THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2023
2024

Ideas with IMPACT

ENGLISH LANGUAGE ARTS

Future Book Publishers

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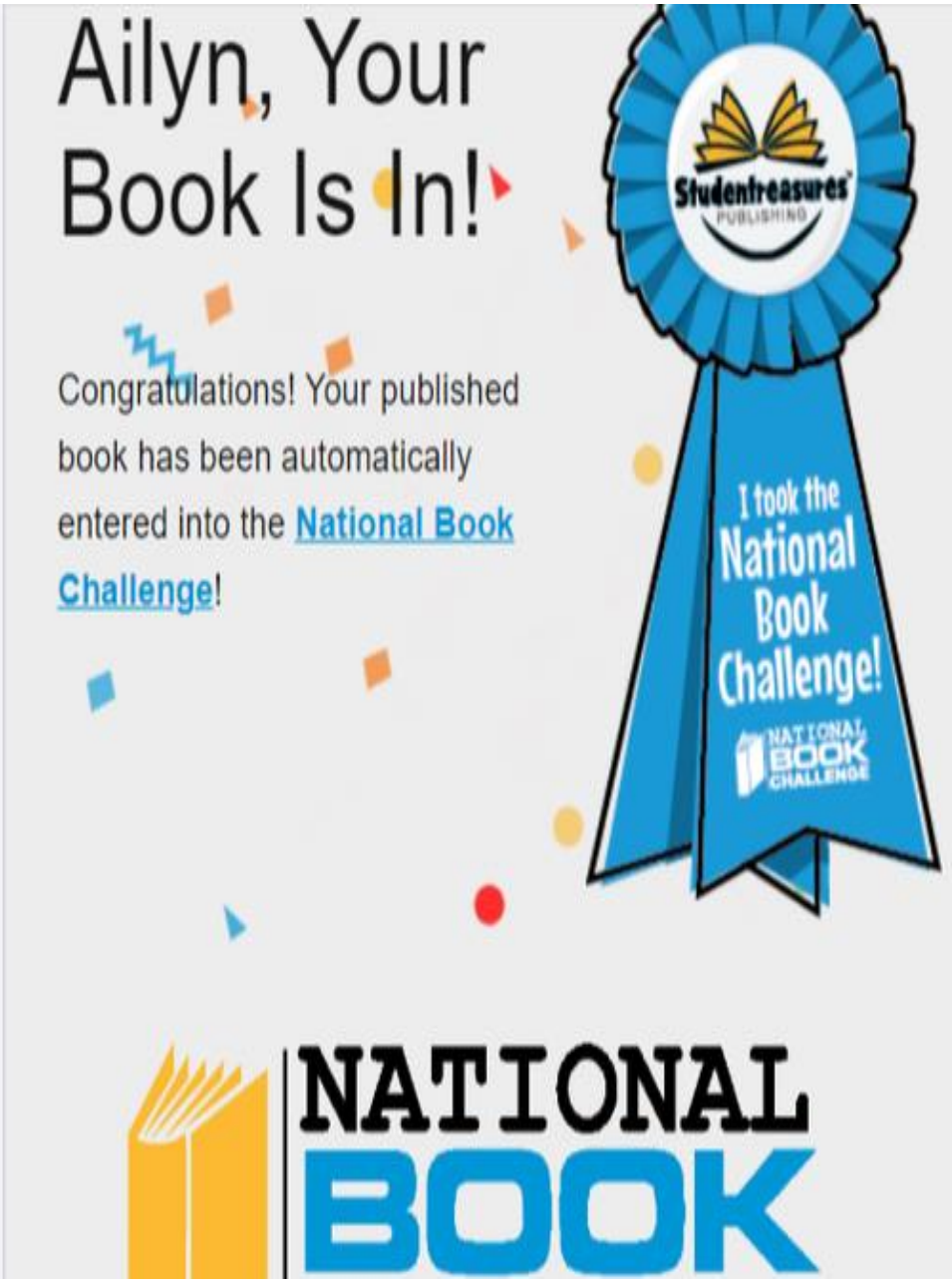
“Proud Book Publisher”



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Florida Standards

ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

ELA.2.C.1.4 Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.

ELA.3.C.4.1 Conduct research to answer a question, organizing information about the topic from multiple sources.

ELA.2.C.4.1 Participate in research to gather information to answer a question about a single topic using multiple sources.

ELA.3.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.

LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LAFS.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Why Publish a Classroom Book?

As a classroom teacher and certified media specialist, my students published a classroom book. We carefully finished our pages and then organized the pages to make one theme book. We included our own illustration and writing to create the picture book. We put it on display in the classroom or in the library. This classroom book served almost like a yearbook for the school to have as a class memory for that year. Every classroom book has each of the students' autograph names.

Publishing is important to make their work come to real life. It's an opportunity to take their writing to a professional level. The students did their very best because their writing was headed for publication. We all know that real audiences make a difference. This classroom assignment goes from being something that only the teacher will see to something that peers, other parents and the whole school will see. The students are very proud to share with others what they have learned through this project.

The morale and interest of the students in writing and reading go up based on the results of publishing their own classroom book. The students gained self-esteem by sharing their classroom books with other peers, teachers and parents as they discussed their own contributions to the classroom book. Parents were supported in ordering more copies of the classroom book for themselves to keep as a keepsake throughout the years. The best part about this writing project was receiving one FREE classroom book for the whole class to have in their classroom library.

This is a fun student publishing project that inspires a love of reading and writing and creates a lasting memory of their first published book. I want to actively encourage you to publish a professional classroom book for FREE!

5 Classroom Publishing Advantages for Teachers

1. Teachers will benefit from receiving information on getting their students' work into a full-color, professionally bound hard cover book, and receive one deluxe, hardcover classroom copy of this book for FREE.

2. Teachers will view a classroom book kit sample that comes with 44 pages: 22 pages for text and 22 illustration pages.

3. Teachers will have an opportunity to create at least one illustration and one-page non-fiction writing, as part of the publishing book learning process.

4. Teachers will have an opportunity to display publicly their illustrations and writing, including a bio about themselves as part of the classroom book.

5. Teachers will benefit from a chance in entering the "National Book Challenge" to win a grant anywhere from $50 to $5,000 for their school. Order the publishing kit to get a $10 Amazon gift certificate.

Key Steps Before Publishing

Identifying a topic

Before choosing a topic, do a survey of the theme or topic of the classroom book interest. The survey may be done in the classroom or as a home learning assignment. A final vote can be taken on the most popular topic, or the best topic selected by the teacher based on content information. This process is based on the classroom interest and centered on the students' level of understanding of the topic.

Research

Research can be on a legend to retell, some part of history in social studies, hot current issues, or a science or STEAM theme, but the classroom books are mostly non-fiction. Highlighting important parts as the research is done on the topic. Later go back and take notes from my highlighted sections. This step will provide an overview of the content and help decide if this might be a topic for the classroom book based on the information researched about the content.

Page length and dimensions of your book

Books are printed in 1-page increments and numbered, so keep that in mind to create your book. One student will have at least one page for writing and one page for illustrating. Leave a few blank pages at the end of the book. Make sure that the classroom book has standard writing and content based on the grade level and academic development according to the age group.

Testing content

When I teach my books in the classroom, I love seeing my students get excited about a topic. Discuss additional information available found in other books, videos, or social media resources. Have the students share with their peers or in groups what they have learned at this point about the content. This step is important to collect information about the audience.

Teaching Goals

• Write using the text structure and language features of an explanation

• Use appropriate vocabulary

• Write demonstrating some overall cohesion and coherence, e.g., cohesive paragraphs, opening and closing sentences, use of topic sentences

• Use appropriate tone, e.g., formal or informal

• Set out work in a fluent and legible style using appropriate layout

• Use visual images to distinguish between causal and sequential relationships

• Establish the relationship between text and image

• Use the writing process to plan, draft, redraft, edit and publish

Sample Strategies

• Build field knowledge and vocabulary related to topic

• Construct a glossary on the content

• Model an explanation expanding from a flow chart

• Identify text structure and language features, e.g. conjunctions, passive voice Joint/guided

• Draw flow charts to organize content information

• Sequence text to reinforce understanding of text structure

• Analyse information from videos or media to recognize different ideas

• Write brief explanations with compound/complex sentences from flow charts, diagrams etc.

• Illustrate and label diagrams to construct explanation of the content

• Create class book of different explanations of subjects within content area

LESSON PLAN

Objective: *Students will independently use their learning to…*

Write an expository text explaining information about an animal in “North America” while using details to support their central idea. Draw upon their own research to write an expository text that explains the importance information and add details to support their central idea.

Understandings: *Students will understand that….* Authors develop a greater self-identity and gain perspective as they communicate ideas and beliefs through the writing of expository texts. Our basis for learning is grounded in our ability to explain what we know.

Essential Questions:

What does it mean to inform or explain about an animal? What can I learn about animals from “North America” through expository text? How does the audience I am writing to influence my writing?

Preparation TASK

Knowledge Students will know… The definition and purpose of an expository text. Expository text: a text that explains information about a topic. Explain the following words or expressions:

- ✓ inform – to tell facts about a topic, answering Who? What? When? Where?
- ✓ explain – to support facts with reasons and details, answering Who? What? When? Where? Why? How?
- ✓ central idea statement – a sentence that clearly states the
- ✓ main idea of the paper
- ✓ supporting details - facts that help understand the central idea
- ✓ concluding statement – a sentence that restates the central idea and supporting details in a new way
- ✓ audience – people that read a text Expository writing is beneficial for the betterment of themselves and the world around them.

Aquire TASK:

Skills Students will be able to… Brainstorm a central idea that will inform others of a topic about themselves and a central idea that will explain the importance of expository writing. Write a central idea statement, supporting details, and a concluding statement. Write with a specific audience in mind. Demonstrate their understanding of the “explanation” process by appropriately using the complete writing process (planning, revising and editing a draft) to produce an expository text.

Evidence TASK:

Performance Task(s) Students will write facts about an animal selected in “North America,” for example, a brown bear or tiger from this region. Information researched will be transferred by preparing an expository paper to include the central idea statement, details to support their central idea,

and a concluding statement. Students will draft their papers and share their ideas with their audience in the classroom. Students should use their own research information in drafting an expository paper.

Format Task:

Think-Pair-Share. Share and Edit Information. Discussion Small Groups

Materials:

Index Cards, Journal, Colored Pencils, Pencils, Animal Books, and Rubric

Free Publishing Kit (Our easy-to-use kit contains all the materials necessary to create your masterpiece. The kit includes a Title Page, Dedication Page, About the Author(s) Page, text and illustration pages and a worksheet for the cover illustration.)

Plus, the internet for research and writing samples.

LESSON ACTIVITY

Day 1:

Warm Up Write the following questions on the board and have students respond on a piece of notebook paper: 1. What is an expository text? 2. What is the purpose of an expository text? 3. How is it different from a narrative text? 4. What is an audience? Show six examples of expository and narrative texts and have students guess which is expository and which is narrative. These can be books, magazines, essays, internet articles, etc.

Day 2:

Hook – Ask students, “Pose questions that only expository texts could answer (e.g., What is the height of brown bear? How fast can tigers run?). Give students 2 minutes to develop their own questions and then allow them to ask their questions to a partner about animals. Next ask, “How did you know this information? How would you figure these things out if you did not have nonfiction books or online resources to research this type of

information?” Allow time for a few student responses. Explain that the purpose of expository text is to explain or expose details about a topic. Without these texts, we would have to base all of what we know on our own observations of the world around us. Write the words explain and inform on the whiteboard. Have students do a Think-Pair-Share on the difference between the words. Explain that when you inform you simply tell facts about a topic (answering Who? What? When? Where?), and when you explain you support facts with reasons and details (answering Who? What? When? Where? Why? How?).

Day 4: Begin by having students turn-and-talk about the question, “What is an expert?”. Explain that an expert is someone who knows a lot about a certain topic. Tell students that today they will do an activity about animals in “North America,” in which they will be experts! Guide students in answering the questions below and completing their animal from “North America.” Brainstorm on a template while creating their own illustration model for the students: Explain and expose all the details about a topic. Add extra words that experts write and “in order to” to visualize the content.

Day 5: Show a sample of an expository paper or a paragraph from a nonfiction text and see if students can identify what is the central idea statement, which clearly states the main idea, in the paragraph. Tell students that every good expert has a central idea statement that summarizes the topic he/she is explaining.

Day 6: Provide students with the ARMS and CUPS rubric (see below) for revising and editing. Allow more time for the completion of rough drafts. Once students have completed their rough draft, have them exchange papers with a partner and revise and edit their partner’s paper according to the rubric and then return to their desks to make revisions based on their classmate’s suggestions. One student reads his/her paper aloud while the other two students write down questions that they still have after listening to the paper on a sticky note. The students should then return to their desks and make sure that their paper “answers” their classmates’ questions and fully explains their topic.

Day 7: Have students write a final draft of their expository paper on lined paper. Each student will read their final draft to the class.

Day 8: Collect the students' illustrations and final lined draft papers to organized by number from the page book. Bind the book together with a clip to be published in the same order. Host a "Meeting of the Experts" celebration that recognizes the students as "experts" on a particular animal from "North America".

ARMS AND CUPS RUBRIC

Revising Checklist

Content

- ☐ Focuses on one, clear idea
- ☐ Writes interesting supporting details
- ☐ Writing fits the given topic/answers the writing assignment
- ☐ Uses ideas from the unit
- ☐ Includes supporting details, examples, and facts that explain the topic sentence

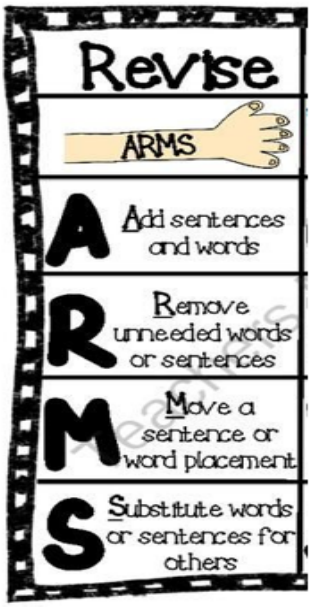
Organization

- ☐ Writes a focused topic sentence
- ☐ Uses transitions to connect ideas within the paragraph
- ☐ Unity: all sentences explain more about the topic sentence
- ☐ Includes a concluding sentence

Word Choice/Vocabulary

- ☐ Uses unit vocabulary correctly
- ☐ Attempts to use a variety of vocabulary to avoid repetition
- ☐ Uses correct word form (noun, verb, adjective, adverb, etc.)

Writing Toolkit: **Revising** Checklist with ARMS Descriptions



Editing Checklist

Format

- ☐ There is a title that is centered
- ☐ The first line is indented
- ☐ Clear handwriting

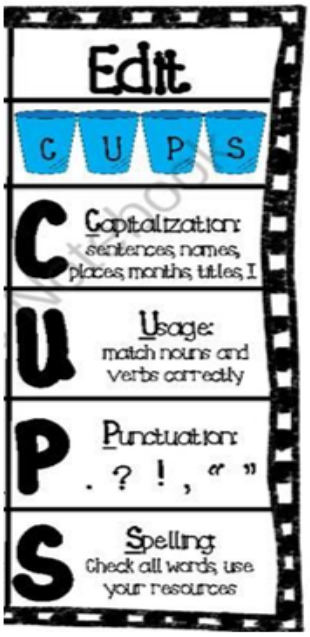
Punctuation and Mechanics

- ☐ Uses appropriate periods, question marks, and commas
- ☐ Correctly uses lowercase and capital letters
- ☐ Spells unit words correctly

Grammar and Sentence Structure

- ☐ Includes a subject, verb, and complete idea in every sentence
- ☐ Subjects and verbs agree
- ☐ Uses correct word order
- ☐ Uses correct pronouns
- ☐ Uses correct verb form and tenses

Writing Toolkit: **Editing** Checklist with CUPS Descriptions



Popular Book Ideas

https://studentreasures.com/teachers-lounge/sample-books-topic-ideas/#_

INSPRIRING TITLES	INSPIRING FEELINGS
• Adventures of Thankful Turkey • All About Math • All About Me • Dinosaurs • Fables • Heroes • Holidays Around The World • If I Were President • My Favorite State • Our Community • Our Family Traditions • Our Hands Can Make • Our Number Book • Our Pets • Our Solar System • Our Thankful Book • Seasons • Sports Facts • The Best Day Ever • We Believe	• What Is Love? • We Love You • Stories From The Heart • People We Love • Name Poems • Making The World A Better Place • Love Letters • Love Is… • Kindness Counts • I Love… • Helping Hands • Happiness Is… • Dream Big • Character Counts • Who Am I? • We Can! • Poems From The Heart

More Book Ideas

https://studentreasures.com/teachers-lounge/sample-books-topic-ideas/#_

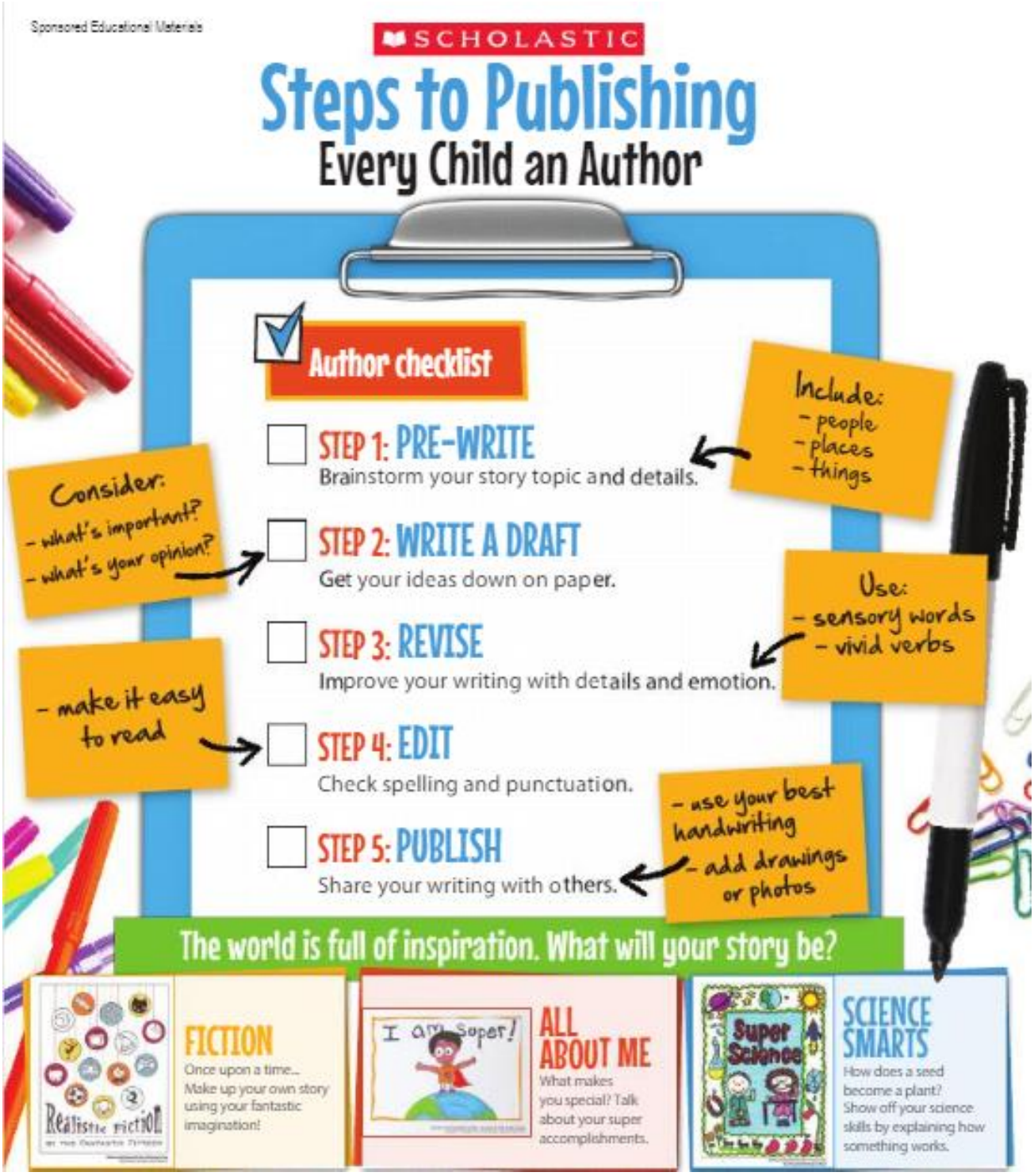
INSPRING ANIMALS	INSPRING FUTURE
• All About Butterflies • Amazing Creatures • Animal Antics • Animal Facts • Animals Around the World • Animals At The Zoo • Animals In The Wild • Bugs • Diary Of A Turtle • Down On The Farm • Endangered Animals • If I Could Be Any Animal • Ocean Animals • Our Favorite Animals • Rainforest Riddles • What Animal Am I? • Wild About Animals • Our Animal Reports • Animal Poetry	• All Grown Up • Class Of 20?? • If I Were In Charge Of The World • If We Were In Charge Of The World • In The Year 2030 • In Twenty Years… • Our Dreams • Our Future Careers • Someday… • We Are The Future • What I Want To Be When I Grow Up • Our Dreams For The Future • Future Famous Americans • Oh, The Places We Will Go!

Sample of Book Covers

Grades 1-2

Grades 3-6

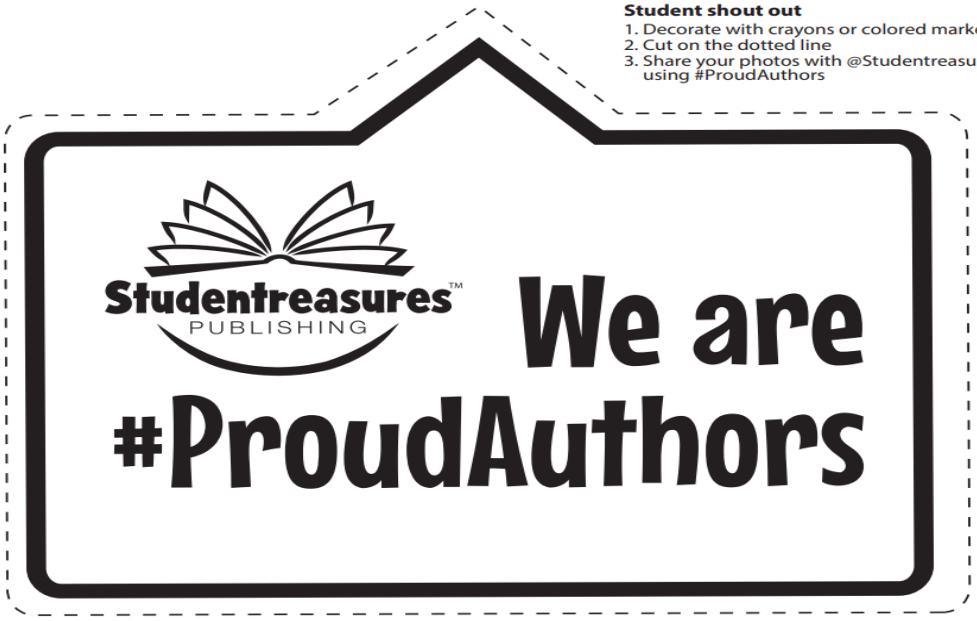
Classroom Scholastic Poster



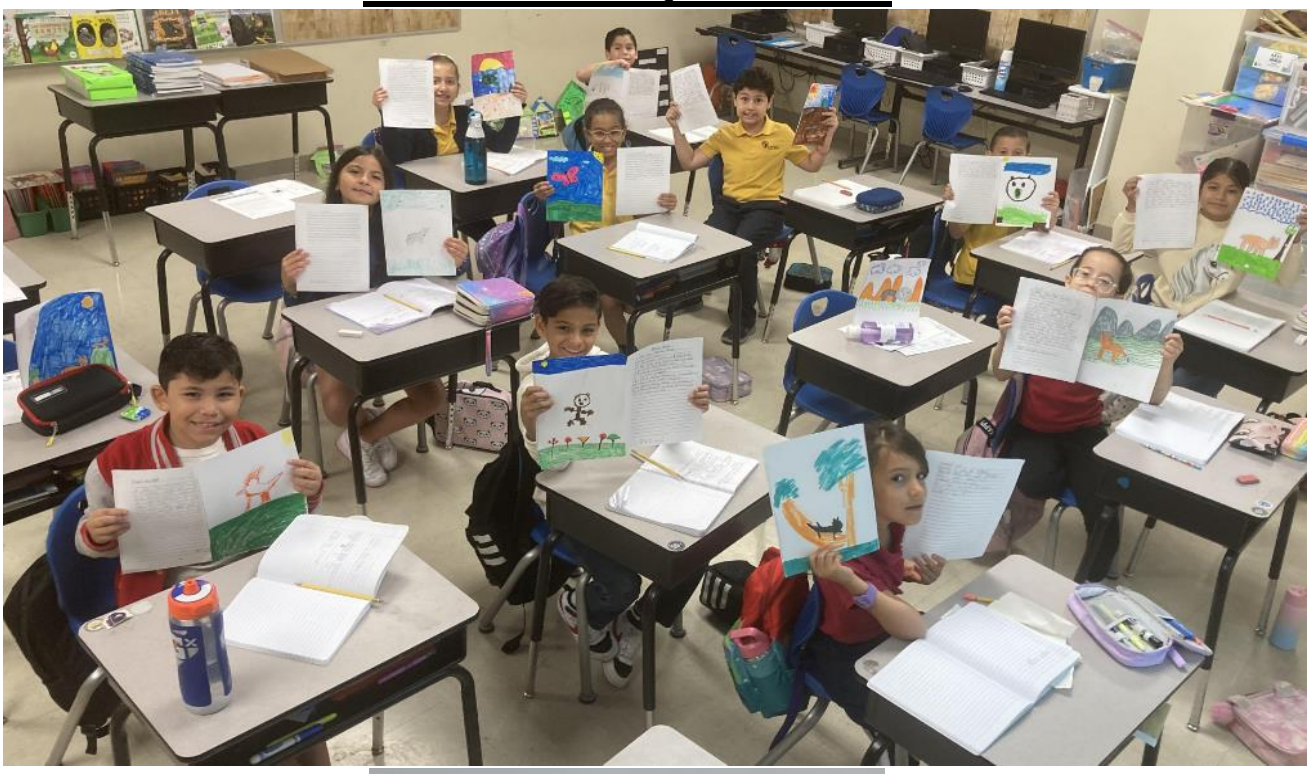
Recognition Rewards

Student shout out

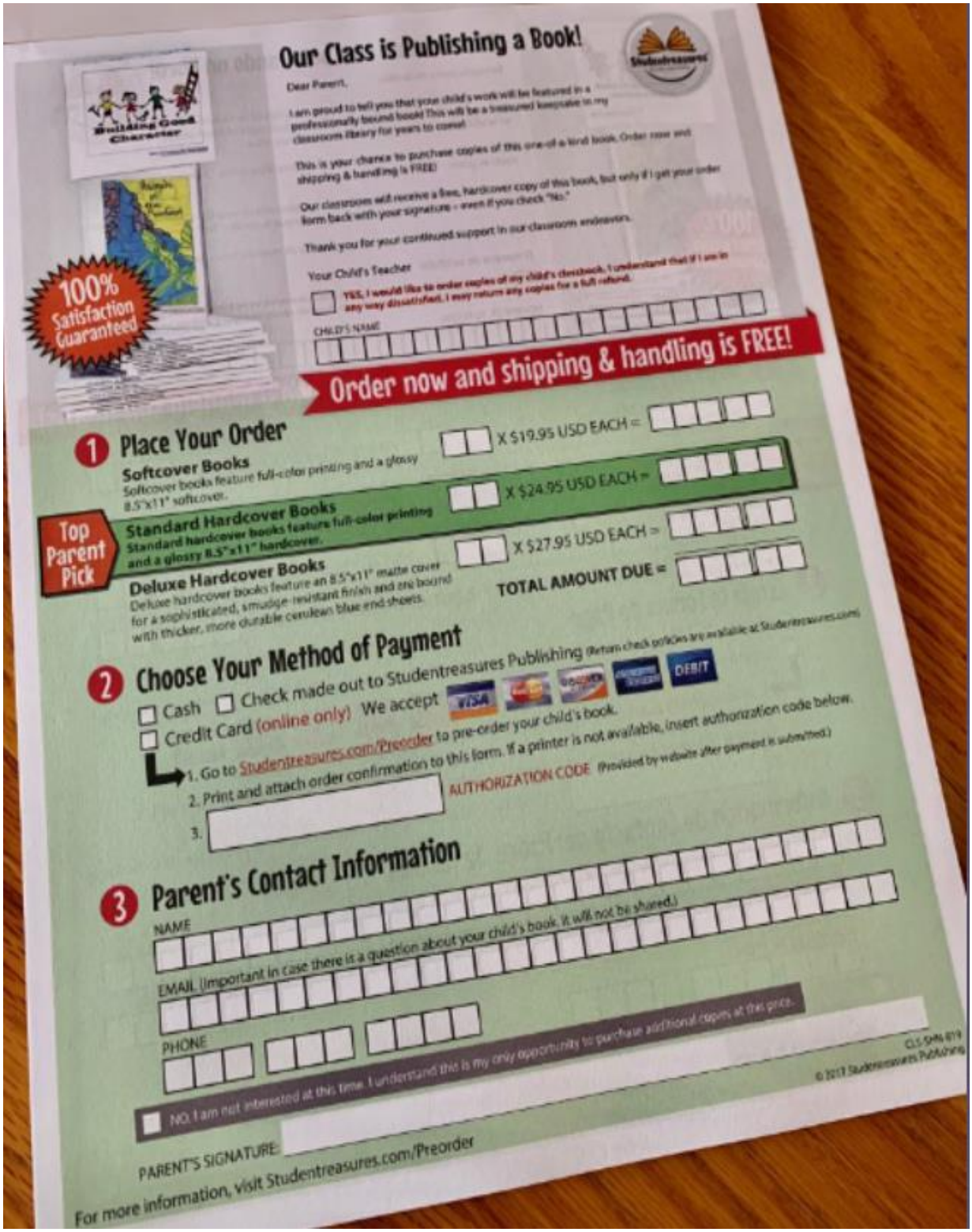
1. Decorate with crayons or colored markers
2. Cut on the dotted line
3. Share your photos with @Studentreasures using #ProudAuthors



Class Memory Pictures



Publishing Parent Release Form



Our Class is Publishing a Book!

Dear Parent,

I am proud to tell you that your child's work will be featured in a professionally bound book! This will be a treasured keepsake in my classroom library for years to come!

This is your chance to purchase copies of this one-of-a-kind book. Order now and shipping & handling is FREE!

Our classroom will receive a free, hardcover copy of this book, but only if I get your order form back with your signature – even if you check "No."

Thank you for your continued support in our classroom endeavors.

Your Child's Teacher

☐ YES, I would like to order copies of my child's classbook. I understand that if I am in any way dissatisfied, I may return any copies for a full refund.

CHILD'S NAME

100% Satisfaction Guaranteed

Order now and shipping & handling is FREE!

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Softcover Books
Softcover books feature full-color printing and a glossy 8.5"x11" softcover.
☐☐ X $19.95 USD EACH =

Top Parent Pick

Standard Hardcover Books
Standard hardcover books feature full-color printing and a glossy 8.5"x11" hardcover.
☐☐ X $24.95 USD EACH =

Deluxe Hardcover Books
Deluxe hardcover books feature an 8.5"x11" matte cover for a sophisticated, smudge-resistant finish and are bound with thicker, more durable cerulean blue end sheets.
☐☐ X $27.95 USD EACH =

TOTAL AMOUNT DUE =

2 Choose Your Method of Payment

☐ Cash ☐ Check made out to Studentreasures Publishing (Return check policies are available at Studentreasures.com)

☐ Credit Card (online only) We accept VISA DEBIT

1. Go to Studentreasures.com/Preorder to pre-order your child's book.
2. Print and attach order confirmation to this form. If a printer is not available, insert authorization code below.
3. AUTHORIZATION CODE (Provided by website after payment is submitted.)

3 Parent's Contact Information

NAME

EMAIL (Important in case there is a question about your child's book. It will not be shared.)

PHONE

☐ NO, I am not interested at this time. I understand this is my only opportunity to purchase additional copies at this price.

PARENT'S SIGNATURE

For more information, visit Studentreasures.com/Preorder

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“National Book Challenge”

Winners’ Video

2021-22 National Book Challenge Winners & Finalists,
2021-2022 National Book Challenge Winners and Finalists

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