

# Really Good Stuff® Activity Guide

## Start a New Paragraph When . . . Poster

This Really Good Stuff® product includes:

- **Start a New Paragraph When . . . Poster**, laminated
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Start a New Paragraph When . . . Poster**—a quick reminder to tend to the organizational structure of narratives and to indent to start a new paragraph.

### Meeting Common Core State Standards

This Really Good Stuff® **Start a New Paragraph When . . . Poster** is aligned with the following Common Core State Standards for English Language Arts:

#### Production and Distribution of Writing

- CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### Knowledge of Language

- L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Displaying the **Start a New Paragraph When . . . Poster**

Before displaying the **Start a New Paragraph When . . . Poster**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Hang the **Poster** where students will be able to see it easily.

### Introducing the **Start a New Paragraph When . . . Poster**

Find, copy, and distribute a multi-paragraph piece of text to students, and display it on the board. Remind students that sentences have beginnings and ends; and that we use periods and other end punctuation to separate sentences. Review that when we write pieces there are several sentences long, we use paragraphs to organize our thoughts. Draw students' attention to the paragraphs in your sample text, and point out the paragraph indentations. Read through the text together.

Ask students to talk with a partner about what happens each time a paragraph transitions to the next, noting a few key words or phrases in the margin by the indentation. Review the partners' conclusions, and note the reason for each paragraph change on the example.

Point to and discuss the **Start a New Paragraph When . . . Poster**, and explain to students that it will remain displayed for writing workshop, as students peer-edit and revise their own work to make sure their writing is correctly organized into paragraphs.

### Picking Apart Paragraphs

Copy the *Picking Apart Paragraphs Reproducible* onto colored cardstock to prepare color-coded headbands for each group member. Cut the bands apart, and staple them to sentence strips.

Divide the class into six equal groups, with each group representing one of the six reasons for indenting a paragraph. Have each student record one example of his or her group's reason for indenting on sticky notes, making sure to write down the first sentence of the paragraph, as well as the last sentence of the previous paragraph to show the transition and reason for the new paragraph. Instruct the students to attach their sticky note to their headband, so their peers can clearly see their ideas.

Create a class chart with the following headings: *S: Setting/Scene Change, P: Passage of Time, A: A New Idea, C: Character Change, E: Event, S: Speaker Change*. Conduct a whole-class share, in which each group shares their examples, and places the sticky notes in the appropriate column on the class chart. At the end of the share, have the students find a partner from a different group. Explain that each partner should look through a book and point out an example to match his or her partner's headband.

### Paragraph Hunt

Copy and distribute the *Paragraph Hunt Reproducible*. Ask students to complete the activity. Put the text on the overhead or electronic whiteboard, and select students to explain which lines should be indented and why. Encourage students to self-correct their work, and tell them to keep the *Paragraph Hunt Reproducible* in their ELA folder to use as reference.

Answers: *Setting/Scene Change (red): It all began in the movie theater.; Passage of Time (orange): Fifteen minutes into the movie, . . . and Every now and then, . . . ; A New Idea (yellow): Who doesn't love a good laugh? and Not everyone was as amused as I was.; Character Change (green): Amy is one of my best friends from school.; A New Event (blue): Another eyebrow raise from her, . . . and*

## Start a New Paragraph When . . . Poster

*I stopped at that very moment!*; Speaker Change (purple):  
*She firmly declared, . . . and “Amy, I swear I don’t snore.”*

**Variation:** Use the *Paragraph Hunt Reproducible* as students edit their narrative drafts to remind them of the step-by-step editing process. Instruct students to read through their draft, using a red pencil to underline any line that was indented for a Setting/Scene Change, as well as any line that was not previously underlined. Ask them to reread their draft, this time using an orange pencil to underline any line that was indented or needs to be indented to show Passage of Time. Repeat this process until each student has checked their draft for the six reasons for indenting paragraphs. Use final drafts as an assessment tool.

### Park Your Paragraphs

Copy and distribute the *Park Your Paragraphs Reproducible*. Instruct students to read each selection and decide which lines should be indented and identify why, by referring to the cars below the boxes. Instruct

students to cut out the cars and paste them to the right of the box in the appropriate parking space. Have students show where the paragraph break(s) should be.

**Answers:** 1) *Running toward* - A New Idea, “*Don’t I* - Speaker Change; 2) *As she* - Setting/Scene Change, *A brown* - Character Change; 3) *It was* - Passage of Time, *At that* - A New Event

**Extension:** Write different situations on index cards, such as *beginning the first day at a new school, scoring the winning goal in soccer, a new baby sibling joining the family, and getting a new pet*, or have the class brainstorm other situations. Place students in heterogeneous groups of three or four. Distribute the index cards, and ask students to write a short, small-moment story with their group. Instruct students to write the story without paragraphs. Collect the stories upon completion. Give each group another group’s story to read and to add paragraphs to. Have students use color-coded pencils to mark up the story.

### Picking Apart Paragraphs Reproducible

Setting/Scene Change	Passage of Time	A New Idea	Character Change	A New Event	Speaker Change
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**Name:** \_\_\_\_\_

**Directions:** Read the excerpt below. Underline each line where a paragraph should be indented, using a colored pencil, as shown in the key below.

Red: Setting/Scene Change	Orange: Passage of Time	Yellow: A New Idea
Green: Character Change	Blue: A New Event	Purple: Speaker Change

### The Story of the Snore

Who doesn't love a good laugh? I certainly do, and sometimes, I can't stop . . . ha-ha . . . from laughing . . . hee-hee . . . especially when I think of this one time . . . It all began in the movie theater. You see, I just told my friend, Amy, that I never snore. Amy is one of my best friends from school. She knows me better than anyone, so I now understand why her one eyebrow lifted up in a skeptical manner. She firmly declared, "Yeah, right!" "Amy, I swear, I don't snore. I can almost guarantee it. There's no way; I have never heard snores escape from my mouth," I quickly responded. Another eyebrow raise from her, and a sudden realization that I was really tired and the movie was really long, should have prepared me for what was about to happen. Fifteen minutes into the movie, I ended up falling asleep and . . . woke myself up with a loud snore, a kick to the seat in front of me, and a fit of giggles. Oh yes, I almost forgot the most important part. There was a minor eruption as well . . . an eruption of yellow. No, not a funny colored lava, but it was an eruption of kernels, popcorn kernels. Flying out so quickly, I assumed they were alive! "Ha-ha-ha!" I laughed. Not everyone was amused as I was. My cheeks were on fire. Amy glanced at me with an expression on her face as if to say, "What in the world are you doing?" As she looked at me, others turned to stare. I still could not control my laughter until several people loudly stated, "SHHHHHH!!" I stopped that very moment! I tried very hard to control myself from then on. I took several deep breaths to calm down. If I felt the desire to laugh again, I giggled into my hands, so it didn't disrupt anyone. With all my might, I focused on the movie and not my little snoring episode! The joke was now over! Every now and then, even years later, my brain wanders back to that moment in time. I have to admit that a chuckle still escapes my mouth as I do so. Although it was a funny situation, I learned my lesson: Don't go to a movie when you are tired, and never tell people you don't snore if you have the slightest doubt!!

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

**Directions:** Read the paragraphs below. Cut out the cars below, and paste each one in the correct "parking space." Underline the first word in each sentence where a new paragraph should begin.

1. Jumping off the playground swings, I ran to the soccer field to join the game that was just beginning. Just then I spotted my best friend, who looked sad, as she wandered around by herself. Running toward her, I shouted, "Erica, would you like to come over and play today?" "Don't I always want to come over? We can do our homework, eat a snack, and play in the tree house!" Erica exclaimed.

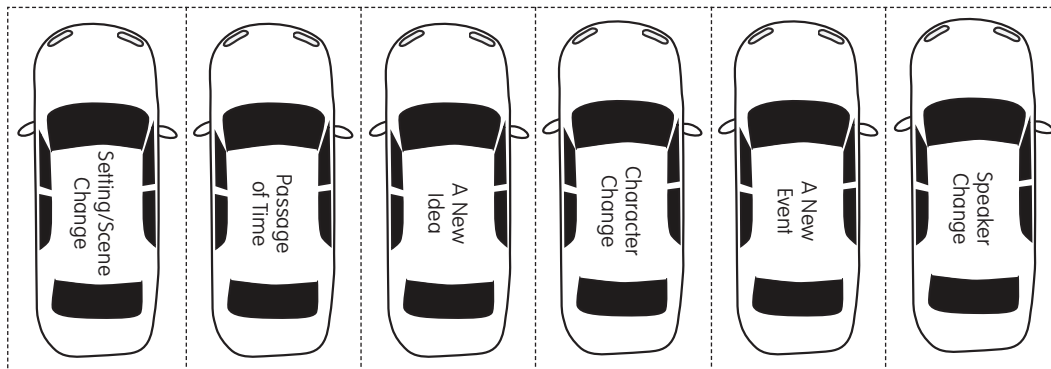
Two empty rectangular boxes for parking the car.

2. Susan glanced in the mirror to make any last minute adjustments to her outfit. After all, it was her first day in a new school, and she wanted to make a good impression. She fussed with her bow in her hair to make sure it was perfectly straight, and she played with her shirt to smooth the imaginary wrinkles. As she arrived at school, she found her classroom. She found the desk labeled with her name and sat down. Susan felt a poke on her shoulder and turned around. A brown-eyed girl with curly blonde hair smiled, introduced herself, and asked if Susan wanted to eat lunch with her. Susan now realized that it didn't matter if her bow was straight or if her shirt was wrinkle-free—all that mattered was someone's good heart and smile.

Two empty rectangular boxes for parking the car.

3. Ricky and Sam were best friends. One day, Sam seemed upset; and each time Ricky started to walk toward Sam, he walked away. Ricky had no idea what was bothering his good friend, but he didn't like being ignored, so Ricky gave Sam some time to himself. Ricky, however, kept thinking about the day they had met. It was four years ago, and Ricky had been playing in his yard and accidentally threw his ball over the fence. A head popped over the fence; and a little boy, named Sam, threw the ball back over. Sam asked Ricky if he wanted to play catch; Ricky said yes, and the rest was history. At that moment Ricky's old pal slowly walked over to him and told him that he was moving away. Sam admitted he was only avoiding him because he didn't know how to tell him the news.

Two empty rectangular boxes for parking the car.



## C.O.P.S. Editing and Revising Poster

This Really Good Stuff® product includes:

- C.O.P.S. Editing and Revising Poster, laminated
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **C.O.P.S. Editing and Revising Poster**—a unique and memorable way to strengthen students' writing with an easy acronym for students to memorize and apply to their editing and proofreading.

### Meeting Common Core State Standards

This Really Good Stuff® **C.O.P.S. Editing and Revising Poster** is aligned with the following Common Core State Standards for English Language Arts:

#### Production and Distribution of Writing

**CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### Conventions of Standard English

**CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Displaying the C.O.P.S. Editing and Revising Poster

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### Introducing the C.O.P.S. Editing and Revising Poster

Copy the *C.O.P.S. Bookmarks Reproducible*, and cut out the bookmarks. Gather students around the **C.O.P.S. Editing and Revising Poster**. Discuss what the word *patrol* means in reference to a police officer. Remind students that a *cop* must always

have his or her eyes open looking for people who may need help or who may be breaking laws. Discuss how good writers also have their eyes open constantly, looking for errors or weaknesses in their writing, by reviewing, editing, and revising their work.

Explain that you have an easy acronym to help them better “patrol” their writing. Direct their attention to the *Poster*. Review each letter by discussing and giving examples of how students should patrol their writing for each area of editing and revision. Distribute the bookmarks, and tell students to keep them in their writing folders. Encourage students to refer to the *Poster* or bookmark during the writing process.

### C.O.P.S. Editing Checklist

Copy and distribute the *C.O.P.S. Editing Checklist Reproducible*, and leave plenty of extra copies in your writing center. Tell students to use the reproducible as a guide throughout the editing and revision process. Have students complete and turn in a *C.O.P.S. Editing Checklist* with each of their writings.

Also use the reproducible for peer editing: Have students work with a partner and trade their work. Instruct the pairs to check each other's piece using the reproducible.

### C.O.P.S. Rewards and Reminders

Make several copies of the *C.O.P.S. Rewards and Reminders Reproducible*. As needed, attach a copy of the reproducible to students' work to encourage and support students. As you walk around during Writing Workshop, quietly remind students to use *C.O.P.S.* by placing the reproducible on their desks.

### Patrol Your Writing at Home

Encourage students to *patrol* their writing at home: Copy the *Parents' Letter Reproducible* and the *C.O.P.S. Bookmarks Reproducible*. Distribute a copy of each reproducible, and have students take them home to let their parents know how they can use *C.O.P.S.* at home when helping their children with homework.

Dear Parents,

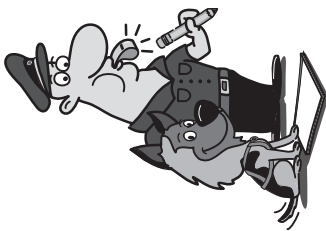
We have been using the acronym *C.O.P.S.* (Capitals, Order and Organization, Punctuation, and Spelling) in school to guide our editing and revisions. Attached are *C.O.P.S.* bookmarks explaining the acronym. Please use this tool to help guide your child with his or her nightly homework and keep it where your child does his or her homework each night. When you check your child's work, refer to the bookmark to be sure your child has thoroughly revised and edited his or her work.

Thank you for your support.

Sincerely,

*C.O.P.S. Bookmarks Reproducible*

**STOP**



**Use C.O.P.S to  
Patrol Your Writing**

**C — Capitals**

Use for proper nouns, titles, and at the beginnings of sentences.

**O — Order and Organization**

Does your writing make sense? Be sure your thoughts are presented in a meaningful sequence.

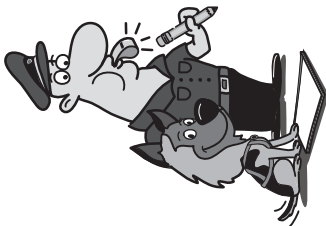
**P — Punctuation**

Use punctuation at the end of sentences. Use commas where needed. And use quotes around dialogue.

**S — Spelling**

Spell high-frequency words correctly. Use a dictionary for unknown words.

**STOP**



**Use C.O.P.S to  
Patrol Your Writing**

**C — Capitals**

Use for proper nouns, titles, and at the beginnings of sentences.

**O — Order and Organization**

Does your writing make sense? Be sure your thoughts are presented in a meaningful sequence.

**P — Punctuation**

Use punctuation at the end of sentences. Use commas where needed. And use quotes around dialogue.

**S — Spelling**

Spell high-frequency words correctly. Use a dictionary for unknown words.

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

## Use C.O.P.S. to Patrol Your Writing

Directions: Reread your writing. Put an X in each box below to show that you have checked your work for the following elements of good writing.

### Capitals

- Proper nouns are capitalized.
- Titles are capitalized.
- First word in each sentence is capitalized.

### Order and Organization

- The sequence makes sense.
- All sentences are complete.
- Paragraphs are indented.
- The piece is neat and easy to read.

### Punctuation

- Each sentence ends with punctuation.
- Commas are used where needed.
- Dialogue is surrounded by quotes.

### Spelling

- All high-frequency words are spelled correctly.
- Unknown words are spelled correctly according to a dictionary.

<div style="text-align: center;"><h3>I Used</h3><p style="text-align: center;"><b>C.O.P.S.</b></p><p style="text-align: center;"><b>Capitals</b> <b>Order and Organization</b> <b>Punctuation</b> <b>Spelling</b></p><p>Signature: _____ Date: _____</p></div>	<div style="text-align: center;"><h3>Don't Forget to</h3><p style="text-align: center;"><b>Patrol Your Writing with</b></p><p style="text-align: center;"><b>Capitals</b> <b>Order and Organization</b> <b>Punctuation</b> <b>Spelling</b></p></div>
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