

Name: _____

Title:

Characters:

Setting:

Problem:

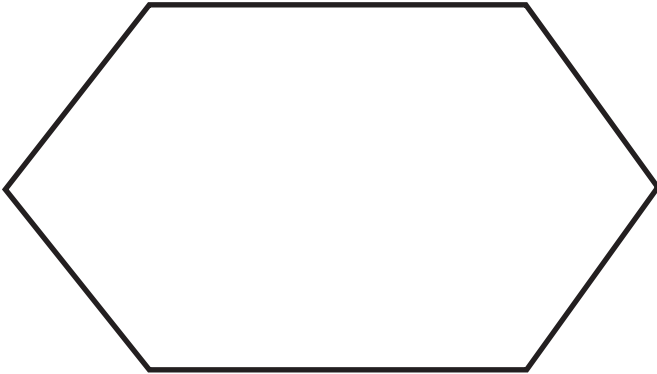
Events:

Solution:

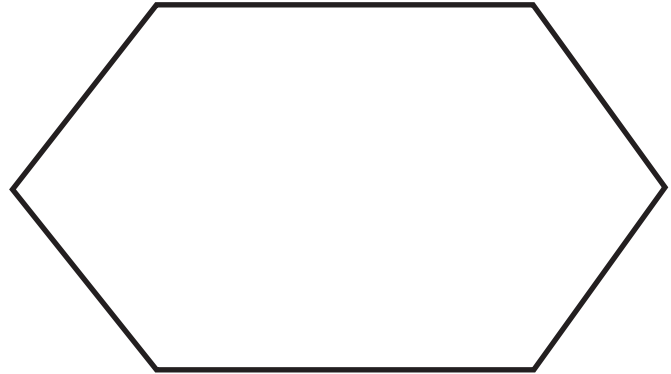
Name: _____

Title:

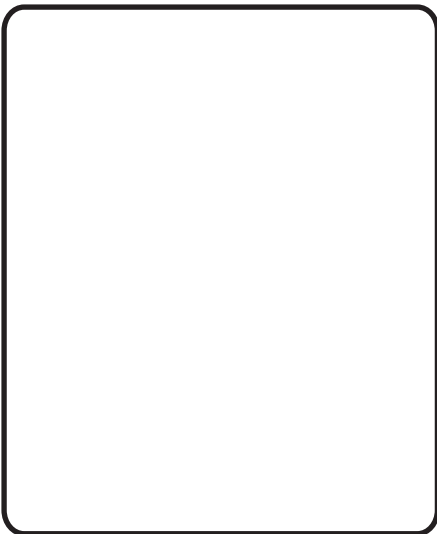
Characters



Setting



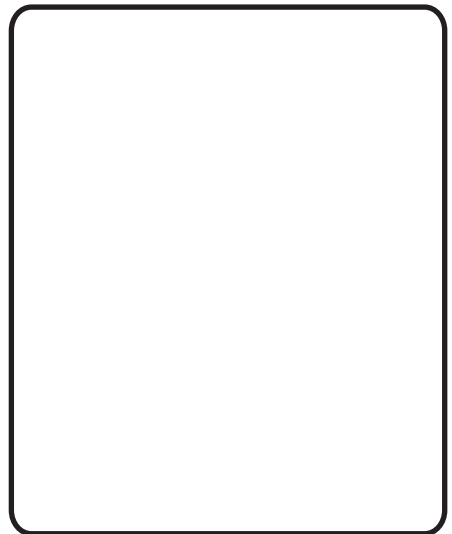
Beginning



Middle



End





This Really Good Stuff® product includes:

- 3 Two-sided Dry-Erase Boards, Write Again® wipe-off laminate
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Writing Graphic Organizers Dry-Erase Boards**—a hands-on resource that offers six different organizers for opinion, informative/explanatory, and narrative writing.

Meeting the Standards

This Really Good Stuff® **Writing Graphic Organizers Dry-Erase Boards** align with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Production and Distribution of Writing

- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Displaying the Writing Graphic Organizers Dry-Erase Boards

Before introducing the **Writing Graphic Organizers Dry-Erase Boards**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. You may choose to display the *Boards* on a chart stand as you demonstrate how to use each one, or utilize the Really Good Stuff® **Desktop Pocket Chart Stand™** (item #151116). Always use only dry erase markers on the *Boards* to preserve their Write Again® wipe-off laminate surface.

Introducing the Writing Graphic Organizers Dry-Erase Boards

Gather students around the **Writing Graphic Organizers Dry-Erase Boards**. Explain that graphic organizers can help them put information in order and stimulate their thinking skills before and during writing. Next show students each of the *Boards*, briefly describe its purpose and discuss its value. Use the *Boards* to complete the following activities with individual students, small groups, or for center work.

Organizing Opinion Writing

Initiate a classroom discussion on opinion writing. Explain to students that an opinion is what someone thinks about something. Then tell them that writing an opinion piece involves stating an opinion, providing reasons to support that opinion with details to convince the reader, and restating the opinion with a strong conclusion. Draw students' attention to the *Rectangle Opinion Box Dry-Erase Board*. Write an example in the top box on the graphic organizer. Next, solicit student volunteers to give reasons and details to support that opinion, and fill in those boxes on the *Board*. Then initiate a discussion on a concluding statement. After reviewing their suggestions, write the concluding statement in the box on the organizer. Review the completed *Board* and explain to students how they can use the organizer to create a plan for their own opinion writing assignments. For independent practice, have them complete the *Board* at a desk or at a writing center. Copy and distribute the *Rectangle Opinion Box Graphic Organizer* to help students organize their thoughts for opinion writing assignments.

The *Oval Opinion Box Dry-Erase Board* presents the same components as the previously mentioned organizer but in a simplified manner. Introduce this graphic organizer using a different opinion statement and follow the same steps. Tell students that they may select either organizer when writing an opinion piece. For independent practice, have them complete the *Board* at a desk or at a writing center. Copy and distribute the *Oval Opinion Box*

All instructional guides can be found online.



Graphic Organizer Reproducible to help students organize their thoughts for opinion writing assignments.

Organizing Informational/Explanatory Writing

Select an article or other short informational/explanatory piece that includes heads and subheads. Read the article aloud to the class. Draw students' attention to the *Three Points Dry-Erase Board*. Solicit student volunteers to identify the initial point that the author makes and write it in the first oval on the graphic organizer. Next, ask students to name three details that support that point and record them in the boxes. Continue filling in each point and its supporting details until the organizer is complete. Review the information on the completed *Board*, and explain to students how they can use the organizer to create a plan for their own informational/explanatory writing assignments. For independent practice, have them complete the *Board* at a desk or at a writing center. Copy and distribute the *Three Points Graphic Organizer Reproducible* to help students organize their thoughts for informational/explanatory writing assignments.

To introduce the *Main Idea Dry-Erase Board*, choose a piece of writing with a clear main idea, and read it aloud to the class. Draw students' attention to the *Board*. Explain that you are going to use this organizer to help collect facts that support the main idea. Initiate a class discussion about the difference between the topic and the main idea. Remind students that main ideas are in the form of a sentence, while the topic is usually a word or phrase. For example, the topic of a piece might be *Seals* and the main idea might be *Seals are being driven from their habitats*. Next, solicit student volunteers to identify the facts that directly relate to the main idea in the article you read to them, and fill in each of the fact boxes on the *Board*. Instruct students to use this type of organizer to plan their own informational/explanatory writing pieces. For independent practice, have them complete the *Board* at a desk or at a writing center. Copy and distribute the *Main Idea Graphic Organizer Reproducible* to help

students organize their thoughts for informational/explanatory writing assignments.

Organizing Narrative Writing

Whether students are writing personal or fictional narratives, the *Problem Oval Dry-Erase Board* will help them understand the elements of a good story. Choose an idea for a narrative piece and announce it to the class. Then brainstorm ideas for a title, list of characters, setting, events, problem, and solution to complete the organizer. Explain to students that they can use this type of organizer to plan their own narrative writing pieces. For independent practice, have students complete the *Board* at a desk or at a writing center. Copy and distribute the *Problem Oval Graphic Organizer Reproducible* to help students organize their thoughts for narrative writing assignments.

Use the *Beginning, Middle, and End Dry-Erase Board* to help students separate the events of a story into a clear beginning, middle, and end. Choose a narrative piece and read it to the students. Then model how to fill out the *Board*. Discuss each section of the story and which events occur in which part. Explain to students that they can use this type of organizer to plan their own narrative writing pieces. For independent practice, have students complete the *Board* at a desk or at a writing center. Copy and distribute the *Beginning, Middle, and End Graphic Organizer Reproducible* to help students organize their thoughts for narrative writing assignments.

Rectangle Opinion Box Graphic Organizer Reproducible

Name: _____

Opinion:

Reason 1:

Examples:

Reason 2:

Examples:

Reason 3:

Examples:

Restate Opinion and Conclusion:

Oval Opinion Box Graphic Organizer Reproducible

Name: _____

Opinion:

Reason 1: Examples:
Reason 2: Examples:
Reason 3: Examples:

Restate Opinion and Conclusion:

Three Points Graphic Organizer Reproducible

Name: _____

Point 1:	Point 2:	Point 3:
Details	Details	Details

Main Idea Graphic Organizer Reproducible

Name: _____

