

Color-Coding Writing Module

Student Booklet

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SB#1: Engage Prior Knowledge— Silent Warm-Up

Directions: A student was asked to write about her morning and wrote the following paragraph. Read the paragraph, and answer the question below.

During the week, I help my little sister get ready for school. Today when I was helping her, I noticed that she had put her jacket on inside out. I also make her lunch every day, and today I made a peanut butter-and-jelly sandwich. She also likes turkey and cheese, but peanut butter and jelly is her absolute favorite. Before I made her lunch, I asked her to take off her jacket and put it on correctly, but she grew angry with me for nagging. I was worried because I thought we were going to be late. I don't want to make things difficult for my dad at his office, so I try to give myself plenty of time to get my sister and myself ready for our day. I also put a granola bar in her lunch, and a juice box. She finally gave in and turned her jacket right-side out. I breathed a sigh of relief when I realized we were almost ready to leave. My dad drops us off every morning, so if I'm late getting ready, he is late for work.

What makes this story difficult to follow?

SB#2: Demonstrate and Practice— Color-Coding Organizer

Color-Coding Key

This composition is about: what my morning was like today

Possible topics for paragraphs (add more, if needed):

- Introduction
- Getting dressed
- Making lunch

(1) During the week, I usually help my little sister get ready for school in the morning. (2) Today when I was helping her, I noticed that she had put on her jacket inside out. (3) I also make her lunch every day, and today I made a peanut butter-and-jelly sandwich. (4) She also likes turkey and cheese, but peanut butter and jelly is her absolute favorite. (5) Before I made her lunch, I asked her to take off her jacket and put it on correctly, but she grew angry with me for nagging. (6) I was worried because I thought we were going to be late. (7) I don't want to make things difficult for my dad at his office, so I try to give myself plenty of time to get my sister and myself ready for our day. (8) I also put a granola bar in her lunch, and a juice box. (9) She finally gave in and turned her jacket right-side out. (10) I breathed a sigh of relief when I realized we were almost ready to leave. (11) My dad drops us off every morning, so if I'm late getting ready, he is late for work.

SB#3: Practice—Color-Coding Organizer

Color-Coding Key

This composition is about: _____

Possible topics for paragraphs (add more, if needed):

(1) Although most people would say that being successful means having a lot of money, my grandfather proves that success can look very different. (2) My mother was raised by him and passed on many of his values to me. (3) My grandfather was born and raised in a house with a dirt floor and no electricity. (4) He says that when he was a child, he didn't have any toys. (5) He had none of the things that people typically buy with money, but he has always lived his life with a smile on his face and love in his heart. (6) That is because he—and then my mother—valued family and being together more than anything money could buy. (7) Instead of playing with toys, he and his brothers and sisters played in the woods and in the creek near his house. (8) They invented brand-new fantasy worlds that were secret to them and that took place among the trees, stream, and farm animals. (9) They also learned to carve wood that they found, and they created beautiful art. (10) When my grandfather talks now about his childhood, he seems filled with peace. (11) Even now, he needs very little to keep him happy: his family close to him, some wood to carve, and his daily chores to do.

Scoring:	
	Points earned (circle one):
Question #1	0 1
Question #2	0 1
Color-coded draft	0 2 4 6 8 10
Total points (out of 12):	

Name: _____

Date: _____

SB#4: Independent Practice

Part 1: Review the Strategy

1. How does color-coding help us organize our writing?

2. When you color-code your writing by topic, what should you do when you read a sentence that talks about a new topic?

Part 2: Apply the Strategy

Directions: Color-code the draft on the next page, and create a key to show what topic each color represents.

SB#4: Independent Practice (cont.)

Color-Coding Key

This composition is about: _____

Possible topics for paragraphs (add more, if needed):

(1) Making a community more beautiful can actually improve the lives of the people living in it. (2) In our neighborhood, there was a vacant lot that had been abandoned, left to grow tall weeds and fill up with litter. (3) But Nancy, the woman who lived next door to us, wanted to make it a beautiful space. (4) For years, the lot had been a place where crime happened, and people walked past it as quickly as they could. (5) Nancy called the owner and asked for permission to clean up the lot and create a garden. (6) It took years of communicating with the owner before she was finally given the right to work on it. (7) Once she got permission, she began talking to the other neighbors to get support. (8) One day, she knocked on our door and asked if we wanted to help. (9) We weren't sure at first, but once we began digging up the dirt and watching our plants and flowers grow, we were committed to the project. (10) Now we feel like we've made our community a much better place.