachers and students to consider two ways of looking at authentic writing:

- a. **The writing is literally authentic.** A letter is actually mailed. An article or editorial is actually published. A proposal or report is actually presented to the intended readership. A book is bound in some way and made available to readers, for example, in a school or classroom library. A written speech is actually delivered.
- b. **The writing approximates—is like—realistic writing.** The article, for example is **like** one that might appear in a "real" publication. The magazine, journal, newspaper, etc., might not actually exist, but it makes sense that a publication of that sort might exist. The article is logically **like** one that people might do for such a publication. The students' writing approximates work that is done or might logically be done in their lives.

Completion of the following purpose statement helps students focus:

As a (role) \_\_\_\_\_, I am writing a (form) \_\_\_\_\_  
 for (audience) \_\_\_\_\_ to develop my idea  
 that (purpose)\_\_\_\_\_.

After this **PREWRITING** activity, the writing process continues:

### ***DRAFTING***

Teachers engage students in creating a first draft. They should be concentrating on their specific purposes, the ideas and support, methods of developing the writing, the basic organization, and reader awareness. Also,

they should be concentrating on effective ways to use their experience, learning, and inquiry.

### ***REVISING***

Teachers help students with structured peer conferences and teacher-student conferences.

Teachers provide support materials and ask students to revise their writing. Students should be concentrating on accomplishing their specific purposes, providing depth of support, explaining thoroughly, adding support and explanation to help readers, organizing with logical paragraphing and effective transitions, creating clear and coherent sentences, and choosing words carefully. If there are problems in students' accuracy or understanding of content evident in the writing, those needs should be addressed.

### ***EDITING***

Teachers help students with structured peer conferences and teacher-student conferences.

Teachers provide students support materials and resources to help them edit their work. Teachers arrange for an editing workshop. Students should concentrate on sentences, word choice, grammar, spelling, punctuation, capitalization, and reference to source.

### ***PUBLISHING***

Teachers help students to prepare their work to "go public," putting the writing in an interesting and appropriate format. Finally, students reflect on their work, teachers evaluate and respond to students.

**Title of Unit: Connection to Student**

**Background:** Our unit of study has helped us understand

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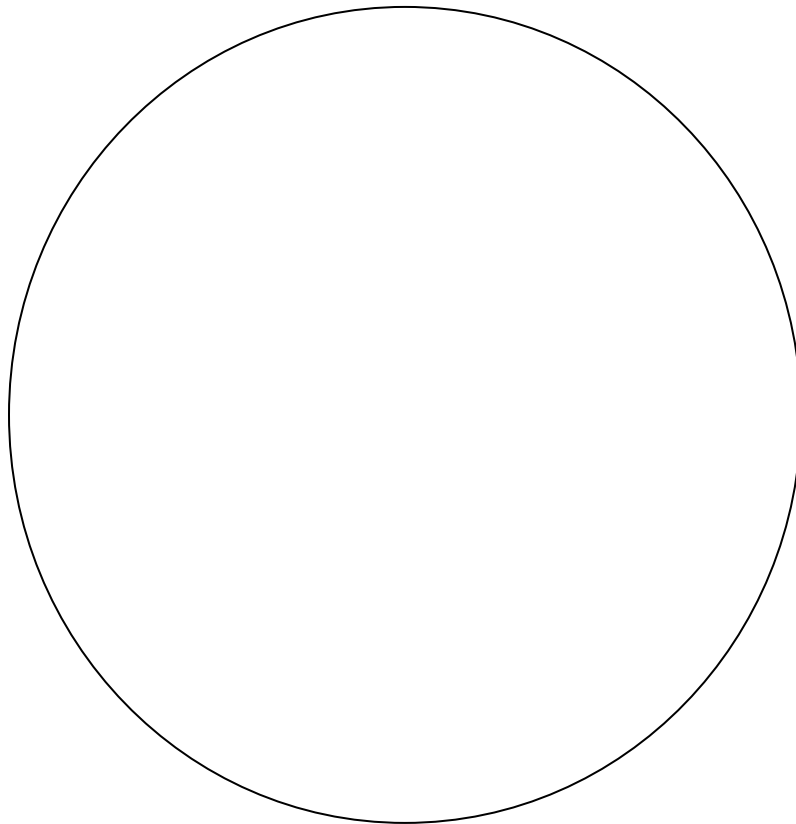
We have also discovered

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**Directions:** Focus on a specific issue, question, or topic in our unit that is of interest to you and others. Draw on your learning, your experience, and your inquiry, to write a memo, editorial, article, speech, proposal, report, etc., to develop your ideas for others.

**Brainstorming:** “Slice the pie” to determine your particular focus on \_\_\_\_\_



Now, select the slice of the pie you will focus on, and complete the following statement:

As a \_\_\_\_\_, I am writing a \_\_\_\_\_  
your connection with this writing form  
for \_\_\_\_\_ to develop my idea that \_\_\_\_\_  
reader main idea, specific purpose in writing

## Articles: A Sample Structure

\_\_\_\_\_  
 Title (Topics, Purpose, Angle/Focus, Reader Slant)

Name

### Main Idea: Statement or Question

#### Introduction

One or more paragraphs

Basics: Background, Purpose/Controlling Idea, Reader Awareness

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Story                   | <input type="checkbox"/> Brief summary of issue/topic     | establish the need for the writing                                 |
| <input type="checkbox"/> Quote                   | <input type="checkbox"/> description to establish purpose | <input type="checkbox"/> Reference to reader                       |
| <input type="checkbox"/> Definition              | <input type="checkbox"/> establish to establish purpose   | <input type="checkbox"/> Specific purpose, controlling idea, angle |
| <input type="checkbox"/> Facts, Statistics       | <input type="checkbox"/> Brief history or background to   |  |
| <input type="checkbox"/> Question                |   |  |
| <input type="checkbox"/> Reference to Experience |   |  |

#### Body

Usually more than one paragraph; developed in a logical pattern with transitions

Basics: Ideas, Support, Explanation, Reader Slant, Development to Accomplish Purpose

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Examples                               | <input type="checkbox"/> Comparison   | <input type="checkbox"/> Hypothetical situations, Cases                             |
| <input type="checkbox"/> Facts, Statistics                      | <input type="checkbox"/> Interview  | <input type="checkbox"/> Drawings, Photographs                                      |
| <input type="checkbox"/> Reference to personal experience       | <input type="checkbox"/> Survey Results   | <input type="checkbox"/> References to readers' needs, responsibilities, etc.       |
| <input type="checkbox"/> Causes                                 | <input type="checkbox"/> Description  | <input type="checkbox"/> Explanations to show thinking and to help persuade readers |
| <input type="checkbox"/> Effects                                | <input type="checkbox"/> Reasons  |   |
| <input type="checkbox"/> Predictions                            | <input type="checkbox"/> References to rules, law, policies                             |   |
| <input type="checkbox"/> Quotes                                 | <input type="checkbox"/> Eye witness account  |   |
| <input type="checkbox"/> Definition                             | <input type="checkbox"/> Stories  |   |
| <input type="checkbox"/> Charts, Graphs, Diagrams, Sets of data | <input type="checkbox"/> Reference to film, literature, music, art, history, principles |   |

#### Conclusion

One or more paragraphs

Basics: emphasis and clarification of specific purpose; slant toward reader

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Return to introduction | <input type="checkbox"/> Request                  | <input type="checkbox"/> Benefits of ideas |
| <input type="checkbox"/> Quote                  | <input type="checkbox"/> Position                 | <input type="checkbox"/> Recommendation    |
| <input type="checkbox"/> Story                  | <input type="checkbox"/> Reference to reader      |  |
| <input type="checkbox"/> Main idea              | <input type="checkbox"/> Summary                  |  |
|   | <input type="checkbox"/> Emphasis on significance |  |

*Any School News*

*Any Town, Kentucky*

*January 200-*

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**Editorials**

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**Keeping Your Neighborhood Clean  
Picking Up After Your Dog**

**INTRODUCTION**

***BODY***

Present your main idea, your position  
Provide specific, relevant support  
Help others know why your view is a good one  
Explain your thinking  
Show your awareness of others' views  
Write to persuade

**CONCLUSION**