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Introduction

The Write Stuff is a series designed to help students build strong foundational skills in writing. To master the skills needed to write effectively, students benefit from guided instruction, analysis of writing models, and writing for a variety of audiences. The books in this series guide both teachers and students through the process of writing as it relates to three specific writing formats.

This book provides writing samples for students to study, as well as opportunities for students to write their own pieces. Students receive feedback on their writing in a variety of ways. They participate in peer reviews, complete self-evaluations, receive evaluations from the teacher, and compare differences in these assessments of their writing.

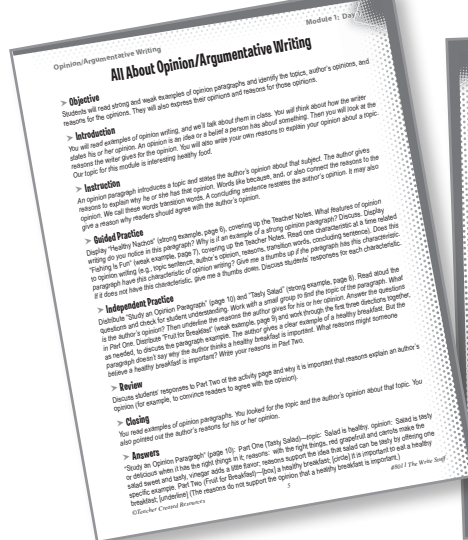
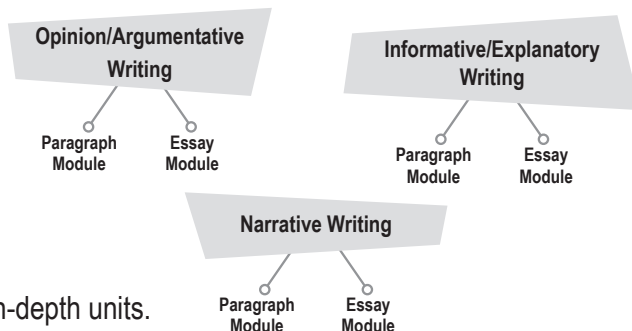
About This Book

Sections: The book is divided into three main sections, one for each type of writing students need to learn for college and career readiness: Opinion/Argumentative Writing, Informative/Explanatory Writing, and Narrative Writing.

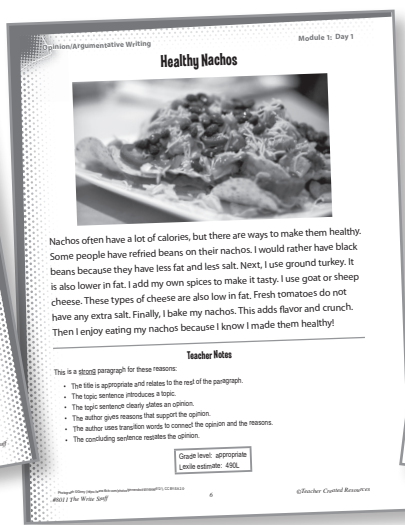
Themed Modules: Each section has two modules, or in-depth units.

First Module: This module presents a series of step-by-step lessons to introduce students to and teach the characteristics of that type of writing. Students read and discuss strong and weak examples of the type of writing in focus. Reading passages fall within the second-grade reading range based on Lexile estimates (420L–650L) for this grade level. Students then model what they learned to write a piece in that specific genre, from opening sentence to conclusion.

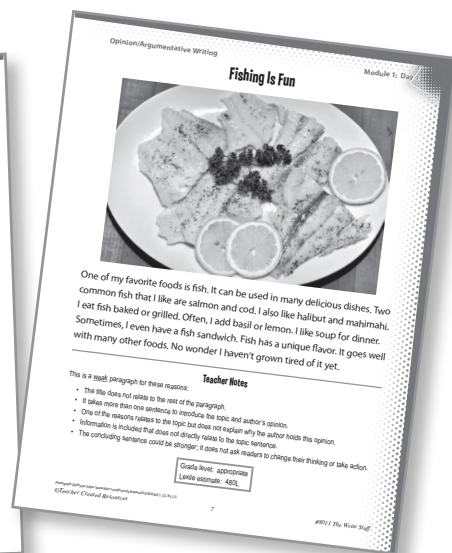
THREE SECTIONS



Lesson Plan



Strong Writing Sample



Weak Writing Sample

Second Module: This module provides additional experiences in which students learn about and practice writing a longer piece, or essay, in the focus genre. Each module suggests a topic for student writing. Additional related writing topics are listed at the back of the book on pages 155–156.

Note: Modules 1, 3, and 5 require 10 days or class periods to complete, while Modules 2, 4, and 6 require seven days.

A chart on pages 157–160 lists the Common Core State Standards addressed in each lesson.

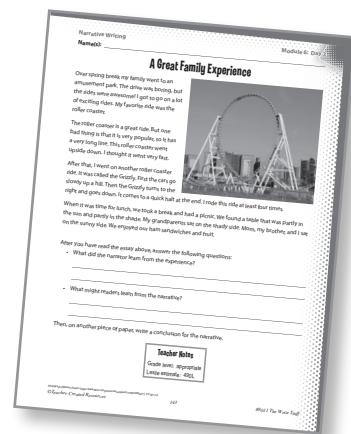
How to Use This Book

Each module includes writing samples written below, at, and above grade level as indicated. Lessons suggest how to incorporate the writing samples, although you may use them in other ways for additional practice. For example, conduct a shared-writing activity in which students work together as a class to mimic a sample paragraph about the same or a different topic. Alternatively, have students work with a partner to strengthen an example of a weak paragraph. Students may also work independently to practice writing paragraphs using one or more strong examples as a model.

When instructed, use a document camera or make photocopies onto transparencies (for overhead projectors) to display text. Cover the Teacher Notes with a piece of paper as needed during class discussion.

Each lesson begins with a scripted lesson plan. The script for the teacher is presented in italicized font. These lesson plans inform teachers about what to expect students to learn and be able to do. They enable teachers to make the best use of the time they have available for teaching writing in an already busy school day. The lessons include strategies that effectively help students learn to write.

Within each module, student activities build on one another. Answers to activities are provided on the lesson plan. Students focus on a single topic throughout the module as they work toward a finished product. You may wish to have students keep their activity pages in a folder for reference as they complete each lesson. Alternatively, you may refer to the related topics on pages 155–156 to give students additional writing experiences during lesson activities.



Guided Practice provides opportunities for students to work together as a whole class, in small groups, or with partners to focus on a particular aspect of the writing type in focus. Independent Practice offers additional activities for students to apply new skills as they write one or more parts of the work in progress.

Each module has one lesson in which students participate in a peer-review activity. Encourage students to offer positive feedback as well as constructive criticism that will motivate their classmates to improve their writing.

Students complete a self-evaluation activity during each module and then later compare the scores they assigned their own writing with scores they receive on a teacher evaluation. Rubrics provide objective statements about writing that help students analyze and reflect on their work with the goal of creating written selections that are more effective and engaging for readers.

Some activities ask students to research their topics. Refer to the following topic overview chart to plan and provide appropriate research resources.

➤ Topics Overview

Opinion/Argumentative	Module 1	Interesting Healthy Food
Opinion/Argumentative	Module 2	School Clothes
Informative/Explanatory	Module 3	Weather
Informative/Explanatory	Module 4	How Money Changes Over Time
Narrative	Module 5	Observing an Animal in Nature
Narrative	Module 6	Interesting Family Stories

Review

➤ Objective

Students will read a sample essay and identify characteristics of an opinion essay. Then they will play a review game with partners.

➤ Introduction

You will read an example of an opinion essay. Then you will point out features of opinion writing in the essay. You will also play a review game with a partner.

➤ Instruction

Let's think about what we have learned about writing an opinion essay. Discuss. The introductory paragraph has a thesis statement. This sentence states the topic and the author's opinion about the topic. The first paragraph also introduces the reasons the author has this opinion. Each body paragraph has descriptive words to explain and support one reason. Authors use transition words to connect reasons to their opinions. Body paragraphs should be in an order that makes sense. The concluding paragraph says the topic and author's opinion in a different way. It may have a closing sentence that tries to get readers to agree with the author's opinion.

➤ Guided Practice

Display the cube diagram from "What's Your Choice?" (page 51). Then display "The Question of School Clothes" (page 50) and read together as a class, with different students reading selected portions of the sample essay. *Let's find the qualities of an opinion essay in this piece. What is the topic? What is the author's opinion? How do you know? What reasons does the author give for his or her opinion? What do you notice about the last paragraph in the essay? Which sentence tries to get readers to agree with the author's opinion? How do you know?* Invite students to use a pointer to identify each part of the sample essay or underline key sentences.

➤ Independent Practice

Distribute scissors, tape, "The Question of School Clothes," and "What's Your Choice?" *You will make a cube to play a review game with a partner. Cut out the cube on page 51. Fold on the dotted lines. Then tape the cube together. Take turns tossing the cube. Which part shows face up on the cube? Tell your partner the sentence from the essay that matches that part. For example, if the topic side of the cube is facing up, tell your partner the topic of the essay. For extra practice, play another game. Tell your partner the sentence from your essay that matches the part showing on the cube.*

➤ Review

Review the reasons presented in the sample essay. Discuss why the order makes sense, or how the reasons could be rearranged to more directly relate to the introductory paragraph.

➤ Closing

You read a sample opinion essay. Then we talked about how the author included qualities of opinion writing in the essay. You also played a game with a partner to review the parts of an opinion essay.

➤ Answers

"What's Your Choice?" (page 51): *topic*—what kids should wear to school; *author's opinion*—a dress code solves the question; *reason*—a dress code is not as strict as a uniform, everyone wears clothes that are similar, kids will not be teased; *reason*—without a dress code kids might wear clothes that are not safe or cannot be washed easily; *reason*—school uniforms cost money; *reason*—uniforms all look the same; *concluding sentence* (restatement of author's opinion)—The best answer for what kids should wear to school is to have a dress code.

Name(s): _____

The Question of School Clothes

A school dress code solves the question of what kids should wear to school. Some schools say everyone should wear a uniform. The clothes all look the same. Other places let kids wear whatever they want to school. A dress code has the best parts of both ideas.

A dress code is a set of rules. It says what kids can and cannot wear to school. But it is not as strict as a uniform. Everyone wears clothes that are similar. Kids will not tease each other about what they wear. A dress code might say that kids cannot wear T-shirts with weird sayings. T-shirts would have to be plain colors. No one would make fun of someone wearing a T-shirt.

Some schools do not have rules about what kids can wear to school. One child might wear better clothes than other kids. A shirt might have long ties. It would not be safe for P.E. or at recess. A child's clothes might not wash easily. He or she could get in trouble if something gets spilled during art or lunch. Different people have different ideas about what clothes kids should wear.

School uniforms cost money. Some families might not be able to pay for them. Families with a few kids would have to pay more money than families with only one child.

Uniforms all look the same. Kids don't get to wear what they like. For example, they can't wear their favorite colors.

School should be a safe place where kids are not teased for what they wear. Some types of clothing are safer and better for school. A dress code lets families choose the type of clothes they can afford. The best answer for what kids should wear to school is to have a dress code.



Teacher Notes

Grade level: appropriate

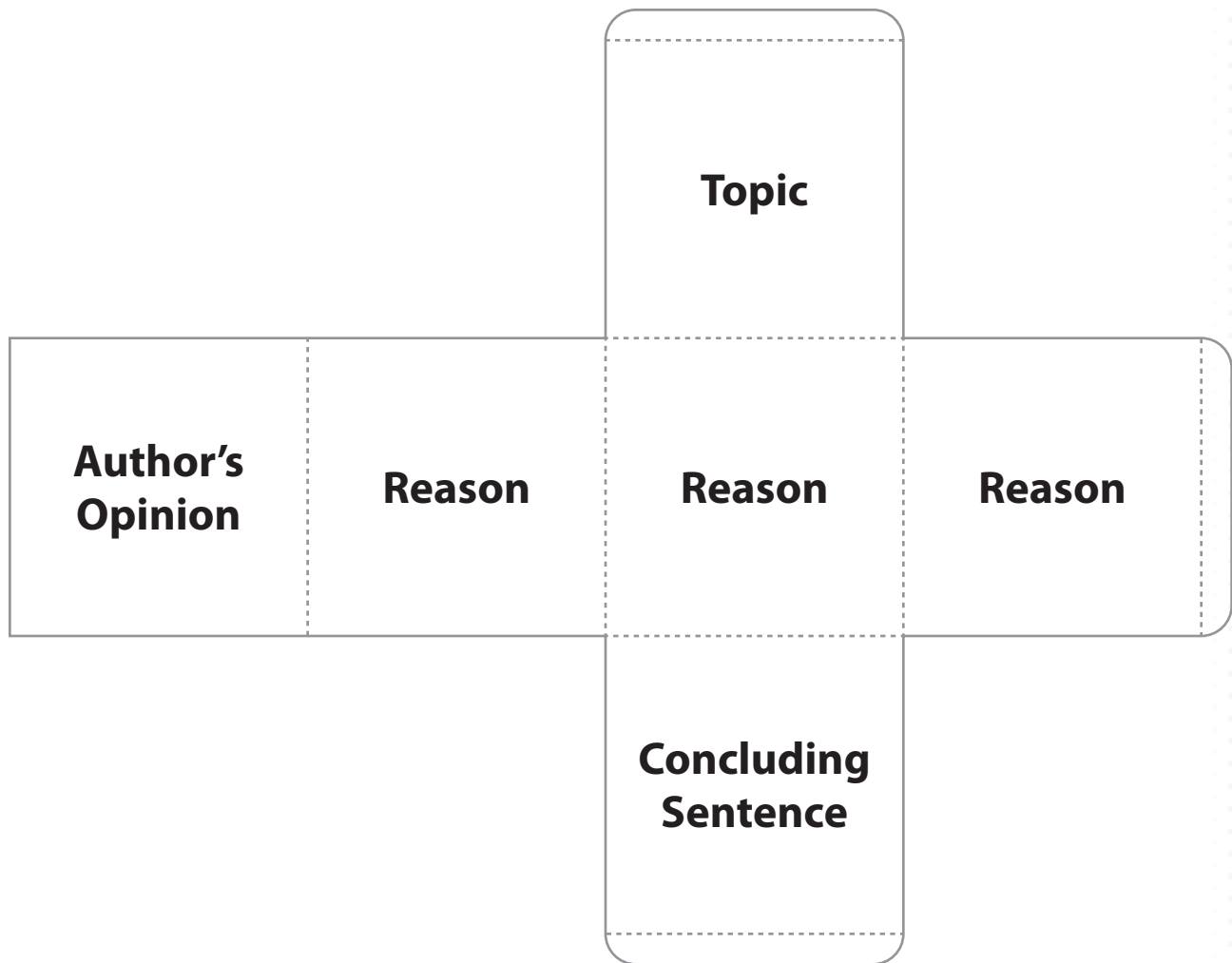
Lexile estimate: 530L

Name(s): _____

What's Your Choice?

➤ Part One

1. Read the labels on the cube drawing below.
2. Cut out the cube.
3. Fold on the dotted lines.
4. Tape the cube together.



➤ Part Two

1. Take turns tossing the cube.
2. Tell your partner the sentence from the essay that says that part. For example, if the topic side of the cube is facing up, tell your partner the topic of the essay.
3. For extra practice, play another game. Tell your partner the sentence from *your* essay that says that part.