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## PROPOSAL

This proposal was fully funded on December 25, 2007.

### Highlighters for Writers



#### CLASSROOM

Low income: 86% (**High Poverty**) ?

Level: Grades 3-5

Teacher's funded projects: 2

Thank-you punctuality: *N/A* ?

#### PROJECT

Subject:  
Literature / Creative Writing (*in Literacy & History*)

Additional subject(s):  
Literature / Creative Writing (*in Literacy & History*)

Resource: Supplies

Submitted: Sep 27, 2007

Expires: May 17, 2008

Project ID: 110267 ([permalink](#))

Students impacted: 30

Instructional hours (est.): 200

Used by future students? Yes

[Project cost report \(PDF\)](#)

#### SCHOOL

San Antonio Elementary School  
San Jose, California 95116-3060

County: Santa Clara

School district:  
Alum Rock Elem School District

I work in East San Jose, California. Our school is located in an urban, immigrant, working class neighborhood and the majority of my students receive free lunch. I teach 5th grade and I have the most wonderful class! They are 30 of the most enthusiastic kids around and I am ecstatic to be their teacher this year.

We just began writing summaries for the weekly anthology selections we read during Language Arts. I follow the Step Up to Writing method of creating color-coded outlines for expository writing. Students are taught that a complete paragraph has a topic sentence (green), three main ideas (yellow), details or examples for each idea (red/pink), and a closure/conclusion (green). When we mark it all up with our highlighters, they should have an outline that follows the pattern of green, yellow, pink, yellow, pink, yellow, pink, and green. Later when we progress toward essays, students learn to write an introductory paragraph (green), three detail/explanatory paragraphs (yellow and pink) and a conclusion paragraph (green).

This might sound a bit boring, but it really helps students improve their writing. They learn how to organize their information in a structured way, so I think of it as a stepping stone toward better writing.

In our district, writing is definitely a weakness and my personal teaching goal was to improve my writing instruction. Following the Step up to Writing program for expository writing is how I am fulfilling this goal.

In order to color code our outlines, and then later our paragraph drafts, I like to use highlighters (so do the students - it's a fun way to engage them). However, our school does not have funds for classroom supplies and I have been borrowing another teacher's set of highlighters. I would like to have our own class set so students have easy access to the tools that help them learn.

I am in need of 48 pink, 48 green and 24 yellow highlighters. I have already purchased yellow highlighters for each student, but I learned from my short years of teaching that materials have a way of disappearing, so it doesn't hurt to have a few extras around!

I also need supplies to model making outlines and writing paragraphs using the color codes. For outlines, I need a lined easel pad so students can see it easily and I can post it in the classroom. When I model writing sentences, I like to use sentence strips and pocket charts. It's an easy way for me to color code (write on different colored strips) and a fantastic visual for students. With sentence strips I can also use them to work with small groups that need writing intervention. Sentence strips are something tangible students can cut and put back together.

Please help fund this request. With your help, my students can become better writers!

My students need 48 pink highlighters, 48 green highlighters, 24 yellow highlighters, one pad of lined easel paper, one pocket chart and multicolored sentence strips. The cost of

Needs: \$0

Already funded: \$206 (100%)  
Total cost: \$206

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