

# STEP-BY-STEP WRITING PROGRAM

## GRADES 3-5

This preview is for Grades 3, 4, 5, and the 3-5 bundle. The standards and writing process are very similar, so the bundles contain the same anchor charts and differentiated interactive pages.

### What is the difference?

Grade Level bundles include the specific CCSS standards. Schools and districts use the grade level bundles because each grade has different modeling, mentor text, practice pages, task cards, passages, prompts, etc.

The 3-5 bundle has general standards and is **completely editable**. It is ideal for those who teach multiple grade levels or different languages.

This Step-by-Step Writing Program has all of the tools that are necessary to teach and assess writing. It is broken up into **FOUR** main units:

- Sentence and Paragraph Writing
- Narrative Writing
- Opinion Writing
- Informative Writing

Each unit includes scripted lesson plans, cover sheets & tabs, anchor charts, differentiated interactive notebook pages, practice sheets, task cards, assessments, mentor text, modeling, rubrics, checklists, and SO much more! In addition to the units, there are posters, forms, student resources, spelling dictionary, pacing guide, etc.



# LESSON PLANS, SCRIPTS, & MENTOR TEXT

Each unit includes detailed lesson plans that guide you through each step of the writing process. They are scripted so you know what to say! One example from each unit is shown below. There is also a suggested mentor text list for each grade level. These will give students an author's sample of that skill.

## SENTENCE AND PARAGRAPH

**Sentence Structure** Teaching Dates: \_\_\_\_\_

At the completion of this unit, students will have a good foundation of writing in complete sentences. Some of the anchor charts have two versions: one with examples and one without examples. These were included in case you wanted a specific one for posting in your room or you want to brainstorm examples with your students.

**NOTE:**  
**INTERACTIVE NOTEBOOK PAGES:** Use the SENTENCE STRUCTURE cover page at the beginning of this section of student notebooks. A top is also included. A photograph is included to use to put them together. Glue the title of each skill at the top of the notebook page. Then follow directions on each page for interactive notebook liquid glue, only use dots and space them about an inch apart. They need **MINI ANCHOR CHARTS:** For each anchor chart, there are mini anchor chart interactive page. This is useful if a student is absent or for differentiating.

**Complete Sentences:**

- What is a complete sentence?** As a whole group, show the first anchor chart teaching complete sentences. Say, "A complete sentence has to have a predicate. Think of peanut butter and jelly and how they go together. AND PREDICATES GO TOGETHER LIKE PEANUT BUTTER AND JELLY!" The sub (person, place, or thing). It is what or what the sentence is about. The verb (action or linking). It is what action the subject does or links the subject to. What is a subject? A subject is a name or a noun to describe a person, place, or thing. It is what or what the sentence is about. It is the subject of the sentence. This indicates the complete subject and complete predicate."
  - 4. Freecells:** Say, "Use one of the list of complete. Action word examples of freecells. Looking word examples can be verb, were, am, the that go along with the predicate is the complete predicate. In the first played the violin is the complete predicate. Look at what the musician the second sentence. He is the simple subject AND the complete subject sentence because there are no other words to group with He. Struggles predicate. Struggled to catch the ball is the complete predicate. For the sentence jacket is the simple subject whereas My jacket jacket is the subject. Was is a linking verb. There is no action verb in this sentence so the simple predicate. Was very warm is the complete predicate."

## NARRATIVE

**Narrative Writing** Teaching Dates: \_\_\_\_\_

**Dialogue:**

- Say, "Dialogue is an important part of narrative text. It shows our interesting. Let's review some helpful hints for writing dialogue. (2) anchor charts. Read over the anchor chart and examples with the students."
  - 1. Use one of the model texts from the list. I like this idea from Janet!
  - 2. Find a section in the story where the characters have a whole conversation, and then cross out the dialogue that is unnecessary. Because, as Fitch says, "A line anybody could say is a line nobody says." You can also play the song, You Talk Too Much. <http://www.youtube.com/watch?v=3320M0W55g>
  - 3. Next, show students the modeled page. Explain that it shows steps "In later lessons, we will learn how to add descriptive words and punctuation with quotation marks. Once we write a rough draft, we look for places to add more dialogue."
  - 4. For the interactive page, have students create a conversation draft of the characters in their writing using the anchor chart. (Walk around help. Allow time to share.)

Another awesome resource for dialogue: <http://firstbooksforth.blogspot.com/2013/10/dialogue-resources.html>

**Conclusion:**

- Say, "We wrote up a climax for our story, but our readers will want to know! They want to feel that the problems are fixed and that the characters are going to be ok." (Show the anchor chart!) "A climax should make the story feel like it has come full circle. The reader should feel that things are settled and no problems are left unfix. You are at the roller coaster ride."
  - 2. Use any story that you have read recently for a mentor text like Cinderella. Say, "How did the author make that story feel complete?" (The answer, she may never fix, or we welcome her we welcome her.)
  - 3. Show the modeled example. Explain how it fixes everything up and completes the roller coaster plot. Show it outside of the graphic organizer.
  - 4. After taking notes for the interactive page, say, "Now if you turn to make your story complete. What can happen in your conclusion? Remember to ask yourself, will the reader be satisfied with the ending? Are there any loose ends I may have forgotten?" Then instruct students to write the conclusion in their graphic organizer. (Walk around to help students. Allow time to share.)

## OPINION

**Opinion Writing** Teaching Dates: \_\_\_\_\_

**Writing:**

- Students often want to hurry to write and not learn the proper techniques and strategies. Express the importance of practice and brainstorming prior to writing. Say, "It will take time to write our first 5-paragraph opinion essay. We will focus on one reason for each step to an effective essay. I know you will want to hurry and get to the next step, but I promise you will be happy in the end if you have patience. When we are writing on a skill, only focus on that skill. We will practice and brainstorm ideas for each skill before adding it to your own writing. This will help you become a better writer. You will notice how your skill will build upon the last and will be perfect."
- Introduce **STEP 1: PREWRITING** using the anchor chart. Say, "The process is called Prewriting. The prefix pre- means before. This is the first step. It is important to brainstorm ideas. It gives you time about an opinion. We should also use a graphic organizer, our writing will be more likely to get stuck!"
  - #1- Have all students follow the same prompt:**
  - #2- Have students choose a topic which they have a strong opinion.**
- CCSS "Since the standards are very close for grades 3-4, for Common Core Standards from Grade 4 are given after each interactive page. Use as you wish."**
  - 4. Give students the **Interactive page**. Choose one with notes or the directions on the page. **Option #1:** Say, "We are going to go over and come of having a **pre-write**. With that knowledge, I have an opinion on the topic. (Read the article together.) Say, "What are your thoughts and opinions on the topic?" **Option #2:** So ideas, we need to think of things that we have a strong opinion prior knowledge and interests. It should be something that you stance. Let's brainstorm some ideas together." (Have students ideas. Show the model with more ideas. Here are more topics should students be able to grade their lesson. Are kids spending too much time on technology? Is it better to be an actor or a scientist? What should we do to be a better person? Say, "Do you feel strongly about any of them? Which one do you come up with many details to write about? These are all things that one of them catch your attention? Is there something about it? Write at least three possible ideas under your lightning bolt." (For the modeled story, you can use **opinion about owning a pet snake. I know I will be able to care supportive details for my opinion?**)

## INFORMATIVE

**Informative Writing** Teaching Dates: \_\_\_\_\_

**Body:**

- Show the **body anchor chart**. Say, "When writing an informative essay, we want to have subtopics. How many subtopics should we have?"
  - 2. Show the **number of 3 anchor chart**. Say, "The most common number of paragraphs for the body of any type of writing is 3. This works well for informative writing too. It's a powerful number. It's just enough, but not too much. An effective informative paper has 3 subtopics with details to support the topic. Think about the order of the subtopics. What makes the most sense and presents a strong paper?"
  - 3. Show the **modeling**. Say, "Notice the order of my 3 subtopics. Would you change the order if it were your paper? (Pause) After the Facts and Details are in complete sentences. Although the subtopics will become the topic sentences for each paragraph of the body of your informative paper."
  - 4. Choose an **interactive page** for body. Follow the directions on the page.
- Say, "before you add your body to the graphic organizer, check to see if you want to change the order. Ask yourself, does this order help make my paper strong? Use your note cards when adding the supporting details to your graphic organizer." Walk around to see if any students need help.
- Have students share their subtopics with a whole group or small group.

**Conclusion:**

- Say, "Our prewriting is almost over. Now that we planned our introduction and body, it is time to conclude our essay." Show the **conclusion anchor chart**. Say, "What do we need in our conclusion? (Pause) We need to restate our main idea along with a summary of the paper. What does restate mean? Restate is to say in a new way. We also want the conclusion to show closure. Closure means it feels finished. When our work finishes, we don't want them to feel like something was left out. Writing a summary will help with closure."
  - 2. Show the **model**. Say, "Here is an example on how to conclude an informative paper. I want to remind my reader of the main idea that the Giant Panda was almost extinct and close with the solution."
  - 3. Choose an **interactive notebook page**. Say, "Now it is your turn to restate your main idea."
  - 4. Tell students to add the conclusion to their **graphic organizer**. Walk around to help students.

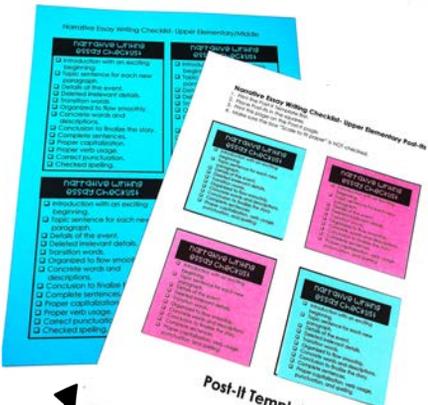
Mentor Text		GRADE 3
<b>Narrative, Plot, Suspense, Climax</b>	<i>Thunder Cake</i> by Patricia Polacco <i>Duck for President</i> by Doreen Cronin <i>Willard Gordon MacDonald Partridge</i> by Mem Fox <i>Hay Little Ant!</i> by Phillip Hoose <i>Qivi Moon</i> by Jane Yolen <i>Too Many Tomatoes</i> by Gary Soto	
<b>Opinion</b>	<i>Dear Katie, The Volcano is a Girl</i> by Jean Craighead George <i>A Fine, Fine School</i> by Sharon Creech	
<b>Setting</b>	<i>Tuesday</i> by Chris Van Allsburg <i>Miss Sunshiny</i> by Barbara Cooney <i>Doogman</i> by Gary Paulsen <i>Qivi Moon</i> by Jane Yolen <i>The Recess Queen</i> by Alexis O'Neill <i>Chrysanthemum</i> by Kevin Henkes <i>A Boy Called Sings</i> by David Shannon <i>Kid Sheriff and the Tenpin Tongs</i> by Bob Shea <i>Lon Po Po</i> by Ed Young	
<b>Develop Character</b>	<i>The Recess Queen</i> by Alexis O'Neill <i>Chrysanthemum</i> by Kevin Henkes <i>A Boy Called Sings</i> by David Shannon	
<b>Dialogue</b>	<i>Kid Sheriff and the Tenpin Tongs</i> by Bob Shea <i>Lon Po Po</i> by Ed Young	
<b>Beginnings</b>	<i>Clicking</i> by Janette Cannon <i>Charlotte's Web</i> by E.B. White	
<b>Vocab and Word Choice</b>	<i>The Whales</i> by Cynthia Rylant <i>The 7 Ws</i> zapped by Chris Van Allsburg	
<b>Conclusions</b>	<i>Roxaboxen</i> by Alice McLerran <i>Amos and Boris's Incredible Storybook</i> by Michael Garland <i>Tag</i> by Margaret Wild <i>Pinchy</i> by Mark Teague <i>The Relatives</i> come by Cynthia Rylant	
<b>Transition Words</b>	Previously by Alan Ahlberg <i>Meanwhile, Back at the Ranch</i> by Trinka Hakes Noble <i>If You Give a Cat a Cupcake</i> by Laura Numeroff <i>Fortunately, Unfortunately</i> by Michael Foreman	
<b>Titles</b>	<i>Donella</i> by Dav Pilkey <i>My Grandpa in Arizona</i> by Gloria Houston	
<b>Punctuation</b>	<i>Twenty Odd Ducks: Why Every Punctuation Mark Counts</i> by Lynne Truss	
<b>Nonfiction Elements</b>	<i>What Do You Do With a Tail Like This?</i> by Steve Jenkins <i>Martin's Big Words</i> by Doreen Rappaport	

Mentor Text		GRADE 4
<b>Narrative, Plot, Suspense, Climax</b>	<i>The Name Jar</i> by Yangsook Choi <i>Sourdays and Teacakes</i> by Lester Laminack <i>Nothing Ever Happens on 90th Street</i> by Roni Schotter <i>Pink and Say</i> by Patricia Polacco	
<b>Setting</b>	<i>Two Bad Ants</i> by Chris Van Allsburg <i>When I Was Young in the Mountains</i> by Cynthia Rylant <i>The Talking Eggs</i> by Robert D. San Souci	
<b>Develop Character</b>	<i>Sylvester and the Magic Pebble</i> by William Steig <i>The War with Grandpa</i> by Robert Kimmel Smith <i>Just a Dream</i> by Chris Van Allsburg <i>Arnica and the Old One</i> by Misko Miles	
<b>Dialogue</b>	<i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson	
<b>Beginnings</b>	<i>The True Story of the 3 Little Pigs</i> by Jon Scieszka <i>Mirandy and Brother Wind</i> by Patricia McKissack <i>Buffalo Storm</i> by Katherine Applegate <i>Because of Winn Dixie</i> by Kate DiCamillo	
<b>Vocab and Word Choice</b>	<i>The Boy Who Loved Words</i> by Roni Schotter <i>Amos and Boris</i> by William Steig <i>Under the Quilt of Night</i> by Deborah Hopkinson <i>Grandma Rosie's Covered Wagon</i> by David Williams	
<b>Conclusions</b>	<i>The Most Magnificent Thing</i> by Ashley Spires <i>Emma Kate</i> by Patricia Polacco <i>The Wednesday Surprise</i> by Eve Bunting	
<b>Transition Words</b>	<i>And to Think That I Saw It On Mulberry Street</i> by Dr. Seuss <i>Meanwhile</i> by Jules Feiffer <i>Stone Fox</i> by John Reynolds Gardiner <i>Chicken Sunday</i> by Patricia Polacco	
<b>Titles</b>	<i>Brother Eagle, Sister Sky</i> by Susan Jeffers <i>Chicken Sunday</i> by Patricia Polacco <i>The Desert Is Here</i> by Byrd Baylor <i>There's a Frog in My Throat</i> by Loreen Leedy	
<b>Punctuation</b>	<i>If You Were Quotation Marks</i> by Molly Blaisdell <i>The Girl's Spaghetti: Why You Can't Manage Without Apostrophe</i> by Lynne Truss	

Mentor Text		GRADE 5
<b>Narrative, Plot, Suspense, Climax</b>	<i>How Many Days in America</i> by Eve Bunting <i>Copy of the Ball</i> by Ernest Lawrence Thayer <i>The Yellow Star</i> by Carmen Agon Deedy <i>Grandfather's Journey</i> by Allen Say <i>Harriet</i> by Gary Paulsen <i>Animals Nobody Loves</i> by Seymour Simon <i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>So Far From the Sea</i> by Eve Bunting <i>The Table Where Rich People Sit</i> by Byrd Baylor <i>The Other Side</i> by Jacqueline Woodson <i>The Gardener</i> by Sarah Stewart <i>Snowflake Bentley</i> by Jacqueline Briggs Martin <i>The Faithful Friend</i> by Robert D. San Souci <i>The Other Side</i> by Jacqueline Woodson <i>The Indian in the Cupboard</i> by Lynne Reid Banks <i>Crow Call</i> by Lois Lowry <i>Passes and the Fox</i> by Patricia McKissack <i>The Blue Hill Mounting</i> by Cynthia Rylant <i>Babushka's Doll</i> by Patricia Polacco <i>When Marjorie Sang</i> by Pam Munoz Ryan <i>Noah Webster and Words</i> by Jill Chase Ferris <i>Copy</i> by Stephen Kramer <i>The Summer My Father Was Ten</i> by Pat Brisson <i>Miss Almoner: A Vocabulary Disaster</i> by Debra Frasier <i>Go Backing</i> by Rob Fichter <i>The Ponyboy</i> by Dav Pilkey <i>Grandfather's Journey</i> by Allen Say <i>Big Sister and the Day</i> by Tony DiTerlizzi <i>Wings Unlimited</i> by Kathleen Krull <i>Animals Nobody Loves</i> by Seymour Simon <i>It's Disgusting and We Hate It!</i> by James Solheim <i>Smoggy Night</i> by Eve Bunting <i>Top Secret</i> by Faith Ringgold <i>The Watched Stairs</i> by Chris Van Allsburg <i>All the Places to Love</i> by Patricia Mac Lachlan <i>Hazelnut</i> by Walter Dean Myers <i>Out of the Dust</i> by Karen Hesse <i>The Glorious Flight</i> by Alice and Martin Provensen <i>Insignificant Kids</i> by Russell Freedman <i>Down Down Down</i> by Steve Jenkins <i>Scholastic StoryWords and Scholastic News Time for Kids</i>	

# FORMS, RUBRICS, AND CHECKLISTS

There are forms for tracking progress, peer reflection, personal reflection, writing goals, and more. Each unit also includes 3-point and 4-point rubrics and a variety of writing checklists.



### paragraph writing checklist

- Topic sentence.
- Relevant details.
- Transition words.
- Organized to flow smoothly.
- Closing sentence.
- Complete sentences.

### narrative writing essay checklist

- Introduction with an exciting beginning.
- Topic sentence for each new paragraph.
- Details of the event.
- Deleted irrelevant details.
- Transition words.
- Organized to flow smoothly.
- Concrete words and descriptions.
- Conclusion to finalize the story.
- Complete sentences.



### Opinion Writing essay checklist

- Introduction with an opinion on the topic.
- A topic sentence for each new paragraph.
- Supporting details.
- Deleted irrelevant details.
- Transition words.
- Organized to flow smoothly.
- Conclusion restating the opinion.
- Complete sentences.
- Proper capitalization.
- Checked for verb usage.
- Correct punctuation.
- Checked spelling.

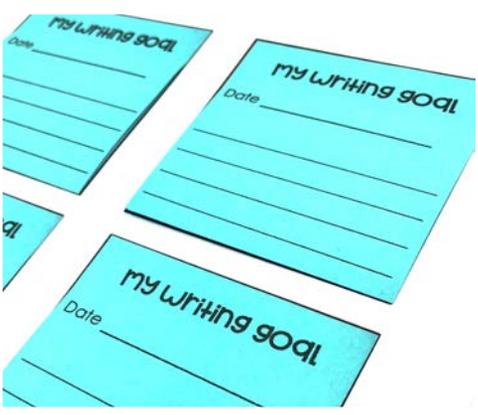
### informative writing essay checklist

- Introduction- main idea of the topic.
- Topic sentence for each new paragraph.
- Relevant details.
- Deleted irrelevant details.
- Transition words.
- Organized to flow smoothly.
- Conclusion different from the introduction.
- Complete sentences.
- Proper capitalization.
- Proper verb usage.
- Correct punctuation.
- Checked spelling.

TRACKING PROGRESS			
Narrative Writing	First	Second	Third
Introduction	_____	_____	_____
Organization	_____	_____	_____
Dialogue/Descriptions	_____	_____	_____
Transition Words	_____	_____	_____
Word Choice	_____	_____	_____
Conclusion	_____	_____	_____
Capitalization	_____	_____	_____
Usage	_____	_____	_____
Complete Sentences	_____	_____	_____
Punctuation	_____	_____	_____
Spelling	_____	_____	_____

3-POINT

4-POINT



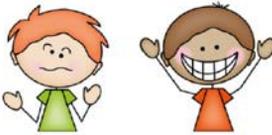
Opinion Writing Rubric				
Total Score	Comments			
	4	3	2	1
Introduction W.1.a	introduced a topic clearly and states an opinion.	One introduction sentence was present.	introduction was not present.	introduction was not present.
Organization W.1.b	Created an organizational structure in which related ideas are grouped to support the writer's position.	Some parts of the essay were organized.	Opinion was not organized.	Opinion was not organized.
Supported Reasons W.1.b	Provided reasons from research to support their position.	Reasons are relevant but not supported or provided from research.	Supported reasons are not relevant.	Supported reasons are not relevant.
Transition Words W.1.c	Used transitional words and phrases to link the sections of the writing.	Some transition words were used.	Use of no transitional words were present.	Use of no transitional words were present.
Word Choice W.1.d	Used key words and phrases to convey a strong or precise opinion.	Used key words and phrases.	Key words and phrases were not used.	Key words and phrases were not used.
Conclusion W.1.d	Provided a concluding statement or section related to the opinion presented.	Conclusion needed strengthening.	Conclusion was not present.	Conclusion was not present.
Capitalization L.2.a	Used correct capitalization.	Some capitalization errors.	Several capital errors.	Several capital errors.
Usage L.1.b	Formed and used the progressive verb forms.	Some usage errors were present.	Several usage errors.	Several usage errors.
Complete Sentences L.1.j	Produced complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Some incomplete sentences.	Several incomplete sentences.	Several incomplete sentences.
Punctuation L.2.c, L.3.b	Used punctuation correctly.	Some punctuation errors.	Several punctuation errors.	Several punctuation errors.
Spelling L.2.d	Spelled grade-appropriate words correctly.	Some spelling errors.	Several spelling errors.	Several spelling errors.

Narrative Writing Rubric				
Total Score	Comments			
	4	3	2	1
Introduction W.3.a	Used an exciting or strong introduction.	introduction was present but not exciting.	introduction was not present.	introduction was not present.
Organization W.3.a	Organized an event sequence that unfolds naturally.	Event was organized but unfolds unnaturally.	Event had the organization.	Event sequence was not organized.
Dialogue/Descriptions W.3.b	Used dialogue and/or descriptions to enhance the story or to show the responses of characters to events.	Some dialogue and/or descriptions were present.	Dialogue and descriptions were not used.	Dialogue and descriptions were not used.
Signalization Words W.3.c	Used a variety of signalization words and phrases to manage the sequence of events.	Used some signalization words.	More transitions were needed to manage the sequence.	No transitions were used.
Word Choice W.3.d	Used concrete words and phrases to clarify ideas and events (details).	Used some concrete words and phrases.	More concrete words and phrases were needed.	Concrete words and phrases were not used.
Conclusion W.3.e	Provided a concluding statement or section that is related to the sequence of events.	Provided a concluding statement but not related.	Conclusion was not present.	Conclusion was not present.
Capitalization L.2.a	Used correct capitalization.	Some capitalization errors were present.	Three or four capital errors.	Five or more capital errors.
Usage L.1.b	Formed and used the progressive verb forms.	One or two usage errors were present.	Three or four usage errors.	Five or more usage errors.
Complete Sentences L.1.j	Produced complete sentences, recognizing and correcting inappropriate fragments and run-ons.	One or two incomplete sentences.	Three or four incomplete sentences.	Five or more incomplete sentences.
Punctuation L.2.c, L.3.b	Used punctuation correctly.	One or two punctuation errors.	Three or four punctuation errors.	Five or more punctuation errors.
Spelling L.2.d	Spelled grade-appropriate words correctly.	One or two spelling errors.	Three or four spelling errors.	Five or more spelling errors.

# ANCHOR CHARTS

Anchor charts are provided for each lesson in 2 sizes. They are a great way to introduce and reinforce skills. Some anchor charts are repeated in each unit if it is necessary step in the writing process.

## CHARACTER TRAITS



**TWO KINDS OF TRAITS**

**OUTSIDE TRAITS** Physical traits that you can see. (blonde, tall, dirty clothes, messy hair, etc.)

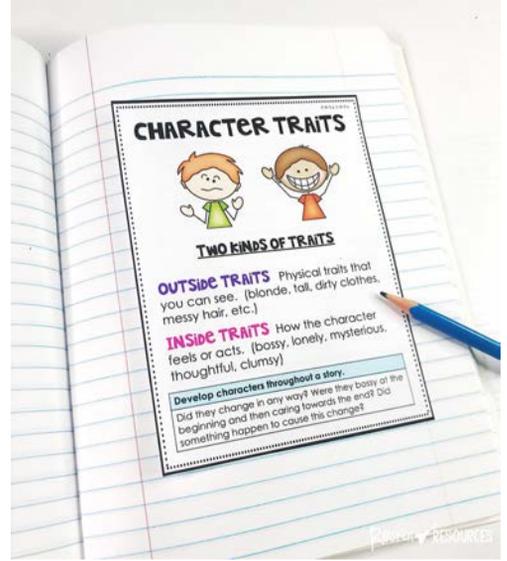
**INSIDE TRAITS** How the character feels or acts. (bossy, lonely, mysterious, thoughtful, clumsy)

**Develop characters throughout a story.**

Did they change in any way? Were they bossy at the beginning and then caring towards the end? Did something happen to cause this change?

POSTER SIZE

NOTEBOOK SIZE



## DIRECTIONS TO PRINT LARGE POSTERS ARE PROVIDED

## AUDIENCE

Who is the intended audience?  
Do you need a formal voice or casual voice or combination?

**PEERS**

**FAMILY**

**SCHOOL ADMINISTRATORS**

**BUSINESSES**



## GRAPHIC ORGANIZER

Narrative Writing

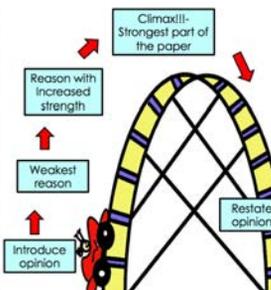


**A. INTRODUCTION:** The beginning of the story where the narrator and/or characters, setting and plot are introduced.

**B. BODY:** The middle of the story where characters are developed and events are in order with increased suspense and climax.

**C. CONCLUSION:** The end of the story or solution to the problem.

## STRENGTHEN OPINION



**Reason with increased strength**

**Weakest reason**

**introduce opinion**

**Climax!!! - Strongest part of the paper**

**Restate opinion**

## THE POWER OF 3

There is something intriguing about the number 3! It is more effective than its neighbors. Two doesn't seem to be enough and four seems to be too much!

**3 Little Pigs**  
**3<sup>rd</sup> time is a charm.**  
**3 lights on a stop light**  
**3 branches of government**  
**3 strikes you're out!**  
**3 Stooges**



An effective paper has 3 ideas in the body section. It is the perfect amount of information or detail!

## JAMMIN CONCLUSIONS

10 Ways to End Your Essay!



1. Restate the main idea as a question.
2. Summarize the main points.
3. End the story with a bang!
4. Explain the effect...what happens after or in the future!
5. Add something personal.
6. Give advice.
7. Surprise the reader!
8. Tell the lesson.
9. Share your feelings or thoughts.
10. Provide a wish or hope.

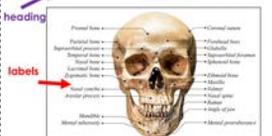
## HEADING/CAPTIONS/LABELS

**Heading**  
a title at the top of a paper, book, or section

**Caption**  
a brief explanation of the graphic

**Label**  
word or phrase to identify something

**The Human Skull**



heading →

labels →

caption → A diagram of a skull

## TRANSITION WORDS

Words and phrases used to help organize paragraphs and essays to create a smooth and logical flow throughout the writing.



**Transit - pass through**

<b>Start</b>	In the beginning, first of all, to begin with, in the first place, one example
<b>Alike</b>	at the same time, simultaneously, similar, for the time being, meanwhile
<b>Different</b>	although, on the other hand, besides, regardless, however, nevertheless
<b>Continue</b>	next, later on, then, soon, in addition, furthermore, in a moment, eventually, second, another reason, another example, afterward
<b>End</b>	In conclusion, last, so you can see, in short, in the end, to summarize, finally

## MILLION DOLLAR WORDS

Add **FAAVS**:

**F**igurative language!

**A**djectives that sparkle!

**A**dverbs that shine!

**V**erbs that strengthen!

**S**ense words that sizzle!



# TASK CARDS

There are task cards for each type of writing. Since some of the skills are duplicated in each type of writing, there are EXTRA task cards in this combination bundle to use for re-teaching or center work.

<p>Write the task, purpose, and audience for each prompt.</p> <p>Imagine you find a hidden door in your Grandma's house and you open. Tell what happens next.</p>	<p>Write the task, purpose, and audience for each prompt.</p> <p>Describe an amusement park. Think about the rides, food, and the people.</p>
<p>Write the task, purpose, and audience for each prompt.</p> <p>Explain how to make a sandwich.</p>	<p>Write the task, purpose, and audience for each prompt.</p> <p>Research a job or career you are interested in and write about it.</p>
<p>Write the task, purpose, and audience for each prompt.</p> <p>If you could change one thing about the world, what would it be and why?</p>	<p>Write the task, purpose, and audience for each prompt.</p> <p>Think about your favorite holiday tradition. Persuade others to follow that tradition.</p>
<p>Write the task, purpose, and audience for each prompt.</p> <p>You are getting ready to blow out the candles on your birthday cake. Tell about the wish you are going to make.</p>	<p>Write the task, purpose, and audience for each prompt.</p> <p>What are some unhealthy foods and why shouldn't you eat them?</p>

<p>Write 3 details building suspense and a climax.</p> <p>Hurrying to get home on time, they decided to run through the cemetery to get home faster.</p>	<p>Write 3 details building suspense and a climax.</p> <p>Finding a treasure map in the old attic, we decided to follow it!</p>
<p>Write 3 details building suspense and a climax.</p> <p>Her computer kept flickering and the next thing she saw...</p>	<p>Write 3 details building suspense and a climax.</p> <p>My friends kept staring at me in fear. I turned to look into the mirror to see ...</p>
<p>Write 3 details building suspense and a climax.</p> <p>As the boy was swimming in the ocean, he felt something rub up against him.</p>	<p>Write 3 details building suspense and a climax.</p> <p>My dog started barking in the middle of the night. I crept downstairs.</p>
<p>Write 3 details building suspense and a climax.</p> <p>On the camping trip, the campers realized they were on the wrong trail.</p>	<p>Write 3 details building suspense and a climax.</p> <p>The kitten flew out of the house.</p>

<p>Write the letter of the correct answer.</p> <p>Mia could not decide if she wanted a cheeseburger or a sandwich for lunch. Mia was:</p> <p>a. humble b. indecisive c. fierce</p>	<p>Write the letter of the correct answer.</p> <p>Demi walked to the edge of the cliff to take a picture. Demi was:</p> <p>a. fearless b. rash c. jolly</p>
<p>Write the letter of the correct answer.</p> <p>The gymnast was able to stretch her hands all the way to her toes. The gymnast was:</p> <p>a. going b. hopeless c. flexible</p>	<p>Write the letter of the correct answer.</p> <p>Mom was so happy when she saw how clean my room was! Mom was:</p> <p>a. responsible b. satisfied c. unkind</p>
<p>Write the letter of the correct answer.</p> <p>The puppy kicked my hand and ran circles around me. The puppy was:</p> <p>a. playful b. loyal c. lazy</p>	<p>Write the letter of the correct answer.</p> <p>The girl hid behind her mom and would not talk to anyone. The girl was:</p> <p>a. unique b. shy c. warm</p>
<p>Write the letter of the correct answer.</p> <p>Clara likes to eat a lot of fruits and vegetables, and get exercise. Clara is a:</p> <p>a. animated b. bossy c. healthy</p>	<p>Write the letter of the correct answer.</p> <p>Grace often thinks of going to Hollywood and becoming a big movie star. Grace is a:</p> <p>a. dreamer b. actor c. worrier</p>

<p>Choose a better word for the underlined word.</p> <p>The turtle was <u>gadz</u> that he was so slow.</p> <p>a. nervous b. joyful c. fatous</p>	<p>Choose a better word for the underlined word.</p> <p>I saw a <u>grat</u> movie about a sly master.</p> <p>a. scary b. (am)using c. different</p>
<p>Choose a better word for the underlined word.</p> <p>The light in the class was <u>xyxy</u> bright.</p> <p>a. bright like the sun b. bright like a candle c. bright like a scholar</p>	<p>Choose a better word for the underlined word.</p> <p>A heron slowly <u>walked</u> along the shore.</p> <p>a. inched b. sauntered c. bolted</p>
<p>Choose a better word for the underlined word.</p> <p>A <u>zzy</u> free swayed in the wind.</p> <p>a. peckly b. pretty c. monstrous</p>	<p>Choose a better word for the underlined word.</p> <p>He quietly <u>said</u>, "Where is the secret treasure?"</p> <p>a. screamed b. laughed c. whispered</p>
<p>Choose a better word for the underlined word.</p> <p>She was sleeping on her <u>plac</u> couch.</p> <p>a. comfortable b. bulky c. sticky</p>	<p>Choose a better word for the underlined word.</p> <p>The echo was <u>loud</u> in the valley.</p> <p>a. singing b. thundering c. squeaking</p>

<p>Choose the best transition word.</p> <p>I was stuck on a homework question. _____ I asked my mom for help.</p> <p>a. so b. while c. then</p>	<p>Choose the best transition word.</p> <p>Learning to snowboard is hard. _____, learning to ski is easy.</p> <p>a. whereas b. since c. therefore</p>
<p>Choose the best transition word.</p> <p>Carl was excited to go to the pool. _____ he didn't know how to swim.</p> <p>a. after b. since c. even though</p>	<p>Choose the best transition word.</p> <p>I sat with the new kid at lunch _____ he wouldn't be alone.</p> <p>a. because b. so that c. likewise</p>
<p>Choose the best transition word.</p> <p>I came down with the flu. _____ I can't go on the field trip.</p> <p>a. therefore b. while c. since</p>	<p>Choose the best transition word.</p> <p>If I finish my homework before dinner, _____ I get to go outside to play.</p> <p>a. as long as b. then c. finally</p>
<p>Choose the best transition word.</p> <p>_____ you dropped your snack on the floor, I'll share my pretzels with you.</p> <p>a. Because b. Whereas c. Unless</p>	<p>Choose the best transition word.</p> <p>_____ it rains later, I will bring my umbrella.</p> <p>a. Since b. in case c. Unless</p>

<p>Which letters should be capitalized?</p> <p>lauren found the beach ball in the water.</p>	<p>Which letters should be capitalized?</p> <p>When I fell off my bike, I scraped my knee.</p>
<p>Which letters should be capitalized?</p> <p>Where on the map is north america?</p>	<p>Which letters should be capitalized?</p> <p>I wonder what islands are in the pacific ocean.</p>
<p>Which letters should be capitalized?</p> <p>I just finished the book across the wide and lonesome prairie.</p>	<p>Which letters should be capitalized?</p> <p>She said, "I will meet you at kennedy airport."</p>
<p>Which letters should be capitalized?</p> <p>dear noah, are you able to play soccer after school?</p>	<p>Which letters should be capitalized?</p> <p>we are doing research on the mississippi river.</p>

<p>Which sentence is correct?</p> <p>A. Tomomom Mom bought a new car. B. Tomomom Mom buys a new car. C. Tomomom Mom will buy a new car.</p>	<p>Which sentence is correct?</p> <p>A. The girls is whispering. B. The girls was whispering. C. The girls were whispering.</p>
<p>Which sentence is correct?</p> <p>A. Never give someone answers to the test. B. Never give nobody answers to the test. C. Never give no one answers to the test.</p>	<p>Which sentence is correct?</p> <p>A. The windy weather. B. Damaged the trees. C. The wind damaged the trees.</p>
<p>Which sentence is correct?</p> <p>A. Lamar plays the drums he tied out for the band. B. Lamar plays the drums, and he tied out for the band. C. Lamar plays the drums, he tied out for the band.</p>	<p>Which sentence is correct?</p> <p>A. She won the Pulitzer Prize yesterday. B. She wins the Pulitzer Prize yesterday. C. She will win the Pulitzer Prize yesterday.</p>
<p>Which sentence is correct?</p> <p>A. The chief have to place the dish in the oven. B. The chief were to place the dish in the oven. C. The chief has to place the dish in the oven.</p>	<p>Which sentence is correct?</p> <p>A. Nobody gives nothing to the church anymore. B. Nobody gives to the church anymore. C. Nobody never gives to the church anymore.</p>

<p>Which sentence is correct?</p> <p>A. Is cilantro in the salsa. B. Is cilantro in the salad? C. Is cilantro in the salad!</p>	<p>Which sentence is correct?</p> <p>A. I like donuts fruit and bacon for breakfast. B. I like donuts fruit, and bacon for breakfast. C. I like donuts, fruit, and bacon for breakfast.</p>
<p>Which sentence is correct?</p> <p>A. She doesnt get enough sleep at night. B. She doesn't get enough sleep at night. C. She does'nt get enough sleep at night.</p>	<p>Which sentence is correct?</p> <p>A. My family is traveling to Pittsburgh, PA. B. My family is traveling to Pittsburgh PA. C. My family is traveling to, Pittsburgh PA.</p>
<p>Which sentence is correct?</p> <p>A. Does Mrs Davis have a rake we can borrow? B. Does Mrs. Davis have a rake we can borrow. C. Does Mrs. Davis have a rake we can borrow?</p>	<p>Which sentence is correct?</p> <p>A. Michael jackson was born on August 29 1958. B. Michael jackson was born on auge 29, 1958. C. Michael jackson was born on August 29, 1958.</p>
<p>Which sentence is correct?</p> <p>A. He yelled, "I can crawl through over here!" B. He yelled "I can crawl through over here!" C. "He yelled, I can crawl through over here!"</p>	<p>Which sentence is correct?</p> <p>A. "I printed the pages in the other room," she said. B. "I printed the pages in the other room," she said. C. "I printed the pages in the other room she said."</p>

<p>Write the letter of the correct SPELLING.</p> <p>A duck _____</p> <p>A. quacks B. quacks C. quaks</p>	<p>Write the letter of the correct SPELLING.</p> <p>We played basketball in the _____</p> <p>A. gym B. gyme C. gym</p>
<p>Write the letter of the correct SPELLING.</p> <p>A synonym for robber:</p> <p>A. thief B. theif C. thele</p>	<p>Write the letter of the correct SPELLING.</p> <p>He lives next door:</p> <p>A. neighbor B. nabor C. neighbor</p>
<p>Write the letter of the correct SPELLING.</p> <p>The bunny _____</p> <p>A. hopped B. hopped C. hoppd</p>	<p>Write the letter of the correct SPELLING.</p> <p>A. churches B. churchs C. churches</p>
<p>Write the letter of the correct SPELLING.</p> <p>You do this with skates.</p> <p>A. skateing B. skatng C. skatng</p>	<p>Write the letter of the correct SPELLING.</p> <p>The body _____</p> <p>A. cryed B. cryd C. cryd</p>

# PRACTICE AND ASSESSMENTS

Give students practice for each skill prior to applying it to their own writing.

### POWER OF 3

For each prompt, create 3 events that develop character and sequence events with increased suspense and climax.

1. Pretend you are sailing from Britain to the New World. Briefly describe the events of your trip without the ending.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
2. Your family took a trip to Costa Rica and was hiking in the rain forest! Briefly describe the events of your day without the ending.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

### ROCKIN BEGINNINGS

For each prompt, create a Rockin beginning sentence.

1. Write a narrative story about a day you visited the zoo.
 

Onomatopoeia: \_\_\_\_\_
2. Write an essay about your favorite subject.
 

Question: \_\_\_\_\_
3. Write a narrative about a day you spent with a good friend.
 

Quote: \_\_\_\_\_
4. Write a persuasive essay to convince the president to visit our school.
 

Excitement: \_\_\_\_\_

### MILLION DOLLAR WORDS

Rewrite each sentence with 3 or more F.A.A.V.S! Underline using the color of each of the F.A.A.V.S. Figurative Language (red), Adjectives that Scream (blue), Adverbs that Shake (green), Verbs that Thrill (orange), and Sense Words that Sizzle (purple).

Ex: The cat lays on the sofa.  
The lazy cat curls up quiet as a mouse on the fluffy sofa.

1. The monkey was in the tree. \_\_\_\_\_
2. My reading chair is nice. \_\_\_\_\_
3. The cat goes under my bed. \_\_\_\_\_

### VARIETY OF SENTENCES

Directions: Choose a topic and write a different sentence for the same topic using a variety of sentences.

Topic: \_\_\_\_\_

With a describing word: \_\_\_\_\_

With a question: \_\_\_\_\_

With a transition word: \_\_\_\_\_

### JAMMIN CONCLUSIONS

For each prompt, create a Jammin Conclusion sentence!

1. Write a narrative story about a day you visited the zoo.
 

Surprise: \_\_\_\_\_
2. Write an essay about your favorite subject.
 

Question: \_\_\_\_\_
3. Write a narrative about a day you spent with a good friend.
 

Ending and future: \_\_\_\_\_
4. Write a persuasive essay to convince the president to visit our school.
 

Repetition: \_\_\_\_\_

### Capitalization

Rewrite each word that needs the capitalization corrected.

aug 22, 2013  
james waiters  
543 juliard ave.  
new york, ny 54343  
garrett  
ghost of fossil glen already. My favorite part was when lucy said, "hang on

### Usage

Rewrite each sentence with the proper usage. You will need to change and/or add words.

1. They was playing on the swings. \_\_\_\_\_
2. The snake are slithering in the grass. \_\_\_\_\_
3. Don't never get a snake as a pet. \_\_\_\_\_
4. The funny movie. \_\_\_\_\_
5. Starte \_\_\_\_\_
6. She is \_\_\_\_\_
7. Last nig \_\_\_\_\_
8. Tomorn \_\_\_\_\_
9. George \_\_\_\_\_
10. Yesterd \_\_\_\_\_

### Punctuation

Add the correct punctuation in the letter below.

Feb 6 2013

Mrs Julie Jones  
33 Fabulous Dr  
San Francisco CA 18293

Dear I e \_\_\_\_\_

### Spelling

Circle the misspelled words. Then write the correct spelling in the blank below.

Three class boarded buses to go on a field trip to the American museum. We already studied this part of our trip. We draped off our lunches and gathered in the senter pottery. We also participated in creating a class qit.

### CUPS QUIZ

Rewrite each of the following with correct capitals and punctuation:

1. nov 22 2013
2. jenny sayer
3. 567 heaven ave
4. pittsburgh pa 54343
5. dear ms sayer
6. i like to read write and read more
7. do you like fiction nonfiction or both
8. I would love to visit the library of congress in washington dc
9. charlie and the chocolate factory is a funny book
10. my favorite part was when mr wonka said charlie this is all your
11. did you read the book the ghost and mrs hobbs
12. sincerely yours \_\_\_\_\_
13. joan \_\_\_\_\_

### CUPS QUIZ (CONT)

Choose the correct word usage and write it on the line.

14. They (was, were) dribbling the ball. \_\_\_\_\_
15. The boys (is, are) running down the court. \_\_\_\_\_
16. Donovan didn't (had, have) his uniform. \_\_\_\_\_
17. Who (has, have) the foul shot? \_\_\_\_\_
18. Today, he (jumped, is jumping) higher! \_\_\_\_\_
19. Tomorrow, Hunter (will practice, practiced) \_\_\_\_\_
20. Yesterday, the team (wins, won) the game. \_\_\_\_\_

Rewrite each of the following sentences correctly.

21. He doesn't never know how to hip hop. \_\_\_\_\_
22. The talented hip hop dancer. \_\_\_\_\_
23. He danced on stage then he won the contest. \_\_\_\_\_
24. Danced all the way to Broadway. \_\_\_\_\_

Circle the correct spelling in the following sentences.

25. The (coaches, coachs) were nervous about the game.
26. The players (scumyed, scumied) across the field.
27. The (field, feild) was wet from the rain.
28. The goalie (droped, droped) the ball.

# MODELING

For the ongoing prompt, a sample model is provided to add to the story. It follows through writing process with each skill to a completed story.

## NOTE TAKING

### Model

Static electricity is electricity that is formed when one object "steals" electrons from another object. It does not move freely and builds up in one place.

When you rub a balloon against your hair, the balloon takes electrons from your hair. Now the balloon is negatively charged. It has more electrons. Your hair becomes positively charged. It has more protons. Just like magnets, opposite charges attract! When you lift the balloon up, your hair will stick to it. You may hear a crackling noise when you do this, or see a spark or two. This is just electrons moving from one object to another. It is static electricity!

### Source:

How Does Electricity Work?

Subtopic: Static Electricity

### Notes:

- Example: Balloon rubbed in hair
- Balloon- negative charge
  - Hair- positive charge
  - Hair sticks up and may spark
  - Electrons move from one object to another

## MILLION DOLLAR WORDS

### Model:

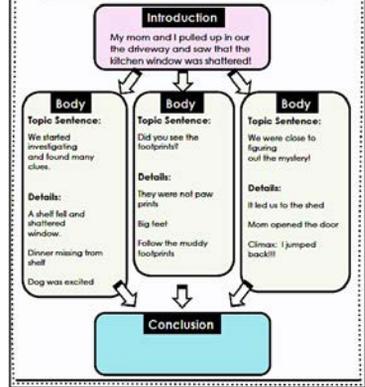
Crash! Smash! Shatter! The kitchen window pieces is scattered all over the ground. Mom was upset about the mess. I was so worried that our dog, Ralphie may have gotten through the window and runaway.

We started investigating and found many clues. I noticed that a huge shell fell and shattered the window. Mom saw that our **hol beston market** dinner that she left out to cool was gone. Ralphie will run in the room and was so excited. He seemed to be licking his chops. I **squeezed** hugged him and said there you are boy.

Then my mom looked around and **said**: "Are those footprints?" We realizing they were not paw prints. They were human shoe prints! They **as big as a giant's foot** were big foot! My brave mom decided to follow them out the back **golfed** and my heart skiped a beat door. I was **scared**.

The next moment, it was leading us to the shed. I was scared. Mom **quietly** opened the door. My heart was thumping as I looked in. I **checked** jumped back. I **can't** never believe what I saw! Was it human? **Was a leading drum** A big burly man turned around and I thought I would pass out. It was my Uncle Joe! He came over to drop something off and noticed the broken window. He was in the shed to find tools to cover it up. I was so happy to see it was him that I ran over and gave him a **big bear hug!**

## GRAPHIC ORGANIZER ADDING BODY

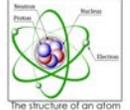


### Model

## Shocking News! What is Electricity?

Do you want to learn shocking facts about electricity? Electricity is a form of energy that is complicated. This article will explore what causes a charge and the difference between current and static electricity.

### Cause of Electricity



To start, **atoms** cause electricity. Scientists say that all physical objects are made up of atoms. Atoms have **particles** with charges. A normal atom has a neutral charge with equal numbers of positive and negative

particles. **Protons** have a positive charge. **Electrons** have a negative charge. What about **neutrons**? They are neutral. An electron can escape and free itself from the orbit of the atom. If it enters a new atom, it charges and causes electricity.

### Current Electricity



One form of electricity is **current electricity**. It is a constant flow of electrons. It flows through wires in an electric **circuit** (path of electric current). There are two main types of

## DARE TO REVISE

**D** - Delete unnecessary information.

### Model

Atoms cause electricity. All physical objects are made up of atoms. Atoms have charges. Protons have a positive charge. Electrons have a negative charge. Neutrons are neutral. **You can charge batteries.** An electron can escape and free itself from the orbit of the atom. If it goes in a new atom, it causes electricity.

### Model

## CUPS- CAPITALS

Do you want to learn shocking facts about electricity? **E**lectricity is a form of energy that is complicated. **G**eorge **G**obel one said, "If it weren't for electricity, we'd all be watching television by candlelight." This article will explore what causes a **c**harge and the difference between current and static electricity.

To start, **a**toms cause electricity. Scientists say that all physical objects are made up of atoms. **A**toms have **p**articles with charges. A normal atom has a neutral charge with equal numbers of positive and negative particles. **P**rotons have a positive charge. **E**lectrons have a negative charge. What about **n**eutrons? They are neutral. An electron can escape and free itself from the orbit of the atom. **I**f it enters a new atom, it charges and causes electricity. I found more information in a book called **L**ive **E**lectricity.

One form of electricity is **c**urrent **e**lectricity. **I**t is a constant flow of electrons. **I**t flows through wires in an electric **c**ircuit (path of electric current). There are two main types of current. **D**C is a direct current found in a battery. **T**homas **E**dison designed it to flow one way. **A**C is an alternating current like a light switch. Most of his experiments were conducted in a lab in **M**erino Park, **N**J.

## DARE TO REVISE ADD

### Model:

**My mom** said, "Are those footprints?" We realizing **Then my mom** looked around and **said**, they were not paw prints. They were human shoe prints! They were big too! My brave mom decided to follow them. I was scared. **The next moment, it was leading us out the back door to the shed. It led us to the shed.** I was scared. Mom quietly opened the door. My heart was thump as I looked in. I jumped back. I can't never believe what I saw! **Is it human?**

A big burly man turned around and I thought I would pass out. He came over to drop something off he noticed the broken window. He was in the shed to find tools to cover it up. . It was my Uncle Joe! I was so happy to see it was him that **I ran over and gave him a hug.**

## JAMMIN CONCLUSIONS

### Model:

A big burly man turned around and I thought I would pass out. It was my Uncle Joe! He came over to drop something off he noticed the broken window. He was in the shed to find tools to cover it up. I was so happy to see it was him that I ran over I gave him a big bear hug!

**Jammin Conclusion:**  
**Add at the end.**  
**I can't believe Ralphie caused so much commotion to get to our dinner. What will he do next?**



## FACTS AND DETAILS

### Opinion Writing

### Model

Add fact and details to go along with the reasons (topic sentences).

<p><b>It is difficult to take care of snakes.</b></p> <p><b>Experience:</b></p> <p>I know how much responsibility it takes to own a dog. Snakes need very specific care. They need a certain light in their habitat. They also need mice, frogs, and rats to eat.</p>	<p><b>Snakes often die from being neglected.</b></p> <p><b>Emotions:</b></p> <p>Most snake owners only keep them for a year. They get tired of taking care of them. Some snakes die from starvation or temperature changes. Some owners release them in the wild to survive on their own.</p>	<p><b>Snakes can be harmful.</b></p> <p><b>Research:</b></p> <p>Snakes can carry salmonella so parents with young children should not own them. They are powerful animals and can be dangerous. The article says they can bite or squeeze a body part. It can be a severe injury or death.</p>
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# WRITING PROMPT CARDS AND WEEKLY WRITING

There are weekly writing instructions that outline the narrative, opinion, and informative process throughout the days of the week. 12 writing prompt cards are provided for each type of writing. 5 writing passages are provided for opinion and informative writing.

### WEEKLY WRITING - NARRATIVE

**MONDAY**

Fill in the GRAPHIC ORGANIZER. Complete sentences are not needed.

**INTRODUCTION:** Begin the story introducing the main character.

**BODY:** Choose 3 main events for your story and describe them in a clear and concise way.

**CONCLUSION:** How does the story end? Is it a happy ending?

**TUESDAY**

Write a **ROUGH DRAFT** on lined paper. Skip lines and don't worry about spelling.

**INTRODUCTION:** Include the narrator, setting, and time.

**BODY:** Use your own voice. Build on the events you described in the introduction. Provide vivid descriptions of the events.

**CONCLUSION:** Make sure the reader will be satisfied with the ending.

**WEDNESDAY**

**DARE TO REVISE AND EDIT YOUR CUPS** using a colored pen or pencil.

**INTRODUCTION:** Is your beginning exciting? If not, revise it.

**BODY:** Do you have enough details? Do you have enough dialogue? Do you have enough action? Do you have enough description? Do you have enough conflict? Do you have enough resolution? Do you have enough dialogue? Do you have enough action? Do you have enough description? Do you have enough conflict? Do you have enough resolution?

**CONCLUSION:** End the story with a strong ending.

**THURSDAY**

Give your story a title. Write your **FINAL COPY** neatly on lined paper. Do not write beyond the lines or in the margin.

### WEEKLY WRITING - OPINION

**MONDAY**

Fill in the GRAPHIC ORGANIZER. Complete sentences are not needed.

**INTRODUCTION:** State the opinion.

**BODY:** Choose 3 reasons and supporting details for your opinion.

**CONCLUSION:** Restate the opinion.

**TUESDAY**

Write a **ROUGH DRAFT** on lined paper. Skip lines and don't worry about spelling.

**INTRODUCTION:** Include a list of the 3 reasons. Use key words or phrases.

**BODY:** Use your own voice. Use emotions, research, and personal experiences. Place reasons in order from weakest to strongest. Make sure the reader will feel like it is your opinion. Use key words or phrases.

**CONCLUSION:** Restate the opinion.

**WEDNESDAY**

**DARE TO REVISE AND EDIT YOUR CUPS** using a colored pen or pencil.

**INTRODUCTION:** Is your beginning exciting? If not, revise it.

**BODY:** Do you have enough details? Do you have enough dialogue? Do you have enough action? Do you have enough description? Do you have enough conflict? Do you have enough resolution? Do you have enough dialogue? Do you have enough action? Do you have enough description? Do you have enough conflict? Do you have enough resolution?

**CONCLUSION:** Create a strong conclusion.

**THURSDAY**

Give your opinion a catchy title. Write your **FINAL COPY** neatly on lined paper. Do not write beyond the lines or in the margin.

### WEEKLY WRITING - INFORMATIVE

**MONDAY**

Fill in the GRAPHIC ORGANIZER. Complete sentences are not needed.

**INTRODUCTION:** State the topic.

**BODY:** Choose 3 subtopics and supporting details for each.

**CONCLUSION:** Summarize the information.

**TUESDAY**

Write a **ROUGH DRAFT** on lined paper. Skip lines and don't worry about spelling.

**INTRODUCTION:** Did you include a list of the 3 subtopics? Did you provide important facts and details? Did you make sure the reader will feel like it is complete?

**CONCLUSION:** Summarize the information.

**WEDNESDAY**

**DARE TO REVISE AND EDIT YOUR CUPS** using a colored pen or pencil.

**INTRODUCTION:** Make your beginning exciting and attention grabbing. Use transition words. (ex: first, in addition, most importantly)

**BODY:** Do you have enough details? Do you have enough dialogue? Do you have enough action? Do you have enough description? Do you have enough conflict? Do you have enough resolution? Do you have enough dialogue? Do you have enough action? Do you have enough description? Do you have enough conflict? Do you have enough resolution?

**CONCLUSION:** Create a strong conclusion.

**THURSDAY**

Give your information a catchy title. Write your **FINAL COPY** neatly on lined paper. Do not write beyond the lines or in the margin.

## Should Snakes Be Pets?



It slithers, it hisses, it strikes! It's a snake and it's inside the house—in a tank, of course! Some people keep cats or dogs as pets, even birds, but there are those kids who want something different from the usual fluffy or feathered friend. They want a pet snake. However, having a snake as a pet is a controversial topic. This means that a lot of people disagree very strongly with each other about the issue. What do you think?

**Pros**

- Easy to Keep:** Snakes are easy to take care of and the maintenance is minimal. They don't require much space. They only need to be fed once per week so feeding them is inexpensive. Snakes don't need to be walked or groomed. They groom themselves through a process called molting—they shed their skin. Snakes also don't require much attention and can be left alone for a long time.
- Low Maintenance:** Snakes are hypoallergenic. Because these animals are covered in scales rather than soft skin, they do not have dander. Those who are allergic to cats and dogs can still have a pet snake!
- Safe and Quiet:** When handled the right way, a snake is calm and content. In fact, some snakes like to be handled. One person said, "My baby ball python was very small and VERY cute. She loved to wrap herself around my wrist and just stay there. Once, I was hanging out with my boyfriend at the time, and she slithered up his arm and perched herself on his shoulder while he played a video game. She was very loving and loved being near people."
- Quiet:** Snakes do not make noise. They are very quiet. If you live in an apartment or have close neighbors, you won't have to worry about your pet being a nuisance.

**Cons**

- Hard to Keep:** Snakes are harder to keep than one thinks. They require an aquarium which some people consider unattractive. The aquarium needs to be secured with a special light, a certain temperature, and kept out of a stressful setting. Feeding time can make you squeamish. Snakes eat mice, frogs, rats, and sometimes rabbits. This can be inconvenient and difficult to prepare meals.
- Bad for Health:** Reptiles, especially snakes, can make humans very sick. They can carry Salmonella. The government suggests that "children less than five years of age avoid contact with reptiles." Parents who have children under one year old should not own them.
- Snakes Are Dangerous:** In some cases, snake owners have been hurt by their pet snakes—not just bites. Large constrictor snakes like anacondas, boa constrictors, and pythons are powerful wild animals capable of not only hurting, but killing a human or other pet. They are so muscular and can wrap around a body part and squeeze. This pressure can cause suffocation or disrupted blood flow.
- Abandoned:** Most reptile owners only keep them for a year. The unwanted snakes may die from being neglected or released outdoors where they don't know how to survive. Snakes cannot express pain, so it's hard to tell when a human has accidentally or intentionally hurt them.

**What Do You Think?**

This debate goes beyond "ew, snakes!" and "cool, snakes!" The pros and cons are very interesting and it may be hard to pick a side. What do you think, should snakes be pets?

## THE GIANT PANDA



The Giant Panda, also known as the panda bear, is a black-and-white, bamboo-eating mammal from China. It is the mascot of the World Wildlife Federation. The panda is also a popular animal attraction of the San Diego and Smithsonian Zoos. In fact, the panda is so popular that there is a camera set up so people all over the world can watch the panda over the internet. It's called the Panda Cam!

As popular and cute as the giant panda may be, this animal has faced great threats from humans over the years. This is because humans hunted the panda too much. Pandas were also dying because their natural habitats were being destroyed by humans. The food they ate and the bamboo forests where they made their homes were cleared and turned into places where humans could live. Bamboo is the main food in a panda's diet. In fact, pandas need to eat at least 20 pounds of bamboo a day to be healthy. For a human, that's like eating five days worth of food in one day! With the bamboo forests gone, pandas had little to eat and nowhere to live.

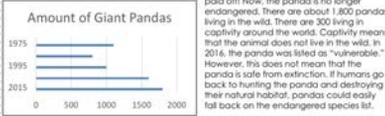
In 1987, there were only about 800 pandas still living in the wild. The panda was declared "endangered" in 1990. This means the panda was on its way to extinction. Extinction means that a species no longer exists. Something had to be done to save China's iconic bear.

For China's government, bringing back the panda's natural habitat was the answer. China made nature reserves for the panda. A nature reserve is a place made by humans where certain wildlife is protected. Animals in a reserve can live in a place that is almost exactly like their natural habitat. The panda was given back space in the wild with plenty of bamboo to eat!

Pandas were also taken in by zoos and special centers around the world. This way, other countries could help save the panda, too. The United States has twelve pandas in zoos! All these zoos and special centers, a panda's chances of survival can increase. Those who take care of them make sure that the pandas and their babies get enough food to eat. They also protect the panda from being hunted illegally in the wild. Having pandas in zoos helps educate people on this cuddly-looking animal.

Humans help to fix the mistake and save the panda from extinction. Their efforts have paid off! Now, the panda is no longer endangered. There are about 1,800 pandas living in the wild. There are 300 living in captivity around the world. Captivity means that the animal does not live in the wild. In 2014, the panda was listed as "vulnerable." However, this does not mean that the panda is safe from extinction. If humans go back to hunting the panda and destroying their natural habitat, pandas could easily fall back on the endangered species list.

Amount of Giant Pandas



Year	Amount of Giant Pandas
1975	~1000
1985	~800
1995	~1000
2015	~1800

Choose a wild animal to write about. Describe what it looks like and where it lives.

Research a natural disaster. Describe what happens during the disaster and the type of damage it may cause.

Choose two animals. Write a paragraph comparing and contrasting them.

Would you rather go swimming or snowboarding? Explain why.

Who is your favorite superhero? Explain why.

Would you rather go swimming or snowboarding?

Should children have pets? Explain why.

If you could, what would you do to help the environment?

Why do you think we dream at night?

What president do you think had the most impact on our country? Why?

Would you rather eat pizza or a hamburger?

Is chocolate good for you?

# WRITING CENTER

There are Million Dollar Words, Trash Can Words, Writing Process, Student Resources, Spelling Dictionary, and more! These are great to use in writing centers and display in the classroom.

