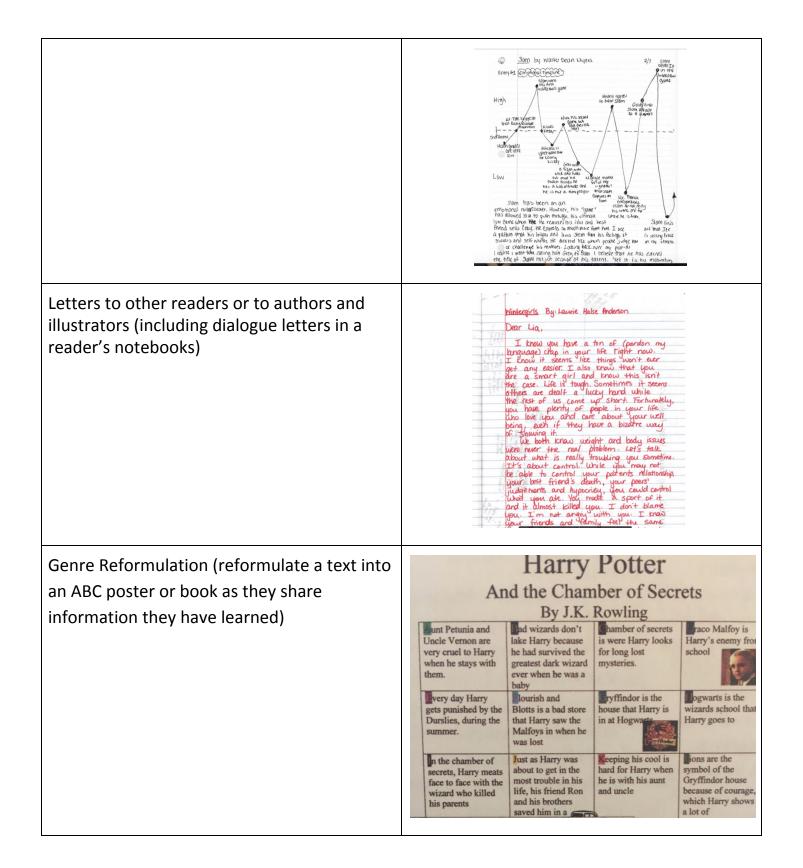
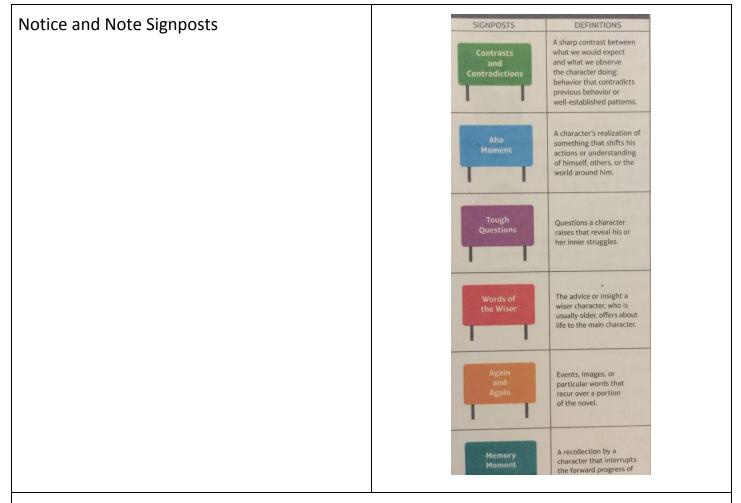
## FUNCTIONAL Writing ABOUT Reading

Sketches or drawings to represent a text and provide a basis for discussion on writing.	MIS EBBEL UEPPI CLANDA CLANDA ASTRON Beglinning
Short-writes responding to a text in a variety of ways (for example, personal response, interpretation, character analysis, description, or critique).	Charlotte's Web - E.B. White Provide kill the field a body pig uset because title pig? Lawy do lie pig was the body and the body and the body comp how may ever nice Bit the dod does change the was demined to save the pig species old a ward the body does change feen is mind. The picture (pig) the and all the dod does change the picture (pig) the and she gets collipsies of the picture of the pig. The the picture (pig) the and the picture of the picture (pig) the and the picture a mother holding a body. I cange, gentle pigs in the and the gets moved from the body a body. I cange, gentle - not body a body of a body for the picture willow? P 8 - not body a body of a body for the picture - not body a body of a body for the picture - not body a body of a body for the picture - not body a body for the picture - not body a body for the picture - not body a body for a body for the picture - not body a body for the picture - not body a body for the picture - not body a body a wood body for - not body a body a wood body for - not body a body a body body body - not body a body body body for - not body a body body body body for - not body a body body body body for - not body a body body body body body - not body a body body body body body body body body
Notes representing interesting language from a text or examples of the writer's craft (quotes from a text)	13' Theories, why, Bradius acts how he does pg4' Worked likes stifting next. To me if which likes stifting next. To me if which likes stifting next. To me if which likes an act-it is stifting next. b staff, which me wants are also being the stifting mange of the store of the being his stifting mange of the store wants us to be being. If think is a cat-it is stifting next to be being his stifting mange if does before him more than he does But which is be been he have a before him more than he does But which is before him more than he does But where have before him more than he does But where have before him more than he does But where the have and not carfied of the the have a next of the stored " og 5 Bradey of an F- sould that 'dsbrad' the provide that 'dsbrad' but the does cat. Then be but it up and acted privad but the does cat. Then be but it up stored by before the stored to be before the address him for a way bet feels the more there are the bradey before the me address him for a before the brade the before the address him for a before the brade the before the address him of receits him? and but he does cate. Then be but then a store the store the store before the store of the before the store of the brade before the store of the barde before the store does before the store of the bard bard to be of the store of the bard bard to be before the store of the bard bard to be before the store of the bard bard to be before the store of the bard bard to be bard to be bard bard to be bard to be bard bard bard to bard bard to bard bard bard bard bard bard bard bard

Notes to be used in later discussion or writing or writing	I gaing h do al yax - much more bring than he gets he seems h any ich his animals see this side of them by they can't reflect him his he breats attess- vind of his to made him yal structure desarchers with all of his to made him yal structure desarchers with all of the structure have anytheng good to say about Bally-serves behavior. made it haden for those the no strughts, Minn diemt Want to Reimun killen er regular have adverted by he is a good how that bring the source the bellow he is a good how the structure it - dynalitism due dow he is a good how the structure it - dynalitism due dow he is a good how - laids for power to bellow he is a good how - laids for power him h Wiltong school- go 22 - bed wants to send him h Wiltong school- Man bases tell day about canneller beget him do they all gains to send him h Wiltong school- go 23 - bed gains to send him h Wiltong school- gile by sole but not hegether "shill slowley- binding russ to structure" the have be they be while yest to be how they there "shill slowley- binding russ to send him h will be any the give him - Baget and how he have be while yest to be how they there "shill slowley- binding russ to structure" they have be like here - Badley When a bay to be have be like here - bood base bradley of here have bood to binding how to be advected by here a bood to like here - bood base bradley. We have bood to bind here a bood to be bood bradley of here bood to bind here a bood to be bood bradley of here bood to bind here a bood to be bood bradley of here bood to bind here a bood to be bood bradley of here bood to bind here a bood to be bood bood bradley bood bood to bind here a bood bradley of here a bood to be bood bood bood bood bood bood bood
Grids that show analysis of a text (a form of graphic organizer)	2 Hersters The planet to planet to planet The planet to planet to planet The planet to planet The planet to planet The planet
Graphic organizers that show how the ideas in a text are related to each other or show comparisons, timelines, and so on	



Sketch to Sketch (represent visually a powerful line, visually representing thinking about a particular line and stretching understanding of the text)	Do you see those leaves blowing in the wind? They are torn from their trees like sloves are torn from their fumilips"
Fix-Up Charts (When students are confused about something in the text, students, on their own, clarify their confusions)	Fix-Up Strategies - Reread - Use SWBS - Ask the 3 Big 76 - Think about the signal words - Look for signal words - Use Sketch to STRETZH - Identify Winknown words; - Read confusing parts aloud



## Other ideas...

- Letters to a newspaper or magazine editors in response to articles
- Poster or advertisement that tells about a text in an attention-getting way
- Recognize and write about an author's mood, imagery, plot structure, personification, or other literary feature
- Summarize the lesson of a text and argue for or against the principle