

**Grade 4th 5th Informational/Opinion Cats  
Feedback for Improvement of Writing**

**Topic:** Cats

**Main Idea #1:** Well Behaved

**Main Idea #2:** Easy to care for

**What worked:**

- **Organization:** This piece includes an introduction, two main ideas and a conclusion.
- **Main Idea Sentences:** The student includes a main idea sentence for each main idea paragraph.
- **Conclusion:** Conclusion that restates each main idea.

**Feedback with Prescriptive Lesson:**

**CHOOSE a Focus Skill:**

**Broad Yet Distinct Main Idea:** Lessons on how to create interesting main idea sentences will greatly enhance the piece. In addition, the word “cats” is over used which creates a boring, repetitive tone. Lessons on word referents will help to alleviate this redundant nature.

**Section 2 Lesson 10** Alternatives to Boring, Redundant Main Idea/Reason Sentences

**Section 2 Lesson 11** Revising Boring, Redundant Main Idea Sentences

**Section 2 Lesson 15** Word Referents

**Elaboration:** Student needs to use productive questions to elaborate details: What does it look like? Why is it important?

**Section 3 Lesson 1** Just Okay...or Much Better? (recognition and awareness)

**Section 3 Lesson 2** Grab Bag (oral introduction to the skill)

**Section 3 Lesson 4** Writing Sentences Using Detail Generating Questions

**Introductions:** This piece needs an effective lead.

**Section 5 Lesson 1** Leads and Topic Sentences

**Section 5 Lesson 2** Writing an Attention-Grabbing Lead

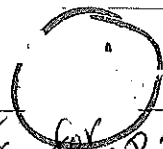
**Conclusions:** The student needs to be made aware of alternatives for a successful conclusion instead of a reiteration of the three main ideas. Teacher background pages on menu of techniques or strategies of effective conclusions is essential.

**Section 5 Lesson 10** The Hypothetical Anecdote

**Author’s Group Revision Model** - Taking this piece and projecting it for revision practice with the whole class would be a great way to model how to apply the detail generating questions. Use paragraph 3 or 4 for this purpose.

This student obviously understands the structure of Informational writing but needs direct instruction in elaboration using detail generating questions. Awareness of extraneous information that does not belong is essential for this piece. (2nd paragraph)

# Expository



Good organization

Consider a descriptive segment or question for your LEAD.

## Cats

Cats make excellent house pets.

People enjoy having cats as pets. Cats are well behaved and don't cause much trouble.

Cats are easy to care for. Let's see why cats are so fascinating.

People enjoy having cats as pets.

Many cats are loving. Cats are usually playful.

Cats can be trained.

Cats are well behaved and they don't cause much trouble. Unlike dogs, cats do not

make other loud noises. Cats don't often have accidents. Most cats do not

bother houseplants.

Cats are easy to care for.

Cats do not have to be walked. Cats take care of their own grooming. Cats can

be left home for a few hours without fear.

Aren't cats absolutely wonderful? They are a joy to have as pets.

They are so well behaved. It does not take a lot of work to care for them. You

might want to consider having a cat for a pet!

Nice general statement to conclude your essay.

This paragraph does not address your stated main ideas.

Sentence starters will help with variety.

Main ideas are restated!

what does it look like? why is it important?

Good use of a question

# Expository

I Love To Write!

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