

Story Painter

Teacher's Handbook



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Story Painter

At a Glance

Course Code	SP
Grade Level	K–2
Type	Age-appropriate writing and drawing tool
Features	Writing and drawing tools Icons appropriate for young learners Background art, stencils, and graphic, shape, and letter stamps Numerals and math symbols Animation and sound effects Word labels Audio recording and playback Text-to-speech feature Access to Word Banks from other NCS Learn products, plus a preset Word Bank for Story Painter Stamp labels Rebus-to-text in writing Help—both text and audio
Assessment	<i>Teacher's Handbook</i> provides assessment rubrics.
Support	<i>Story Painter Teacher's Handbook</i> Management system documentation



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Introduction

Who Should Use This Book

Story Painter was developed for use by English-speaking students in the U.S., Canada, the U.K., Australia, and New Zealand, as well as by Spanish-speaking students both in the U.S. and throughout the Spanish-speaking world.

This book is for teachers who will use the NCS Learn™ Story Painter® program in the classroom. The *Story Painter Teacher's Handbook* explains the features of the program and guides you through a hands-on tour of the major features.

If you are using Story Painter for the NCS Learn Reading Adventures Primary™ or ¡Vamos a leer!® course, this book provides an introduction to Story Painter. Please see the appropriate course handbook for more detailed information.

Where to Find More Information

Story Painter comes with a management system that works with NCS Learn's SuccessMaker® courseware to manage students' course assignments and performance data.



Before you or your students can use Story Painter, you must assign the course to yourself and your students through the management system. For more information about assigning courses, see the management system documentation.

Overview

1

Goals of Story Painter

Story Painter is a multimedia-based interactive writing and drawing tool designed for use by English-speaking children and Spanish-speaking children in the primary grades. Using Story Painter, children can type, draw and paint, move and build objects, and record their own voices and other kinds of audio. Teachers can use Story Painter in the classroom as a tool for students' creative expression.

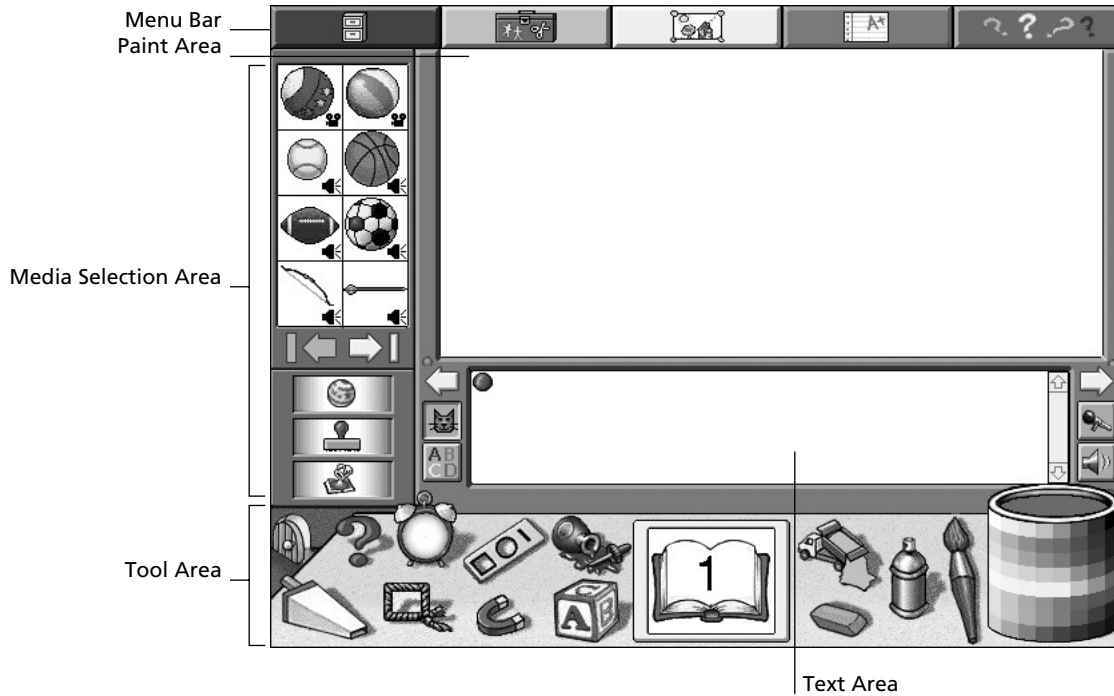
Story Painter gives students opportunities to express themselves and to create stories. It can be used either as a standalone program or in conjunction with Reading Adventures Primary or ¡Vamos a leer! course.



The English—i.e., U.S., U.K., and International—versions of Story Painter and the Spanish version of Story Painter operate identically. The only screen differences are that the Spanish version offers additional Spanish characters for writing and that the stamp labels are in Spanish.

Major Features of Story Painter

Story Painter has five basic areas, as shown in the illustration on the next page.



Menus

The various Story Painter menus are arranged across the menu bar at the top of the screen, from left to right, as follows:



File Menu Select items in this menu to begin a new story, to save or print a story, just created, to open a story created and saved previously, or to quit Story Painter.



Edit Menu Select items in this menu to cut, copy, or paste graphics or text, or to undo the most recent action.



Student Menu Select items in this menu to open a Word Bank, where words can be seen and heard and then added to a story or illustration; to have the page or the entire text of the story read back in audio; to choose a boy or girl voice for the text reading (the option to choose a voice for the audio is available only in the U.S. and International versions); or to view labels for stamp illustrations from the Paint area.



Assignment Menu These menu items are active only when the student has launched a Story Painter activity from Reading Adventures Primary or ¡Vamos a leer!.



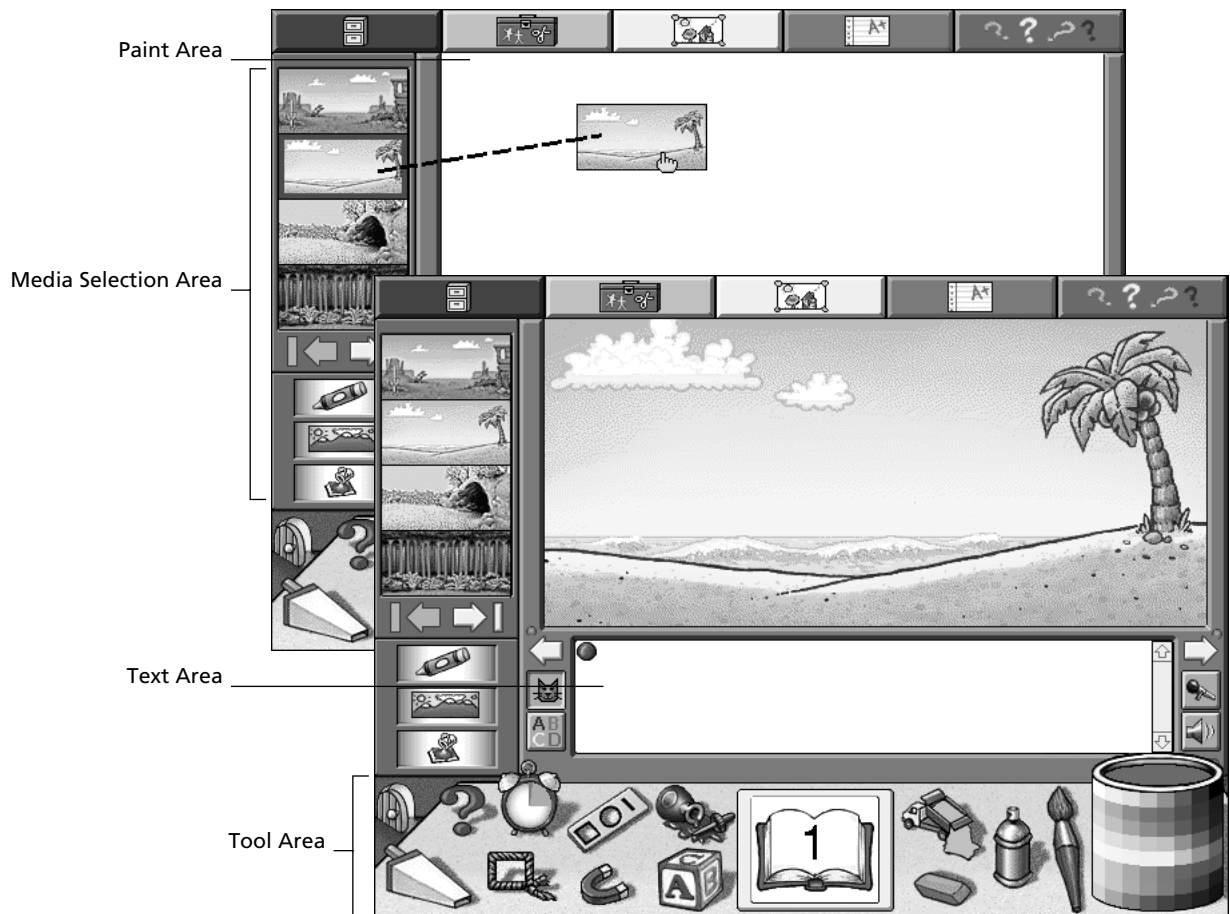
Help Menu Select items in this menu to see and hear how Help works and to see the Story Painter “About” box and product credits.

Work Areas

Students use the four work areas—the Paint area, the Text area, the Tool area, and the Media Selection area—as they write and illustrate stories and other work. (Please refer to the illustration on page 4.) These areas are described in the sections that follow.

Paint Area

In the Paint area, students can draw, paint, and illustrate stories and other work.



Backgrounds, stamps, and stencils can be copied into the Paint area from the Media Selection area, on the left side of the screen. Tools from the Tool area, at the bottom of the screen, can be used to create and manipulate the illustrations.

Text Area

This is the area in which students type their stories or other writings.



When students want to type, they click in the Text area and begin typing. To hear their text read to them, students click the Text-to-Speech button (red ball).

By clicking the scroll bar at the right of the Text area, students can see all of the text they have typed for a particular page of a story they've created.

Students can create multiple-page stories in Story Painter. The arrows at either side of the Text area can be clicked to go to the next page (Forward arrow) or the previous page (Back arrow).

In addition to typing in their text here, students can add stamps from the Selection area, at the left, or words from the Word Bank, in the Student menu. The buttons at the left side of the Text area can be clicked to change stamps added to the text into words (the ABCD button), or to change the words back into the pictures (the cat button).



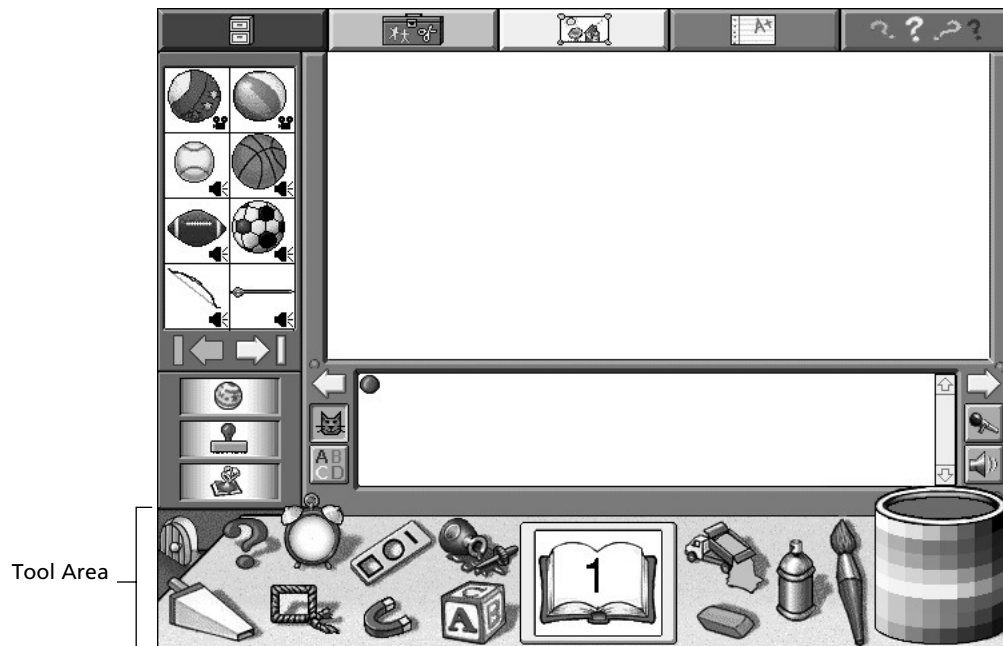
NOTE

If the stamps dragged to the Text area, or rebuses, get out of sync, students can use the Clear tool (vacuum) to clear the Text and Paint area, and then use the Undo tool (spilled ink). They may wish to print out their pages before using the Clear tool.

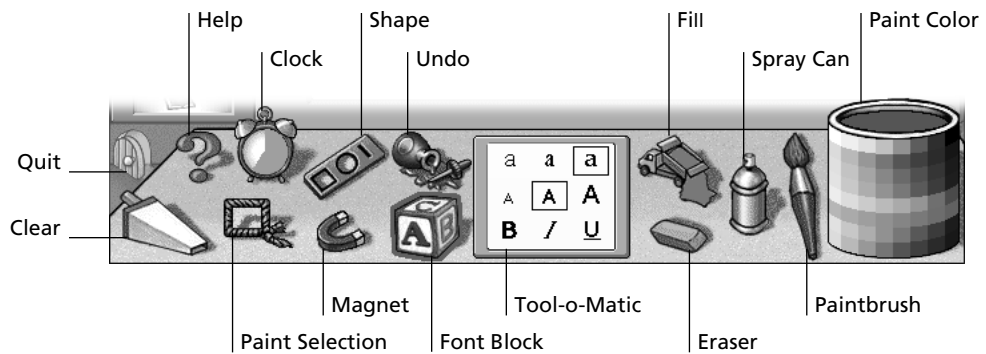
Students can also click the buttons at the right of the Text area to record audio for a story (the microphone button) or to hear the recording played back (the speaker button).

Tool Area

This area contains tools that students will find useful in their drawing and writing.



The Tool area is shown below, with the names of all the tools provided for easy reference.



- The little door at the left side of the Tool area can be clicked to exit (or quit) Story Painter.
- Slide Show Help is accessed by clicking the question mark (next to the little door). Help is available for almost every item on the screen.
- The clock indicates how long the student has spent in the program during the session.

TIP

For explicit information about the items on the screen, use Help. In the Tool area, click the question mark at the left of the clock. Then click the item you want explained. Audio will play and pictures will appear explaining the item clicked.

The various other tools let students create and manipulate their illustrations in the Paint area.

- Students click the Clear tool (vacuum) to delete everything they've done in the Paint area and Text area.
- The Paint Selection tool (lasso) is used for reducing, enlarging, flipping horizontally, flipping vertically, cutting, and moving sections or parts of painted objects.
- The Shape tool (stencil) is used for creating shapes, such as circles and rectangles.
- The Magnet tool is used for selecting stamps and stencils and moving them around in the Paint area. It is also used to move backgrounds into the Paint area and to put stamps into the Text area.
- The Undo tool (spilled ink) can be clicked to undo the last action performed. This tool lets students quickly correct mistakes.



The Undo tool works to undo actions of the Paintbrush, Spray Can, Fill, Eraser, Font Block, Shape, and Clear tools. When clicked after a Paint Selection action, Undo causes the item lassoed to look the way it did before it was lassoed. Also, once Undo has been clicked, it can be clicked again to redo, or restore the Paint or Text area to its state before the undo.



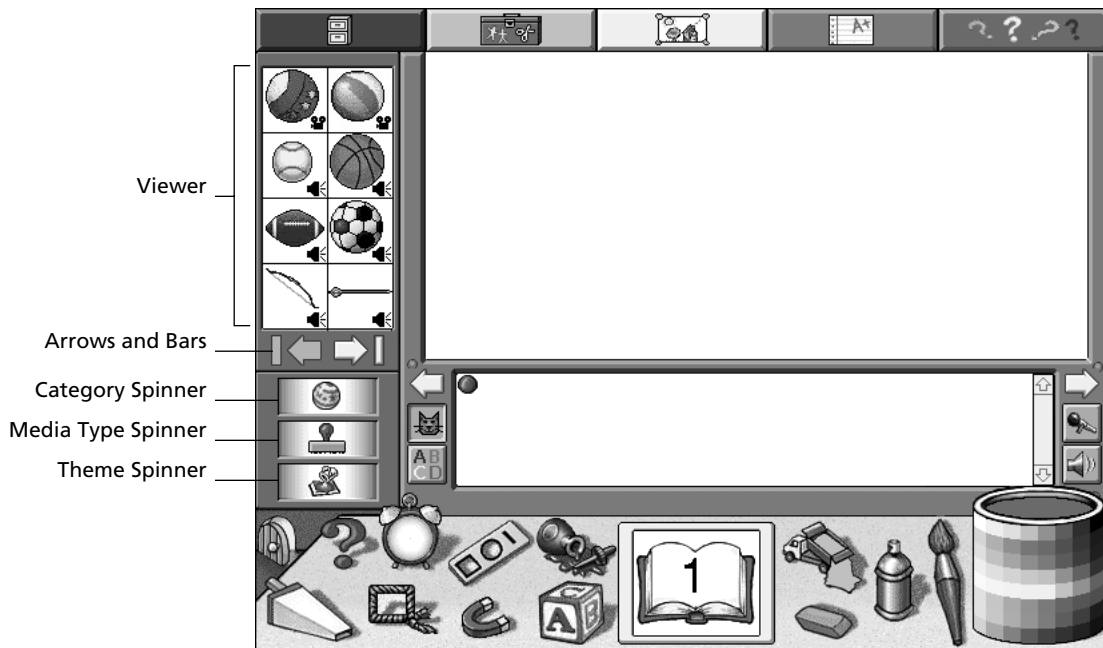
Be aware that the Undo tool does not undo actions performed with the Magnet tool.

- The box in the middle of the Tool area, called the Tool-o-Matic, shows the choices available for particular tools.
- To choose text type and size, students click the Font Block tool (ABC block) and then click a choice in the Tool-o-Matic. (In the illustration of the Tool area on page 7, choices for the Font Block are shown in the Tool-o-Matic.)
- The Eraser tool comes in several sizes (when the eraser is clicked, the choices are shown in the Tool-o-Matic), which students can use for selectively erasing parts of pictures they've created.
- The Fill tool (dump truck) lets students color in areas quickly.
- By clicking the Spray Can tool, students can see the different paint spray sizes available in the Tool-o-Matic. Students select spray sizes to use for coloring in areas of their pictures.
- The Paintbrush tool can be used for freehand painting and drawing or for creating stories. When the Paintbrush is clicked, the Tool-o-Matic displays the choices and brush sizes available.

- The Paint Color tool (large paint can) at the right side of the Tool area is used for color selection. To select a color, students click one of the 64 choices (which are shown in the squares on the outside of the can); the new color then appears as the paint visible inside the can. The color selection applies to both Paint and Text areas.

Media Selection Area

The Media Selection area consists of the Viewer and the Selection tools—the arrows and the three spinners (the Theme Spinner, the Media Type Spinner, and the Category Spinner). Using the arrows and spinners, students can select types and categories of illustrations, which they can preview in the Viewer.



Viewer The Viewer displays graphics that students can add to the Paint area (stamps, stencils, and backgrounds) or Text area (stamps only). To add a graphic to the Paint area or Text area, students click the graphic and drag it to the spot where they want it to appear. Some graphics—the ones with a speaker (audio) icon or movie reel (animation) icon in the bottom right corner—have sound clips or animations that accompany them.




Arrows and Bars Clicking the arrows lets students move back and forth within a particular group—or category—of graphics and lets them see all of the graphics available in that group. Clicking the vertical bar beside the right arrow lets students see the last “page” of stamps, stencils, or backgrounds in a particular group. Clicking the vertical bar beside the left arrow shows students the first page of stamps, stencils, or backgrounds in a particular group.

Spinners The Media Type Spinner lets students select the type of graphic. The Category Spinner lets students select the content of the graphic. These graphics appear in the Viewer.



















The Theme Spinner, shown in the screen on page 9, is designed to accommodate the addition of future media libraries (stamps, stencils, and backgrounds) for related NCS Learn courses, when those media libraries become available. No libraries other than the Story Painter library are available at present.

Students click the Media Type Spinner button to select from three kinds of graphics:

-  Stamps (illustrations)
-  Stencils
-  Backgrounds

Students click the Category Spinner to see the different groups of stamps, stencils, or backgrounds.

All the graphics available in Story Painter are categorized—you can choose stamps or stencils of people, animals, plants, food, things, insects, or shapes and symbols. For backgrounds, you can choose photographs or drawings. Appendix A gives a complete list of the stamps and stencils available in Story Painter, and Appendix B shows scaled-down pictures of all the backgrounds. The following chart shows the identifier for each category.

Stamps			
			
people	animals	plants	insects
			
things	foods	shapes and symbols	
Stencils			
			
people	animals	plants	insects
			
things	foods	shapes and symbols	
Backgrounds			
			
drawings	photographs		

Story Painter in the Classroom

Before your students can use Story Painter, you must assign the course to them through the management system. The management system manages and monitors students' course assignments and performance in the SuccessMaker courses.



For an explanation of the course assignment process, see the management system documentation.

If you have the Reading Adventures Primary (RAP) or ¡Vamos a leer! (VAL) courseware, you will have Story Painter writing assignments already set up for students' individual or collaborative work. For information about the Story Painter writing assignments in RAP or VAL, please refer to the appropriate course handbook.



If you've purchased Story Painter as part of Reading Adventures Primary or ¡Vamos a leer!, you may disregard the information in this section. Story Painter enrollment options are set automatically when you assign those courses to students.

You can use Story Painter for a variety of activities. A few are suggested in the table below.

Activities With Story Painter	English-Language Reading/Writing Program	Spanish-Language Reading/Writing Program	VAL Course	RAP Course
Create projects emphasizing themes created by teacher, school, or district	✓	✓	✓	✓
Use preset individual and collaborative assignments based on preset themes			✓	✓
Teach various writing formats (letters, stories, postcards)	✓	✓	✓	✓
Create cross-curricular assignments, including Science/Social Studies reports	✓	✓	✓	✓

When you assign Story Painter to students through the management system, you can modify the enrollment options. Table 1 lists the available enrollment options.

Table 1 Enrollment Options

Enrollment Option	Default Value	Function	Modifying the Value
Session length (minutes)	15	Determines the number of minutes a student works in Story Painter in one session; the session ends automatically when the session length has been reached.	The default session length is 15 minutes, but students are likely to need at least 30 minutes to create drawings and/or stories.
1=US, 2=Spanish, 3=UK, 4=Int'l	1	Determines the version of Story Painter presented to the student.	To change the version for a student after the student has taken sessions, you must create a custom course using the new version, and then assign the custom course to the student.

Use the following guidelines to select the appropriate version of Story Painter for your students.

- The U.S. version is for English-speaking students in the United States.
- The Spanish-language version is for Spanish-speaking students, both in the U.S. and throughout the world.
- The U.K. version is for English-speaking students in the United Kingdom.
- The International version is for English-speaking students in Canada, Australia, and other parts of the world.

For the U.K. and International versions, U.S.-specific stamps, stencils, and backgrounds have been removed, and spellings and terms have been made appropriate. In the U.K. version, the audio is spoken in a British voice; the U.S. voice is used in the International version. In both the U.S. and International versions, students can choose to hear the audio in either a girl voice or a boy voice. The Spanish-language version of Story Painter has all Spanish audio.



If you want to change the course version for a student after the student has taken sessions, you will need to create a “custom course” with the new version selected in the enrollment options, and then assign this course to the student.



For information about creating a custom course, see the management system documentation.

Hands-On Tour

2

Introduction

Here you'll tour Story Painter to get acquainted with its features and operation. When you've finished the tour, you'll have a better idea of what Story Painter looks like and how it works—and you'll probably have lots of ideas for using it with your students.

Preparing for the Tour

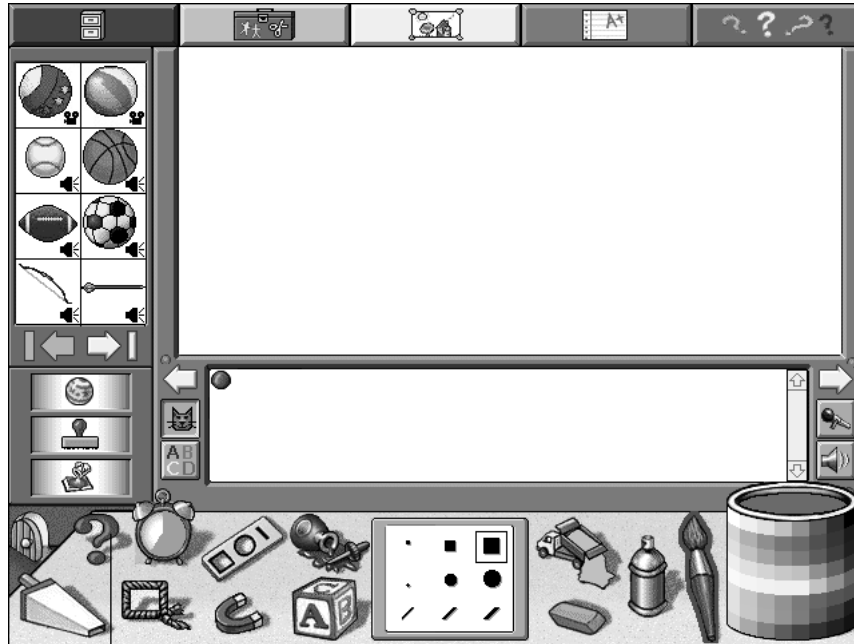
Before you can take the hands-on tour, you need to assign Story Painter to yourself through the management system, as if you were a student. Be sure to set the session length at 30 minutes or longer, to allow yourself adequate time. Please refer to the management system documentation for instructions.

Follow the instructions in the management system documentation for logging into the system and starting Story Painter. At the Story Painter screen, a Title dialog box appears that asks the name of your story. Type "Dragon Dan" and click OK. Now you'll take a practice session in Story Painter, and you'll create the Dragon Dan story.

Tour

In the hands-on tour, you'll use the Help tool and visit the menus and main areas to learn about their functions.

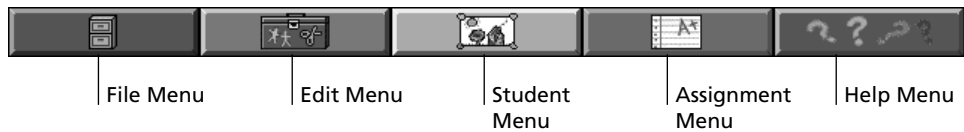
Help is represented by the question mark in the Tools area. (Please see the illustration at the top of the next page.) Help is available for almost every element on the screen and every menu item. To use Help, simply click the question mark, and then click the item you want explained.



Click Help; then click any item on the screen for a detailed description.

Menus

This is Story Painter's menu bar.



1. In the Tool area, at the bottom of the screen, click the Help question mark.
2. Click the File menu. The menu opens and shows five choices.
3. Scroll down the menu and choose New Story. A graphic appears, which together with audio, explains this menu option.



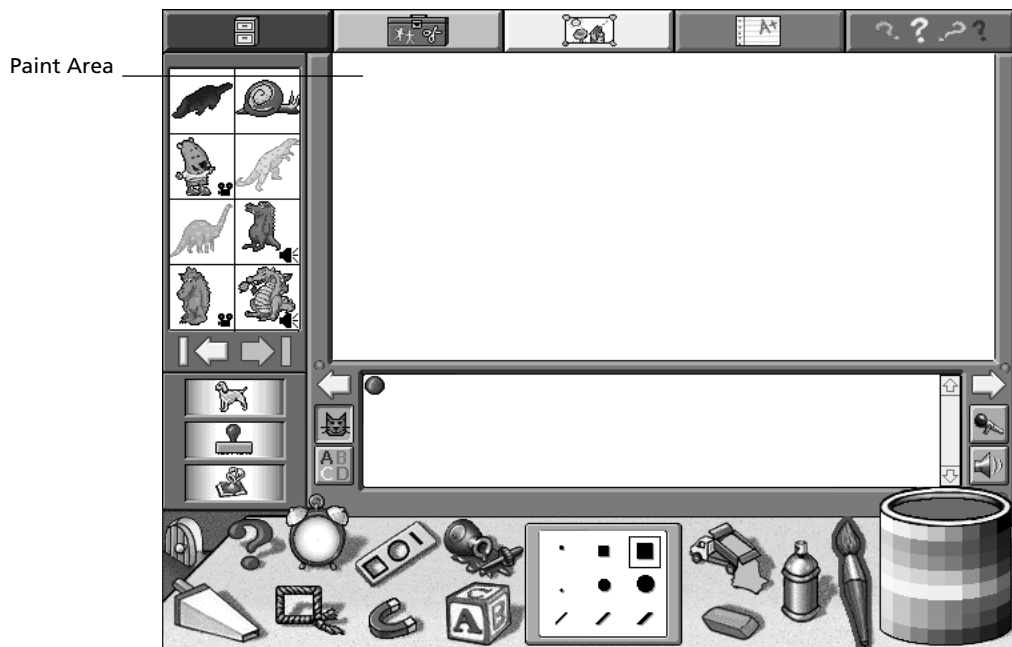
4. Continue clicking Help and clicking each choice in the File menu. Graphics and audio explain each option.
5. Proceed to the Edit, Student, and Help menus. Be sure to click Help before clicking each menu item that interests you.



The Assignment menu is available only when you have launched Story Painter from a writing assignment within Reading Adventures Primary or ¡Vamos a leer!.

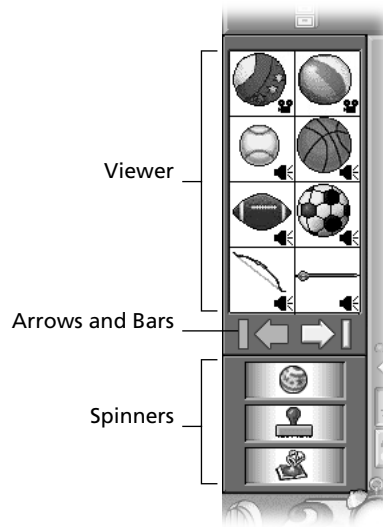
Work Areas

1. Click the Help question mark, and then click the Paint area. (The Paint area is identified in the following illustration.)



To create illustrations here, you can use the painting and illustrating tools from the Tool area, at the bottom of the screen. You can also use illustrations (stamps, stencils, and backgrounds) accessible from the Media Selection area, at the left of the screen.

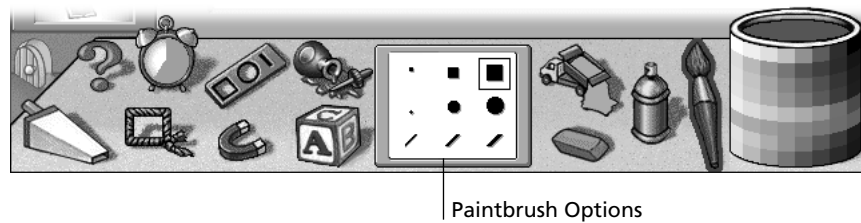
- Now click Help again. Then click the items in the Media Selection area, which is shown below.



The spinner buttons let you select the type and category of illustrations shown in the Viewer. The arrows let you move back and forth within a category in order to see all the choices available. The vertical bar beside the right arrow lets you jump to the last page of stamps, stencils, or backgrounds in a particular category. The bar next to the left arrow lets you jump to the first page in the category.

You can click any illustration in the Viewer and then drag the illustration to the Paint area wherever you want it to appear. You can also click and drag any stamp illustration to the Text area, where it becomes a rebus and can be changed from a picture to a word (and back again).

- Click Help, and then click each spinner button.
- Click Help. Then click the Paintbrush. In the following illustration, the Tool-o-Matic displays the options available for the Paintbrush.



- Click Help, and then click the Tool-o-Matic, the square window in the middle of the Tool area.

6. Continue clicking Help and clicking each tool until you've heard and seen explanations for all the tools.



Be careful—don't click the open door in the Tool area just yet. If you click the door without first clicking Help, Story Painter will start to close.

7. Click Help. Then click the Text area.



In the Spanish-language version of Story Painter, Spanish characters are available at the bottom of the blue border around the Text area. These characters can be put into the Text area simply by clicking them.

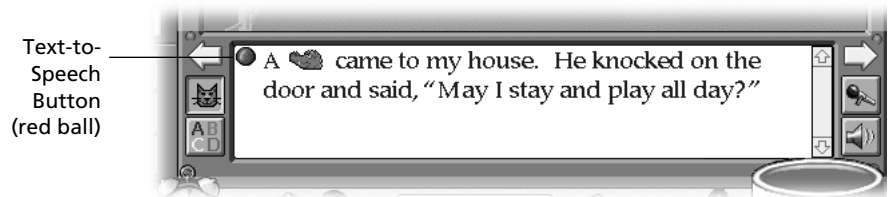
8. Continue clicking Help and clicking each item in the Text area.

Congratulations! You've now looked at all the main features and tools in Story Painter. You're ready to create a story.

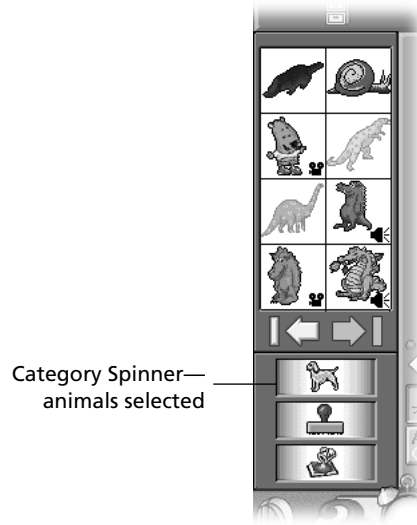
Creating Stories

You can use the Text area and the Media Selection area to create a story or any other type of writing. By following the steps below, you'll create the Dragon Dan story.

1. Click the File menu.
2. Choose New Story. A Title dialog box appears.
3. Type "Dragon Dan" for the title, and click OK.
4. Go to the Text area and click next to the red ball.
5. Type the text that you see in the following screen. Leave a blank where you see the picture of the dragon, and leave a blank after "came to my".



6. In the Media Selection area, notice that the Media Type Spinner is set to show stamps, rather than stencils or backgrounds. Click the Category Spinner until you see the animal category—represented on the Category Spinner button by a picture of a dog—as shown in the Viewer in the following illustration.



7. In the Viewer, click the arrows until you find the dragons. (Note: The dragons are on the last group of the animal stamps. To access them most quickly, click the right vertical bar.)
8. Click the red dragon and drag it to the Text area. Insert it between “A” and “came”. The dragon picture appears.
9. Next to the text area, click the ABCD button. Note that the dragon picture becomes the word “dragon.”
10. Now click the cat button. Note that the word “dragon” changes back to the picture. (Click the cat button whenever you want to change a stamp label added to the Text area back into a picture.)
11. At the menu bar, choose the Student menu, and select My Words. The Word Bank appears.
12. Click the word “house” and drag it to the Text area after the text “came to my”. The word “house” is inserted in the text.
13. Now click the Text-to-Speech button (red ball) in the Text area to hear the story read aloud.

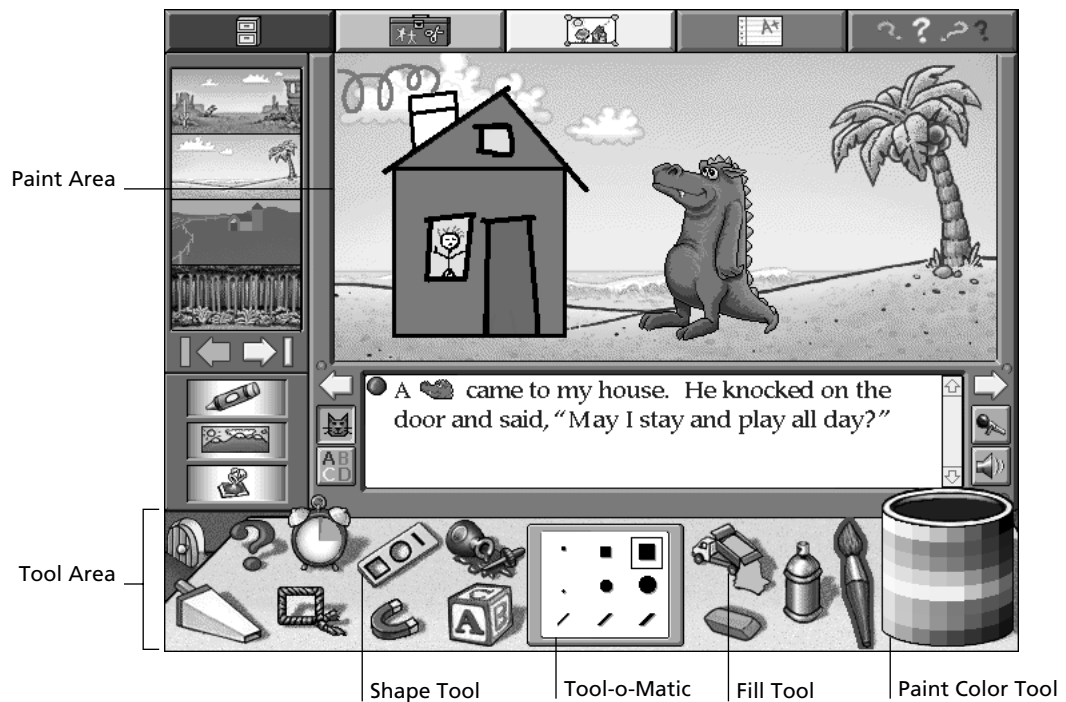


You can also choose the Student menu and make a read-aloud selection, which plays any sounds associated with stamps that are inserted in the text. (In the U.S. and International versions, you may also select either a boy voice or a girl voice for the reading.) To add your own voice, click the Microphone button to the right of the Text area. When the Record dialog box appears, click the Microphone button and record this: “My name is Dragon Dan.” To hear your recording, click the playback (speaker) button.

You have just created a story! Now you’ll illustrate it.

Creating Illustrations

You can create an illustration in the Paint area, using the tools in the Tool area and using illustrations from the Media Selection area. The steps that follow guide you in making this illustration for your dragon story.

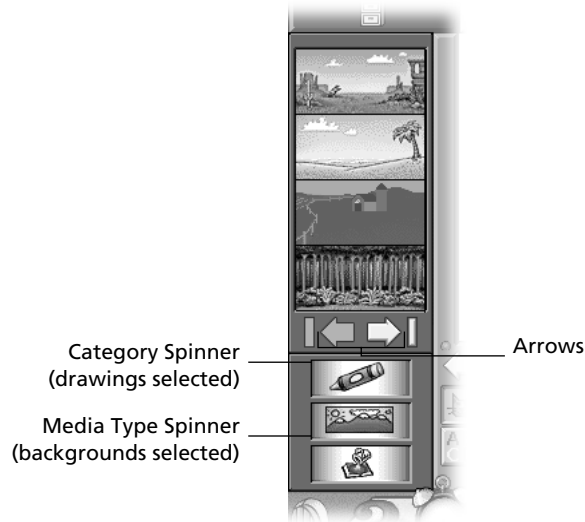


1. In the Tool area, click the Shape tool.
2. In the Tool-o-Matic, click a square.
3. In the Paint area, draw a square for the body of a house.
4. In the Tool area, click the Paintbrush tool. Then, in the Tool-o-Matic, click a brush size. In the Paint area, now draw a roof and a chimney for the house.
5. In the Tool area, click the Fill tool (dump truck); on the Paint Color tool, click the red color.

6. In the Paint area, click the square body of the house. The square becomes red.
7. On the Paint Color tool, click the color green.
8. In the Paint area, click the chimney. The chimney turns green.
9. In the Media Selection area, click the Media Type Spinner (middle button) until you see the backgrounds category.

TIP

Experiment with any of the other tools to change your illustration. If you get stuck, click Help, and then click the tool to find out what it does.



10. Click the Category Spinner until you see a crayon, which indicates drawings of backgrounds (the camera indicates photographs of backgrounds).
11. Find the beach scene in the Viewer.
12. Click the beach scene background, and then drag it to the Paint area. The scene appears as the background for your picture.



As you build your picture in Story Painter, note how there is a hierarchy of the “layers” of the picture: Backgrounds are placed in the bottom layer; any painting/changing that you do goes on top of the background; stamps and stencils are always shown as the top layer. This means that Story Painter does not let users paint or draw on top of stamps or stencils copied into the Paint area.

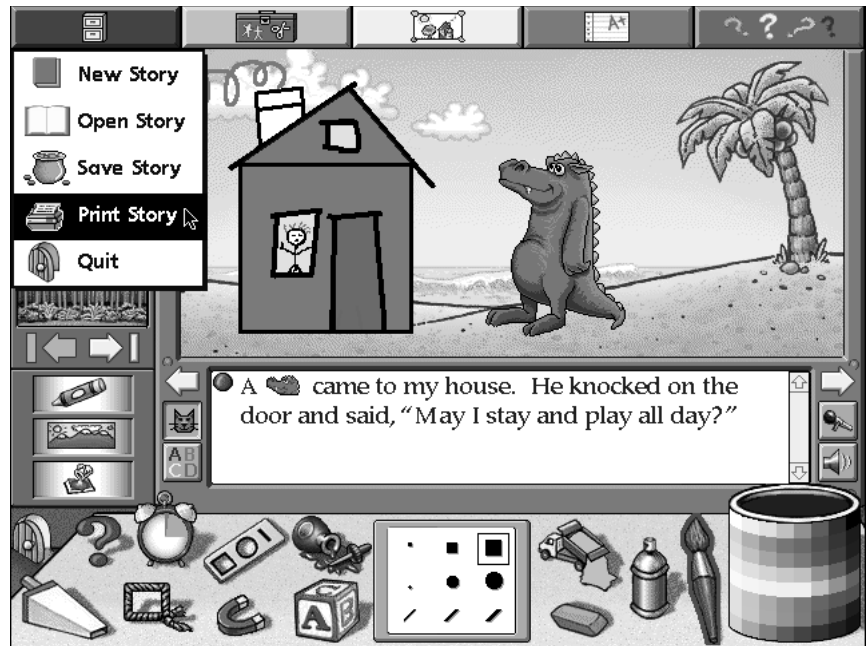
TIP

Experiment by changing the spinners and adding other illustrations. Any stamp with a playback icon includes audio or animation. If the stamp is moved to the Paint area, the audio will play (or the animation will run) whenever the stamp is clicked.

13. In the Media Selection area, click the Media Type Spinner until you see the stamp icon.
14. Click the Category Spinner until you see the animal icon.
15. Click the arrows (or the right bar) until you see the dragon in the Viewer.
16. Click the dragon, and then click the Paint area next to the house. The dragon appears next to the house.

Saving and Printing Stories and Illustrations

1. In Story Painter, stories created are always saved automatically. From the File menu, choose Save Story. Your story and illustration are saved.
2. You can print your story and illustration by using the File menu. To print your story, from the File menu, choose Print Story.



3. A Print dialog box appears. Select the options you want, and click Print.
You have now created, illustrated, saved, and printed a story.

Ending the Story Painter Tour

To exit Story Painter and end the tour before your session time is up, just click the open door in the Tool area.



Story Painter sessions end automatically when the session time elapses.

You have now completed the hands-on tour.

Writing Assessment

3

This chapter provides detailed descriptions of performance assessment and portfolio assessment. It also provides rubric samples and an observational checklist to assist you in evaluating student writing.

Performance Assessment

Performance-based assessment requires students to apply information and perform tasks, rather than answering a question by selecting from a list of options. For example, a student may be asked to explain a historical event, solve a math problem, or converse in a foreign language. The teacher analyzes the quality of the student's work according to previously determined criteria.

Performance assessment allows teachers to measure skills that cannot be measured in large groups of students, such as integrating knowledge across disciplines, working in teams, and problem solving. In addition, it provides teachers concrete information that can be a stimulus for improving instruction—and it increases students' understanding of what they need to know in order to carry out specific tasks. This form of assessment is most widely used to assess writing produced by students for specific assignments.

Performance assessment should be based on the curriculum. While curriculum design generally addresses the critical issues that standard tests reflect, basing performance assessment on the curriculum allows the curriculum to determine the contents of the test. Performance assessment should engage students actively in learning activities. Students may be encouraged to search for additional information on a given topic or to try different solutions and approaches to solve a problem, and, when possible, to work in teams.

To implement performance assessment successfully, you need to have a clear idea of the content you want students to master and demonstrate, plus a concrete plan for assisting your students in achieving this mastery. You must be very specific with your students in setting out the product you want to receive from them—and you must clearly present both the task and the assessment criteria. Participating in establishing the criteria can be helpful and motivating to students.

Portfolio Assessment

Portfolio assessment involves compiling an archive of each student's work throughout a course or a school year. The work can be in a wide variety of forms—writing, construction projects involving math principles, or art samples, for example—and represents the student's efforts, progress, and accomplishments over time. Projects created in Story Painter can be selected to be placed in students' electronic portfolios or filed electronically in an archive. They can also be printed out and saved in regular, non-electronic portfolios (such as are often kept in file folders). Regardless of the format, the materials in a student's portfolio reflect the evolution of his or her ideas. The materials can be used to demonstrate and communicate progress to students, teachers, and parents. As a form of performance assessment, portfolios can also be a means by which students develop an awareness of the processes and strategies involved in writing.

Portfolios are intended to motivate students and to promote their learning and self-assessment. As a teaching tool, portfolios are used for evaluating students' thinking and writing processes. The contents of a portfolio depend on its purpose; therefore, multiple portfolios may be kept. Students should be involved in selecting the items they feel reflect their best work. The work should be presented in chronological order to show development and growth. Young children can relate portfolios to physical growth wall charts, which show their present height, and their heights at earlier points such as birthdays; in similar fashion, portfolios show the growth of their abilities and understandings.

In ESL and bilingual classrooms, portfolios are important because they promote recognition and affirmation of a student's native language and provide him or her with opportunities for self-assessment in both languages.

Here are some guidelines for using portfolios successfully with students:

- Encourage all students to reread some of their work, or to talk about their work in progress during a lesson, in order to assess its appropriateness for the portfolio.
- Compare work samples completed at various times of the year to show students how their writing skills have improved.
- Include at least one sample from each lesson in the student's portfolio. Over time, sort through the pieces in the portfolio to select the best work for a given time period, such as a grading period.
- Present students' work during family–teacher meetings. Students can show parents or guardians the work they have done in a lesson. You can supplement their presentations by describing the skills demonstrated in each piece of writing and outlining the progress students have made in literacy development.

Rubrics for Evaluating Writing

Rubrics are an important part of assessment, as they help clarify the evaluation of students' work and focus teachers on content and performance standards.

You might like to have your students participate in establishing the rubrics, because their participation will help them understand the content standards that the rubrics are intended to evaluate. Students should also review the rubrics from time to time to make sure they understand the criteria with respect to particular assignments.

The following assessment rubrics are examples of the kinds of rubrics teachers can create to evaluate students' writing. These rubrics are general guidelines, which you can adapt for your own students. The rubrics were created for the various developmental milestones in the process of becoming writers: pre-writer, beginning writer, proficient writer, and experienced writer.

Writing to Inform

4 - Experienced Writer

- The piece of writing is clearly written and well organized.
- The writer includes sufficient general information about the topic, as well as specific details explaining the topic.
- The writing elaborates on the topic.

3 - Proficient Writer

- The piece of writing is fairly well written and organized.
- The piece is clear enough for the reader to understand the main ideas and the sequence of events.
- Sufficient general information and some specific details about the topic are presented.

2 - Beginning Writer

- The piece of writing is not clear or well organized.
- The writer included very little general information about the topic.
- Not enough supporting details are provided, or the details that are included do not relate to the topic.

1 - Pre-Writer

- The writing is not focused on the topic.
- Either inaccurate information or no information at all is provided.
- The writer gives no supporting details.

Writing to Persuade

4 - Experienced Writer

- The writer takes a clear stand and supports it with appropriate main points.
- The piece of writing presents the information in a clear manner.
- The writer elaborates on the information presented, using specific supporting details.
- The writer chooses appropriate language to influence the reader to agree.

3 - Proficient Writer

- The writer takes a stand and supports it with a minimum of information.
- The writing shows minimal inaccuracies or omissions.
- The paragraphs are organized and flow logically.
- The writer uses some language to try to influence the reader to agree with him or her.

2 - Beginning Writer

- The writer does not take a clear stand on the topic.
- The paragraphs are not effectively organized.
- The details provided do not help explain the position taken.
- The writing shows some attempt to use language to influence the reader to agree.
- The writing shows some inaccuracies and/or omissions.

1 - Pre-Writer

- The writer's development of the topic is confusing or irrelevant.
- The writer provides few or no details at all to support his or her stand on the topic.
- The writing is poorly organized.

Writing for Personal Expression

4 - Experienced Writer

- The piece of writing is clear and well written.
- The writing elaborates on the topic.
- The writer provides specific details to express himself or herself.
- The writer uses a defined style and tone.

3 - Proficient Writer

- The piece of writing is fairly well developed and complete.
- The writer's style and tone are appropriate for the kind of writing.
- The ideas are presented coherently.
- The writer obviously made an effort to establish style and tone.

2 - Beginning Writer

- The piece of writing is partially, but incompletely, developed.
- There is some order to the ideas.
- The piece reflects some effort at tone and style.

1 - Pre-Writer

- Some ideas are presented, but they are not properly connected.
- There is no defined tone or style.
- The writer does not elaborate on his or her ideas.

Observational Checklists

Observational checklists are another tool for assessing students' writing. A checklist or inventory is one of the easiest tools for recording students' progress. It should be based on instructional objectives and on the expected development associated with acquisition of the skills being monitored. In general, observations should be based on regular daily activities, not on specially planned activities.

The following checklist is an example that you can modify to assess your students' specific skills and to monitor their progress. It indicates milestones in the process of developing literacy. In addition, the checklist can be used for general classroom observation.

The checklist includes six levels of writing skills that reflect a developmental sequence.

Level 0 - The student—

- ___ distinguishes writing from drawing.
- ___ writes letters in a random way to convey a message.
- ___ asks an adult to write something for him or her.
- ___ tries to write his or her name.
- ___ distinguishes a specific word within a group of words.

Level 1 - The student—

- ___ tells a story about or describes a picture.
- ___ writes some environmental words.
- ___ makes an effort to write signs, labels, messages, lists, and so forth.
- ___ begins to use some initial consonants correctly when writing words.
- ___ breaks down instances into specific words in a way that indicates that he or she is beginning to understand the sound-word connection.

Level 2 - The student—

- ___ uses invented spelling with appropriate spacing.
- ___ makes a simple story map of a well-known story.
- ___ uses invented spelling that shows initial and final consonants.
- ___ makes words of approximate word lengths.

Level 3 - The student—

- ___ creates a coherent story from his or her imagination.
- ___ writes simple phrases on cards, letters, and signs, with many of the words reflecting actual speech sounds.
- ___ uses pictures, words, or both to create a short, simple book that has a beginning, a middle, and an end (may still need adult input).
- ___ records a few events in the appropriate sequence.
- ___ notices punctuation in reading and starts to use it in his or her writing (the punctuation may be invented).

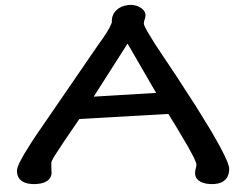
Level 4 - The student—

- ___ makes labels, signs, and drawings on his or her own, to use in play situations.
- ___ takes a story pattern and changes it to make it his or her own story.
- ___ enjoys writing captions and dialogues.
- ___ plans a story, takes a few notes, and carries out the plan fairly easily.
- ___ uses some capital letters correctly (for example, the first word in a sentence).
- ___ creates books and stories more independently.
- ___ reads his or her own writing to others.

Level 5 - The student—

- ___ uses resources to find facts and ideas.
- ___ works cooperatively with another student to plan and write a story.
- ___ is able to do some more prewriting tasks (for example, planning or drafting) with less adult assistance.
- ___ understands the difference between and produces both factual and fictional writing.
- ___ uses a patterned story to create his or her own story.
- ___ uses periods, question marks, and exclamation points correctly much of the time.
- ___ corrects his or her own work most of the time.
- ___ offers and receives peer editing.
- ___ is able to take text through the prewriting, drafting, writing, and editing stages to create a story that communicates his or her thoughts well.

Stamps and Stencils



The tables that follow list the stamps and stencils available in Story Painter. For convenience, each category of stamps and stencils is presented in a separate table, as follows:

- Table 2—Animals
- Table 3—Food
- Table 4—Insects
- Table 5—People
- Table 6—Plants
- Table 7—Shapes and Symbols
- Table 8—Things

Table 2 Animals

U.S. Option		U.K. and International Options		Spanish-Language Option	
alligator	● ▲ ■	alligator	● ▲ ■	caimán	● ▲ ■
anteater	● ▲ ■	anteater	● ▲ ■	oso hormiguero	● ▲ ■
armadillo	● ▲ ■	armadillo	● ▲ ■	armadillo	● ▲ ■
bat	● ■	bat	● ■	murciélago	● ■
bear	● ▲ ■	bear	● ▲ ■	oso	● ▲ ■
bird	● ▲ ■	bird	● ▲ ■	pájaro	● ▲ ■
blue crab	■	blue crab	■	cangrejo	■
brontosaurus	■	brontosaurus	■	brontosaurio	■
bunny	● ▲ ■	bunny	● ▲ ■	conejito	● ▲ ■
camel	●	camel	●	camello	●
canary	●	canary	●	canario	●
KEY					
● = sound effects ▲ = animation ■ = stencil					

Table 2 Animals (Continued)

U.S. Option		U.K. and International Options		Spanish-Language Option	
cat	● ▲ ■	cat	● ▲ ■	gato	● ▲ ■
chick	● ■	chick	● ■	pollito	● ■
chicken	● ▲ ■	chicken	● ▲ ■	pollo	● ▲ ■
clam	●	oyster	●	almeja	●
cow	● ▲ ■	cow	● ▲ ■	vaca	● ▲ ■
crayfish		crayfish		cigala	
dog	● ▲ ■	dog	● ▲ ■	perro	● ▲ ■
dolphin	●	dolphin	●	delfín	●
dragon	● ▲ ■	dragon	● ▲ ■	dragón	● ▲ ■
duck	● ▲ ■	duck	● ▲ ■	pato	● ▲ ■
eagle	● ■	eagle	● ■	águila	● ■
eel		eel		anguila	
elephant	● ▲ ■	elephant	● ▲ ■	elefante	● ▲ ■
fish	● ▲ ■	fish	● ▲ ■	pez	● ▲ ■
fox	● ▲ ■	fox	● ▲ ■	zorro	● ▲ ■
frog	● ■	frog	● ■	rana	● ■
giraffe	● ▲ ■	giraffe	● ▲ ■	jirafa	● ▲ ■
goldfish		goldfish		pez de colores	
goose	● ■	goose	● ■	ganso	● ■
gorilla	■	gorilla	■	gorila	■
hippopotamus	● ▲	hippopotamus	● ▲	hipopótamo	● ▲
horse	● ▲ ■	horse	● ▲ ■	caballo	● ▲ ■
iguana	● ■	iguana	● ■	iguana	● ■
kangaroo	● ■	kangaroo	● ■	canguro	● ■
kitten	● ■	kitten	● ■	gatito	● ■
koala		koala		koala	
lion	● ■	lion	● ■	león	● ■
lizard	● ▲ ■	lizard	● ▲ ■	lagartija	● ▲ ■
lobster	●	lobster	●	langosta	●
manatee	●	manatee	●	manatí	●
KEY					
● = sound effects ▲ = animation ■ = stencil					

Table 2 Animals (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
manta ray ■	manta ray ■	mantarraya ■
monkey ● ▲ ■	monkey ● ▲ ■	mono ● ▲ ■
mouse ● ▲ ■	mouse ● ▲ ■	ratón ● ▲ ■
octopus ■	octopus ■	pulpo ■
otter ●	otter ●	nutria ●
owl ● ▲	owl ● ▲	búho ● ▲
panda ● ▲ ■	panda ● ▲ ■	panda ● ▲ ■
parakeet ●	parakeet ●	periquito ●
parrot ●	parrot ●	loro ●
penguin ● ■	penguin ● ■	pingüino ● ■
pig ● ▲ ■	pig ● ▲ ■	cerdo ● ▲ ■
pigeon ●	pigeon ●	paloma ●
platypus	platypus ■	ornitorrinco ■
puppies ● ■	puppies ● ■	cachorros ● ■
rabbit ● ■	rabbit ● ■	conejo ● ■
race horse ●	race horse ●	caballo de carreras ●
rhinoceros ● ▲	rhinoceros ● ▲	rinoceronte ● ▲
robin ●	robin ●	petirrojo ●
rooster ● ■	rooster ● ■	gallo ● ■
sea horse	sea horse	caballito de mar
sea urchin	sea urchin	erizo de mar
seagull ● ■	seagull ● ■	gaviota ● ■
shark	shark	tiburón
sheep ● ■	sheep ● ■	oveja ● ■
snail	snail	caracol
snake ● ▲ ■	snake ● ▲ ■	serpiente ● ▲ ■
squirrel ● ■	squirrel ● ■	ardilla ● ■
starfish	starfish	estrella de mar
tapir ● ▲ ■	tapir ● ▲ ■	tapir ● ▲ ■
tiger ● ▲	tiger ● ▲	tigre ● ▲

KEY
 ● = sound effects ▲ = animation ■ = stencil

Table 2 Animals (Continued)

U.S. Option		U.K. and International Options		Spanish-Language Option	
toucan	● ▲	toucan	● ▲	tucán	● ▲
turtle	● ▲	turtle	● ▲	tortuga	● ▲
tyrannosaurus	■	tyrannosaurus	■	tiranosaurio	■
whale	● ▲ ■	whale	● ▲ ■	ballena	● ▲ ■
zebra	● ■	zebra	● ■	cebra	● ■
Zippy	■	Zippy	■	Zippy	■
KEY					
● = sound effects ▲ = animation ■ = stencil					

Table 3 Food

U.S. Option		U.K. and International Options		Spanish-Language Option	
apple	● ▲ ■	apple	● ▲ ■	manzana	● ▲ ■
apple core	● ■	apple core	● ■	corazón de manzana	● ■
apples	■	apples	■	manzanas	■
artichoke	■	artichoke	■	alcachofa	■
asparagus	■	asparagus	■	espárragos	■
bag lunch	■	bag lunch	■	almuerzo	■
banana	● ▲ ■	banana	● ▲ ■	plátano	● ▲ ■
beet		beet		remolacha	
broccoli	■	brocoli	■	brócoli	■
cake	● ▲ ■	cake	● ▲ ■	pastel	● ▲ ■
carrot	■	carrot	■	zanahoria	■
cereal	● ▲	cereal	● ▲	cereal	● ▲
cheese	● ▲ ■	cheese	● ▲ ■	queso	● ▲ ■
cookie	● ■	biscuit*	■	galleta	● ■
egg	■	egg	■	huevo	■
grapes	■	grapes	■	uvas	■
hamburger	● ▲ ■	hamburger	● ▲ ■	hamburguesa	● ▲ ■
hot dog	■	hotdog	■	salchicha	■
ice cream	● ▲ ■	ice cream	● ▲ ■	helado	● ▲ ■
KEY					
● = sound effects ▲ = animation ■ = stencil * = No stamp available					

Table 3 Food (Continued)

U.S. Option		U.K. and International Options		Spanish-Language Option	
lemon	■	lemon	■	limón	■
lettuce	■	lettuce	■	lechuga	■
milk	■	milk	■	leche	■
milk carton	● ▲ ■	milk carton	● ▲ ■	envase de leche	● ▲ ■
onion		onion		cebolla	
orange	● ▲ ■	orange	● ▲ ■	naranja	● ▲ ■
orange juice	● ▲ ■	orange juice	● ▲ ■	jugo de naranja	● ▲ ■
oranges	● ▲ ■	oranges	● ▲ ■	naranjas	● ▲ ■
peach	■	peach	■	durazno	■
pear	■	pear	■	pera	■
pie	■	pie	■	pastel	■
pizza		pizza		pizza	
popcorn	● ▲ ■	popcorn	● ▲ ■	palomitas de maíz	● ▲ ■
potato	■	potato	■	papa	■
pudding	■	pudding	■	budín	■
radish	■	radish	■	rábano	■
rice bowl	● ▲ ■	rice bowl	● ▲ ■	tazón de arroz	● ▲ ■
sandwich	■	sandwich	■	sándwich	■
spinach	■	spinach	■	espinacas	■
strawberry	■	strawberry	■	fresa	■
tomato	■	tomato	■	tomate	■
vegetables	■	vegetables	■	verduras y frutas	■
watermelon	● ▲ ■	watermelon	● ▲ ■	sandía	● ▲ ■
KEY					
● = sound effects ▲ = animation ■ = stencil * = No stamp available					

Table 4 Insects

U.S. Option	U.K. and International Options	Spanish-Language Option
ant ■	ant ■	hormiga ■
bee ● ■	bee ● ■	abeja ● ■
beetle ■	beetle ■	escarabajo ■
butterfly ● ■	butterfly ● ■	mariposa ● ■
caterpillar ■	caterpillar ■	oruga ■
centipede ■	centipede ■	ciempiés ■
cocoon ■	cocoon ■	capullo ■
dragonfly ■	dragonfly ■	libélula ■
earwig	earwig	cortapicos
fly ● ▲	fly ● ▲	mosca ● ▲
grasshopper ● ■	grasshopper ● ■	saltamontes ● ■
hornet ● ■	wasp ● ■	avispa ● ■
ladybug ● ■	ladybird* ■	catarinita ● ■
mayfly ■	mosquito ■	mosca de mayo ■
millipede ■	millipede ■	milpiés ■
moth ■	moth ■	polilla ■
praying mantis ■	praying mantis ■	mantis ■
spider ● ■	spider ● ■	araña ● ■
<p>KEY ● = sound effects ▲ = animation ■ = stencil * = No stamp available</p>		

Table 5 People

U.S. Option	U.K. and International Options	Spanish-Language Option
acrobat (woman) ■	acrobat (woman) ■	acrobata (mujer) ■
Alex ■	Alex ■	Alex ■
astronaut (man) ●	astronaut (man) ●	astronauta (hombre) ●
baby ● ■	baby ● ■	bebé ● ■
baseball player (man) ● ■	—	jugador de béisbol ● ■
boy ● ▲ ■	boy ● ▲ ■	niño ● ▲ ■
child (boy) ■	child (boy) ■	niño ■
<p>KEY ● = sound effects ▲ = animation ■ = stencil</p>		

Table 5 People (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
children ● ▲ ■	children ● ▲ ■	niños ● ▲ ■
clown ● ▲ ■	clown ● ▲ ■	payaso ● ▲ ■
crossing guard (man) ● ▲	—	guardia (hombre) ● ▲
dad ■	father ■	papá ■
doctor (man) ■	doctor (man) ■	doctor ■
doctor (woman) ■	doctor (woman) ■	doctora ■
father ● ■	father ● ■	padre ● ■
firefighter (man) ● ■	firefighter (man) ● ■	bombero ● ■
giant ● ■	giant ● ■	gigante ● ■
girl ● ▲ ■	girl ● ▲ ■	niña ● ▲ ■
grandchild (girl)	child (girl)	niña
grandfather ■	grandfather ■	abuelo ■
grandmother ■	grandmother ■	abuela ■
hunter (man) ● ▲ ■	hunter (man) ● ▲ ■	cazador ● ▲ ■
juggler (man) ■	juggler (man) ■	malabarista ■
king ●	king ●	rey ●
librarian (woman) ■	librarian (woman) ■	bibliotecaria ■
mail carrier (woman) ■	—	cartera ■
man ● ■	man ● ■	hombre ● ■
mayor (woman) ■	mayor (woman) ■	alcalde (mujer) ■
mom ● ■	mother ● ■	mamá ● ■
mother ● ■	mother ● ■	madre ● ■
nurse (man) ■	nurse (man) ■	enfermero ■
nurse (woman) ■	nurse (woman) ■	enfermera ■
painter (man) ● ▲	painter (man) ● ▲	pintor ● ▲
paper carrier (boy) ● ■	paper carrier (boy) ● ■	repartidor de periódicos ● ■
paper carrier (girl) ● ■	paper carrier (girl) ● ■	repartidora de periódicos ● ■
police officer (man) ● ■	—	policía (hombre) ● ■
<p>KEY</p> <p>● = sound effects ▲ = animation ■ = stencil</p>		

Table 5 People (Continued)

U.S. Option		U.K. and International Options		Spanish-Language Option	
prince	● ▲ ■	prince	● ▲ ■	príncipe	● ▲ ■
princess	● ▲ ■	princess	● ▲ ■	princesa	● ▲ ■
sheriff (man)	■	sheriff (man)	■	alguacil	■
skier (man)	● ■	skier (man)	● ■	esquiador	● ■
soccer player (man)	● ▲ ■	—		futbolista (hombre)	● ▲ ■
teacher (man)	● ▲ ■	teacher (man)	● ▲ ■	maestro	● ▲ ■
tennis player (woman)	● ▲ ■	tennis player (woman)	● ▲ ■	tenista (mujer)	● ▲ ■
woman	■	woman	■	mujer	■
KEY					
● = sound effects ▲ = animation ■ = stencil					

Table 6 Plants

U.S. Option		U.K. and International Options		Spanish-Language Option	
bush		bush		arbusto	
cone		cone		piña	
corn		corn		maíz	
daisy	■	daisy	■	margarita	■
dandelion		dandelion		diente de león	
fern	■	fern	■	helecho	■
flower	■	flower	■	flor	■
flowers	● ▲ ■	flowers	● ▲ ■	flores	● ▲ ■
hay		hay		heno	
heather		heather		brezo	
lily	■	lily	■	azucena	■
maple		maple		arce	
orchid	■	orchid	■	orquídea	■
pansy		pansy		pensamiento	
reeds		reeds		juncos	
rosebud		rose bud		capullo	
KEY					
● = sound effects ▲ = animation ■ = stencil					

Table 6 Plants (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
tree ■	pine tree ■	árbol ■
tree ● ■	tree ● ■	árbol ● ■
tulips	tulips	tulipanes
water lilies ■	water lilies ■	nenúfares ■
wheat ■	wheat ■	trigo ■
KEY ● = sound effects ▲ = animation ■ = stencil		

Table 7 Shapes and Symbols

U.S. Option	U.K. and International Options	Spanish-Language Option
NONSENSE FIGURES		
rizbot ● ▲	rizbot ● ▲	grumo ● ▲
GEOMETRIC SHAPES		
circle ■	circle ■	círculo ■
cone ■	cone ■	cono ■
cube ■	cube ■	cubo ■
cylinder ■	cylinder ■	cilindro ■
decagon ■	decagon ■	decágono ■
diamond ■	diamond ■	rombo ■
ellipse ■	ellipse ■	elipse ■
equilateral triangle ■	equilateral triangle ■	triángulo equilátero ■
heptagon ■	heptagon ■	heptágono ■
hexagon ■	hexagon ■	hexágono ■
nonagon ■	nonagon ■	nonágono ■
octagon ■	octagon ■	octágono ■
pentagon ■	pentagon ■	pentágono ■
pyramid ■	pyramid ■	pirámide ■
rectangle ■	rectangle ■	rectángulo ■
rhombus ■	rhombus ■	rombo ■
square ■	square ■	cuadrado ■
triangle ■	triangle ■	triángulo ■
KEY ● = sound effects ▲ = animation ■ = stencil		

Table 7 Shapes and Symbols (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
MANIPULATIVES FOR COUNTING NUMBERS		
one ■	one ■	uno ■
ten ■	ten ■	diez ■
one hundred ■	one hundred ■	cien ■
one thousand ■	one thousand ■	mil ■
RECTANGLE AND ITS FRACTIONAL PARTS		
one whole ■	one whole ■	un rectángulo ■
one half ■	one half ■	una mitad ■
one third	one third	un tercio
one fourth ■	one quarter ■	un cuarto ■
one fifth	one fifth	un quinto
one sixth	one sixth	un sexto
one eighth	one eighth	un octavo
one tenth	one tenth	un décimo
ONE WHOLE CIRCLE AND ITS FRACTIONAL PARTS		
one whole	one whole	un círculo
one half	one half	una mitad
one fourth	one fourth	un cuarto
CARDINAL NUMBERS (shown as numerals; ● = the name is pronounced)		
zero ● ■	zero ● ■	cero ● ■
one ● ■	one ● ■	uno ● ■
two ● ■	two ● ■	dos ● ■
three ● ■	three ● ■	tres ● ■
four ● ■	four ● ■	cuatro ● ■
five ● ■	five ● ■	cinco ● ■
six ● ■	six ● ■	seis ● ■
seven ● ■	seven ● ■	siete ● ■
eight ● ■	eight ● ■	ocho ● ■
nine ● ■	nine ● ■	nueve ● ■
ten ● ■	ten ● ■	diez ● ■
KEY ● = sound effects ▲ = animation ■ = stencil		

Table 7 Shapes and Symbols (Continued)

U.S. Option		U.K. and International Options		Spanish-Language Option	
eleven	● ■	eleven	● ■	once	● ■
twelve	● ■	twelve	● ■	doce	● ■
thirteen	● ■	thirteen	● ■	trece	● ■
fourteen	● ■	fourteen	● ■	catorce	● ■
fifteen	● ■	fifteen	● ■	quince	● ■
sixteen	● ■	sixteen	● ■	dieciséis	● ■
seventeen	● ■	seventeen	● ■	diecisiete	● ■
eighteen	● ■	eighteen	● ■	dieciocho	● ■
nineteen	● ■	nineteen	● ■	diecinueve	● ■
twenty	● ■	twenty	● ■	veinte	● ■
MATHEMATICAL SIGNS AND SYMBOLS (shown as symbols; ● = the name is pronounced)					
plus (+)	● ■	plus (+)	● ■	más (+)	● ■
minus (–)	● ■	minus (–)	● ■	menos (–)	● ■
times (x)	● ■	times (x)	● ■	por (x)	● ■
divided by (÷ and /)	● ■	divided by (÷ and /)	● ■	dividido entre (÷ y /)	● ■
decimal point (.)	● ■	decimal point (.)	● ■	punto decimal (.)	● ■
greater than or equal to (≥)	● ■	greater than or equal to (≥)	● ■	más que o igual a (≥)	● ■
less than or equal to (≤)	● ■	less than or equal to (≤)	● ■	menos que o igual a (≤)	● ■
greater than (>)	● ■	greater than (>)	● ■	más que (>)	● ■
less than (<)	● ■	less than (<)	● ■	menos que (<)	● ■
equals (=)	● ■	equals (=)	● ■	es igual a (=)	● ■
does not equal (≠)	● ■	does not equal (≠)	● ■	no es igual a (≠)	● ■
U.S. COINS AND NOTES (most shown front and back)					
penny		—		moneda de un centavo	
nickel		—		moneda de cinco centavos	
dime		—		moneda de diez centavos	
quarter		—		moneda de veinticinco centavos	
KEY					
● = sound effects ▲ = animation ■ = stencil					

Table 7 Shapes and Symbols (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
one dollar	—	billete de un dólar
five dollars	—	billete de cinco dólares
ten dollars	—	billete de diez dólares
twenty dollars	—	billete de veinte dólares
fifty dollars	—	billete de cincuenta dólares
one hundred dollars	—	billete de cien dólares
five hundred dollars		billete de quinientos dólares
one thousand dollars	—	billete de mil dólares
PUNCTUATION MARKS (shown only as stencils)		
period ■	full stop ■	punto ■
question mark ■	question mark ■	signo de interrogación ■
exclamation point ■	exclamation point ■	signo de admiración ■
LETTERS OF THE ALPHABET (● = name of letter is pronounced; ■ = shown as letter tile)		
VOWELS		
A ● ■	A ● ■	A ● ■
a ● ■	a ● ■	a ● ■
—	—	Á ● ■
—	—	á ● ■
E ● ■	E ● ■	E ● ■
e ● ■	e ● ■	e ● ■
—	—	É ● ■
—	—	é ● ■
I ● ■	I ● ■	I ● ■
i ● ■	i ● ■	i ● ■
—	—	Í ● ■
—	—	í ● ■
O ● ■	O ● ■	O ● ■
o ● ■	o ● ■	o ● ■
KEY		
● = sound effects ▲ = animation ■ = stencil		

Table 7 Shapes and Symbols (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
—	—	Ó ● ■
—	—	ó ● ■
U ● ■	U ● ■	U ● ■
u ● ■	u ● ■	u ● ■
—	—	Ú ● ■
—	—	ú ● ■
—	—	Ü ● ■
—	—	ü ● ■
CONSONANTS		
B ● ■	B ● ■	B ● ■
b ● ■	b ● ■	b ● ■
C ● ■	C ● ■	C ● ■
c ● ■	c ● ■	c ● ■
—	—	CH ● ■
—	—	ch ● ■
D ● ■	D ● ■	D ● ■
d ● ■	d ● ■	d ● ■
F ● ■	F ● ■	F ● ■
f ● ■	f ● ■	f ● ■
G ● ■	G ● ■	G ● ■
g ● ■	g ● ■	g ● ■
H ● ■	H ● ■	H ● ■
h ● ■	h ● ■	h ● ■
J ● ■	J ● ■	J ● ■
j ● ■	j ● ■	j ● ■
K ● ■	K ● ■	K ● ■
k ● ■	k ● ■	k ● ■
L ● ■	L ● ■	L ● ■
l ● ■	l ● ■	l ● ■
—	—	LL ● ■
KEY ● = sound effects ▲ = animation ■ = stencil		

Table 7 Shapes and Symbols (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
—	—	ll ● ■
M ● ■	M ● ■	M ● ■
m ● ■	m ● ■	m ● ■
N ● ■	N ● ■	N ● ■
n ●	n ●	n ● ■
—	—	Ñ ● ■
—	—	ñ ● ■
P ● ■	P ● ■	P ● ■
p ● ■	p ● ■	p ● ■
Q ● ■	Q ● ■	Q ● ■
q ● ■	q ● ■	q ● ■
R ● ■	R ● ■	R ● ■
r ● ■	r ● ■	r ● ■
S ● ■	S ● ■	S ● ■
s ● ■	s ● ■	s ● ■
T ● ■	T ● ■	T ● ■
t ● ■	t ● ■	t ● ■
V ● ■	V ● ■	V ● ■
v ● ■	v ● ■	v ● ■
W ● ■	W ● ■	W ● ■
w ● ■	w ● ■	w ● ■
X ● ■	X ● ■	X ● ■
x ● ■	x ● ■	x ● ■
Y ● ■	Y ● ■	Y ● ■
y ● ■	y ● ■	y ● ■
Z ● ■	Z ● ■	Z ● ■
z ● ■	z ● ■	z ● ■
<p>KEY</p> <p>● = sound effects ▲ = animation ■ = stencil</p>		

Table 8 Things

U.S. Option		U.K. and International Options		Spanish-Language Option	
alarm clock	●	alarm clock	●	reloj	●
aquarium	● ▲	aquarium	● ▲	acuario	● ▲
arrow	●	arrow	●	flecha	●
backpack	■	backpack	■	mochila	■
ball (2)	● ▲	ball	● ▲	pelota	● ▲
baseball	●	baseball	●	pelota de béisbol	●
basketball	●	basketball	●	pelota de baloncesto	●
bed	■	bed	■	cama	■
bench	▲ ■	bench	▲ ■	banco	▲ ■
bicycle	●	bicycle	●	bicicleta	●
bird	■	bird	■	pájaro	■
blimp	■	blimp	■	dirigible	■
boat	● ■	boat	● ■	barco	● ■
book	● ▲ ■	book	● ▲ ■	libro	● ▲ ■
bookcase		bookcase		librero	
boots	■	boots	■	botas	■
bow	●	bow	●	arco	●
bowl	■	bowl	■	tazón	■
box car	● ▲ ■	train car	● ▲ ■	furgón	● ▲ ■
broom	● ▲ ■	broom	● ▲ ■	escoba	● ▲ ■
bus	● ■	bus	● ■	autobús	● ■
calendar	● ▲ ■	calendar	● ▲ ■	calendario	● ▲ ■
candle	■	candle	■	vela	■
car	● ▲ ■	car	● ▲ ■	automóvil	● ▲ ■
casserole dish	■	casserole dish	■	caserola	■
castle	■	castle	■	castillo	■
chair	● ▲ ■	chair	● ▲ ■	silla	● ▲ ■
chalet		chalet		chalet	
chalkboard	● ■	chalkboard	● ■	pizarra	● ■
clock	● ▲ ■	clock	● ▲ ■	reloj	● ▲ ■
KEY					
● = sound effects ▲ = animation ■ = stencil					

Table 8 Things (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
cloud ●	cloud ●	nube ●
coal car ● ▲ ■	coal car ● ▲ ■	vagón de carbón ● ▲ ■
computer ● ▲	computer ● ▲	computadora ● ▲
crayon	crayon	crayón
crayons	crayons	crayones
cup ■	cup ■	taza ■
dart ●	dart ●	dardo ●
desk ▲ ■	desk ▲ ■	escritorio ▲ ■
doll ● ▲ ■	doll ● ▲ ■	muñeca ● ▲ ■
drum ● ■	drum ● ■	tambor ● ■
dump truck ■	dump truck ■	camión de volteo ■
Earth ● ▲	Earth ● ▲	Tierra ● ▲
fan ● ▲	fan ● ▲	ventilador ● ▲
fire hose ● ▲ ■	—	manguera de incendios ● ▲ ■
fire hydrant ■	—	boca de incendio ■
fishbowl	fishbowl	pecera
fishing rod ●	fishing rod ●	caña de pescar ●
flag ● ▲	—	bandera (estadounidense) ● ▲
football ●	—	pelota de fútbol americano ●
fork	fork	tenedor
gift ■	gift ■	regalo ■
glasses	glasses	anteojos
globe ● ▲ ■	globe ● ▲ ■	globo ● ▲ ■
glue	glue	pegamento
helicopter ● ■	helicopter ● ■	helicóptero ● ■
hoe ● ■	hoe ● ■	azadón ● ■
hut	hut	cabaña
jack-o-lantern ● ■	jack-o-lantern ● ■	calabaza ● ■
KEY ● = sound effects ▲ = animation ■ = stencil		

Table 8 Things (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
jacket ■	jacket ■	chaqueta ■
jeans	jeans	pantalones
jester ■	jack-in-the-box ■	bufón ■
jet ● ▲ ■	jet ● ▲ ■	avión a reacción ● ▲ ■
knife	knife	cuchillo
ladder ● ■	ladder ● ■	escalera ● ■
lamp ■	lamp ■	lámpara ■
locomotive ● ▲ ■	locomotive ● ▲ ■	locomotora ● ▲ ■
magazine	magazine	revista
mail truck ●	—	camión de correo (estadounidense) ●
mailbox ● ▲	—	buzón (estadounidense) ● ▲
markers ■	markers ■	marcadores ■
mirror	mirror	espejo
mittens ■	gloves ■	guantes ■
monster ●	monster ●	monstruo ●
moon	moon	luna
motorcycle ■	motorcycle ■	motocicleta ■
needle and thread	needle and thread	aguja e hilo
newspaper doll	newspaper doll	muñeca de papel de periódico
pail ■	bucket ■	cubeta ■
paint brushes ■	brushes ■	pinceles ■
painting ●	painting ●	pintura ●
palette	palette	paleta
pan ■	pan ■	sartén ■
paper clip	paper clip	clip
pen ● ▲	pen ● ▲	bolígrafo ● ▲
pencil ● ▲	pencil ● ▲	lápiz ● ▲
pepper	pepper	pimienta
<p>KEY ● = sound effects ▲ = animation ■ = stencil</p>		

Table 8 Things (Continued)

U.S. Option	U.K. and International Options	Spanish-Language Option
picture	picture	cuadro
piggy bank ●	piggy bank ●	alcancía ●
place setting ■	place setting ■	cubiertos ■
plane ● ▲ ■	plane ● ▲ ■	avión ● ▲ ■
plow ■	plow ■	arado ■
police car ● ▲ ■	—	patrulla ● ▲ ■
portable radio ● ■	radio ● ■	radio portátil ● ■
portrait ●	portrait ●	retrato ●
pot ■	pot ■	olla ■
pueblo ●	pueblo ●	pueblo ●
rake ●	rake ●	rastrillo ●
sailboat ■	sailboat ■	velero ■
salt	salt	sal
satellite ●	satellite ●	satélite ●
saucer ■	saucer ■	plato ■
saxophone ●	saxophone ●	saxofón ●
scissors ● ▲	scissors ● ▲	tijeras ● ▲
scooter ● ■	scooter ● ■	patineta ● ■
seashell ■	seashell ■	concha ■
ship ● ▲ ■	ship ● ▲ ■	buque ● ▲ ■
shovel ● ■	shovel ● ■	pala ● ■
slate ● ▲	slate ● ▲	pizarra ● ▲
slide ● ▲	slide ● ▲	tobogán ● ▲
soccer ball ●	ball ●	pelota de fútbol ●
space shuttle ● ▲ ■	shuttle ● ▲ ■	transbordador espacial ● ▲ ■
spade ● ■	trowel ● ■	pala ● ■
spoon	spoon	cuchara
stop sign	stop sign	alto
stove ● ■	stove ● ■	estufa ● ■
KEY		
● = sound effects ▲ = animation ■ = stencil		

Table 8 Things (Continued)

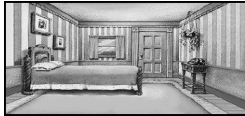


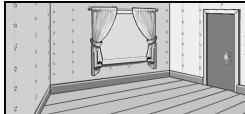

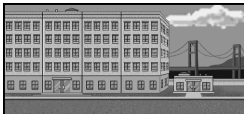

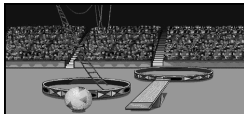







U.S. Option	U.K. and International Options	Spanish-Language Option
submarine ■	submarine ■	submarino ■
sun	sun	sol
table ■	table ■	mesa ■
teddy bear ● ▲ ■	teddy bear ● ▲ ■	osito de juguete ● ▲ ■
television ● ▲ ■	television ● ▲ ■	televisor ● ▲ ■
toy box ● ▲ ■	toy box ● ▲ ■	caja de juguetes ● ▲ ■
tractor ● ■	tractor ● ■	tractor ● ■
traffic light ● ▲	traffic light ● ▲	semáforo ● ▲
train ● ▲ ■	train ● ▲ ■	tren ● ▲ ■
train car ● ■	train car ● ■	vagón ● ■
trash can ●	rubbish bin ●	basurero ●
trumpet ●	trumpet ●	trompeta ●
umbrella ● ▲ ■	umbrella ● ▲ ■	paraguas ● ▲ ■
vase ■	vase ■	florero ■
water fountain ●	water fountain ●	fuelle de agua ●
window ● ▲	window ● ▲	ventana ● ▲
KEY ● = sound effects ▲ = animation ■ = stencil		

Backgrounds

B

Tables 9 and 10 show miniature versions of the backgrounds available in Story Painter. The backgrounds are separated into drawings and photographs. Note that the backgrounds are not labeled in Story Painter itself.

Table 9 Drawing Backgrounds in Story Painter

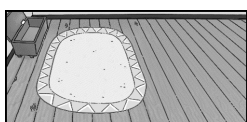
			
apartments	bedroom	houses	castle
			
city at night	empty room	family room	kitchen
			
city buildings	city neighborhood	hospital	circus
			
library	park playground	classroom*	fall
			
spring	summer	winter	cave
			
street crosswalk	aquarium	divided screen	desert

* Not available in the U.K. or International version.

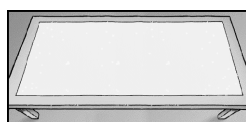
Table 9 Drawing Backgrounds in Story Painter (Continued)



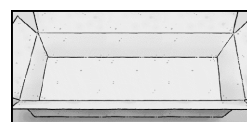
rainforest



floor of child's room



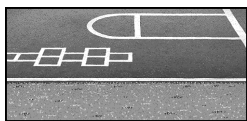
tabletop



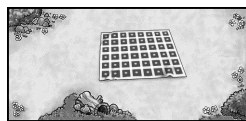
empty box



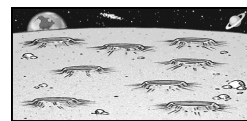
farmyard



school playground



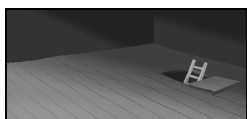
picnic site



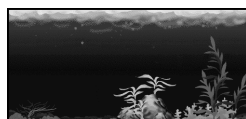
moon surface



beach



attic



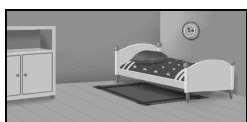
ocean



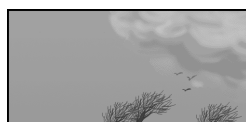
lake



school playground



child's bedroom



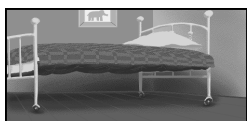
stormy sky



kitchen



sunny sky



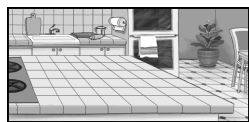
bed



airport



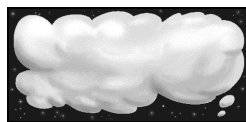
building



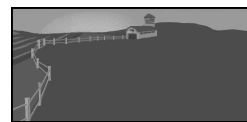
counter with utensils



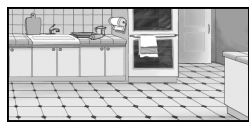
clock



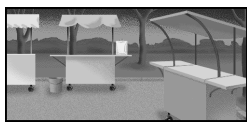
dream cloud



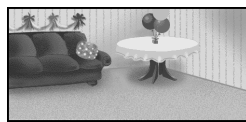
farm



kitchen



outdoor market



living room—birthday

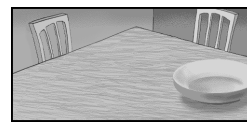
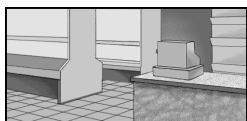


plate on table



newsstand



grocery store

* Not available in the U.K. or International version.

Table 10 Photograph Backgrounds in Story Painter



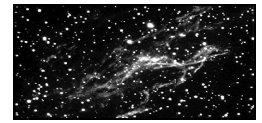
street in Chinatown
(San Francisco)*



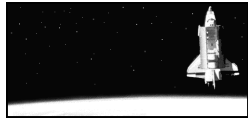
city street*



snow skiing



outer space



space shuttle above
Earth



stream



reeds



farm



clouds in blue sky



countryside



hilly meadow



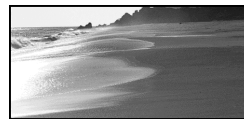
the Acropolis
(Athens)



African savanna



Australian outback



California coast



baseball park
(Wrigley Field, Chicago)*



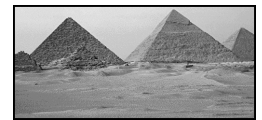
beach in Cancún



colonial city street
(Colombia)



Southwest desert
(U.S.A.)



pyramids of Egypt



Eiffel Tower
(Paris)



El Morro
(Puerto Rico)



Big Ben
(London)



Florida Everglades



Cathedral of St. Basil the
Blessed (Moscow)



Mayan ruins of Tikal
(Guatemala)



Midwest farm
(U.S.A.)



Great Wall of China

* Not available in the U.K. or International version.

Table 10 Photograph Backgrounds in Story Painter *(Continued)*



moors of Scotland



Iguassu Falls
(Brazil)



Stonehenge
(England)



ruins of Teotihuacán
(Mexico)



the Alamo
(San Antonio, Texas)

* Not available in the U.K. or International version.

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