

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.

Narrative Writing

Teaching Dates:

If some (or all) of your students are struggling with writing in complete sentences or paragraphs, I included a Sentence Structure/Paragraph Writing for the lower grades. This will help with differentiation.

DIFFERENTIATED INTERACTIVE NOTEBOOK PAGES:

For most anchor charts, there are 3 versions for differentiation.

1. Interactive page with directions to take notes.
2. Interactive page with notes included.
3. A mini anchor chart. This is useful if a student has trouble with interactive notebook pages or is absent.

* When printing, I suggest to not check the "scale to fit" box if it is an op

WRITING PROCESS POSTERS:

These posters are included in the year-long bundles or you can download for free in my store: <http://bit.ly/2H9pC7D>

Elements of Narrative Writing:

1. Begin by reading a mentor text: **See Mentor Text List**. Then introduce elements of Narrative Writing using the anchor chart. Say, "Narrative when we tell a story. We are going to start writing a narrative piece. elements are found in most narrative writing. (Read through the elements together.) From the story we just read, can you identify any of these elements?" (Pause and discuss.)
2. Have students fill in the blanks on the **interactive notebook** page and then in their notebooks. Say, "We will be using interactive notebook unit. Whenever a new skill is introduced, you will take notes and place your notebook. Your notebook will be a resource for the next time you write. You can look back and see how we put it together and use our strategies and steps. Do your best work so you will have a quality resource."

Common Core Standards:

1. If you use Common Core Standards, introduce the Narrative Writing standards for your grade level using the anchor chart. Say, "We will accomplish all of these standards with our Narrative Writing Unit."
2. Hand out the Narrative Writing Standards Checklist. Say, "Whenever learn one of these standards, I want you to go back and check off it! When we finish the unit, you will see that you accomplished all of the standards."

Informative Writing

DIFFERENTIATED INTERACTIVE NOTEBOOK PAGES:

For most anchor charts, there are 3 versions of notebook pages for differentiation.

1. Interactive page with directions to take notes.
2. Interactive page with notes included.
3. A mini anchor chart. This is useful if a student has trouble with interactive notebook pages or is absent.

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PRACTICE

If you are teaching the Informative Unit prior to the Narrative Unit, refer to practice worksheets and task cards for duplicated skills. For example revising and editing skills are the same so the practice isn't duplicated. In these lesson plans to let you know when there is practice for that part already taught the Narrative Unit, still review the duplicate skills in this unit.

WRITING PROCESS POSTERS:

Print out the Writing Process Posters to use throughout writing.

Elements of Informative Writing:

1. Say, "Informative Writing is the style of writing we use when we want information. Today we are going to start an informative writing unit. I need to know what informative writing looks and sounds like." (Read the anchor chart.) Say, "Why do you think authors use these different elements? you when the author uses boldface type to show keywords? What a Do they add to your understanding? Pick one other feature and tell it helps you understand a topic."
2. Choose a mentor text or a Science or Social Studies book. (or see M Read the book and point out the informative writing elements from Table of Contents, Headings, Illustrations, Captions, Glossary, etc.) Some interesting elements in this book. How do these elements help informational text? Are there any other elements we can add to the Do they add to your understanding? Pick one other feature and tell it helps you understand a topic."
3. Have students follow the directions on the **interactive notebook** page in their notebooks. Say, "We will be using interactive notebooks with new skill is introduced, you will add notes in your notebook. Your notebook resource for the next time you write an informative essay. You will have steps needed. Do your best work so you will have a quality resource!"

Common Core Standards:

1. If you use Common Core Standards, introduce the Informative Writing anchor chart. Say, "We will accomplish all of these standards with our Informative Writing Unit."
2. Hand out the Informative Writing Standards Checklist. Say, "I want you for this unit. Whenever you learn one of these standards, I want you to check off the box. When we finish the unit, you will see that you accomplished all of the standards."

Argumentative Writing

Teaching Dates:

Argumentative Essay

1. Say, "Argumentative Writing is the style of writing we use when we want to share our way of thinking. Today we're going to start an argumentative writing unit. Before we write, we need to understand some terms and strategies related to argumentative essays." (Read the anchor chart called Argumentative essay.)
2. Choose one of the versions of the **interactive notebook** and have students follow the directions. Say, "We will be using interactive notebooks with this unit. Whenever a new skill is introduced, you will add notes in your notebook. Your notebook will be a resource for the next time you write an argumentative essay. You can look back and see how we put it together and use the strategies and steps. Do your best work so you will have a quality resource!"

5 Types of Claims

1. Show the anchor chart. Say, "There are 5 types of claims. When writing your claim have one of these types of claims in mind. It should be your focus throughout the essay."
2. Choose one of the **interactive notebook** pages and have students follow directions.

Argumentative Strategies

1. Show the anchor chart. Say, "When writing an argumentative essay, there are a few terms you should understand to help strategize your writing. Later, we will learn where to place them in your writing."
2. Choose one of the **interactive notebook** pages and have students follow directions.

Argumentative elements:

1. Say, "Before we write, we need to know what argumentative elements are needed in each essay." (Read 10 elements together and explain each one using the anchor chart.)
2. Begin by choosing a mentor text (See Mentor Text List) Say, "As I read the book/article, I want you to look for the argumentative elements." (Pause occasionally to point out the elements. After reading, discuss the elements found.)
3. Have students follow the directions on the **interactive notebook** page and paste them in their notebooks.

Common Core Standards:

1. If you use Common Core Standards, introduce the Argumentative Writing standards using the anchor chart. Say, "We will accomplish all of these standards with our Argumentative Writing Unit."
2. Hand out the Writing Standards Checklist. Say, "Whenever you learn one of these standards, I want you to go back and check off the box. When we finish the unit, you will see that you accomplished all of the standards."

Mentor Text

GRADE 6

Narrative, Plot, Suspense, Climax	Bridge to Terabithia by Katherine Patterson The Emperor and the Kite by Jane Yolen Weirsworld by Jeff Crosby
Opinion	The Secret Knowledge of Grownups by David Wiesner What's With This Boom? by Tom Lichtenheld
Setting	When the Fireflies Came by Jonathan London Congo Days by Gary Paulsen
Develop Character	Black Cowboy Wild Horses: A True Story by Julius Lester Uncle Jack's Rodeo by Margaree King Mitchell Ramona Forever by Beverly Cleary
Dialogue	Three Hens and a Peacock by Lester Kinnick Old Jake's Starts by C. Anne Scott
Beginnings	Charlotte's Web by E.B. White The True Story of the Three Little Pigs by Jon Scieszka Stop That Dog! The Great Gatsby Chase by Cynthia Rylant
Vocab and Word Choice	If Not for the Cat by Mary Blount Christian The Man Who Carried His Heart in a Bucket by Basilicata by Barbara Cooney
Conclusions	Meanwhile, Back at the Ranch by Finka Hakes Noble Indiana's Antlers by David Small Dog Breath by Dav Pilkey Library Lion by Michelle Knudsen
Transition Words	And to Think I Saw It on Mulberry Street by Dr. Seuss Stone Soup by Jan M. Muth
Titles	Why Mosquitoes Buzz in People's Ears by Verna Aardema An Egg Is Quiet by Dianna Hui Chickadees by Amy Krouse Rosenthal
Punctuation	Twenty-odd Ducks, Why, EVERY Punctuation Mark Counts by Lynn Truss The Girl's Like Soapbubbles: Why You Can't Manage Without Apostrophe by Lynn Truss
Nonfiction Elements	A Drop of Water by Walter Wick The Heart by Seymour Simon Castle: How It Works by David McCaulay Scholastic Scope Jr. Scholastic Science World

Mentor Text

GRADE 7

Narrative, Plot, Suspense, Climax	Hatchet by Gary Paulsen Mr. Lincoln's Way by Patricia Polacco The Story of Ruby Bridges by Robert Coles
Opinion	John, Paul, George and Ben by Lane Smith The Great Kapok Tree by Lynne Cherry
Setting	The Ball by Jim LaMarche A Drive in the Country by Michael J. Rosen
Develop Character	Crow Boy by Yoshima Amber on the Mountain by Tony Johnston
Dialogue	Sam and the Tigers by Julius Lester Going Home by Eve Bunting
Beginnings	The Bad Beginning by Lemmy Snicket The True Confessions of Charlotte Doyle by Avi
Vocab and Word Choice	The Runyons by Audrey Wood Monkey Business by Wallace Edwards The Cat's Pajamas by Wallace Edwards
Conclusions	Agatha's Featherbed by Carmen Agra Deedy Hungry Hen by Richard Waring Tuesday by David Wiesner
Transition Words	Garden of Abdul Gasazi by Chris Van Allsburg Centerburg Tales by Robert McCloskey How a House Is Built by Gail Gibbons
Titles	My Father's Dragon by Ruth Stiles Gannett One Crazy Summer by Rita Williams-Garcia
Punctuation	The Great Fuzz Frezzy by Janet Stevens Moe McTooth: An Alley Cat's Tale by Eileen Spinelli
Nonfiction Elements	Sugar Changed the World by Marc Anson Breaker Boys by Michael Burgon Into the West by James M. McPherson Scholastic Scope Jr. Scholastic Science World

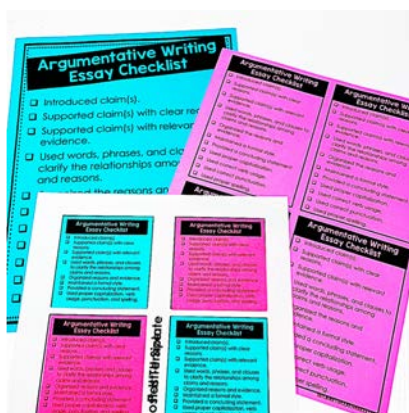
Mentor Text

GRADE 8

Plot	Faithful Elephants: A True Story of Animals, People and War by Yukio Tsuchiya Feathers and Fools by Mem Fox Freak the Mighty by Rodman Philbrick Axtobax by Lola Shaefer Bad Boys by Margie Palatini The Lorax by Dr. Seuss Jesse Owens: The Fastest Man Alive by Carole Boston Weatherford Ricki-Tiki-Tavi by Jerry Pinkney The Arabolites of Liberty Street by Sam Swope The Stranger by Chris Van Allsburg Martina the Beautiful Cockroach by Carmen Agra Deedy Bill Pickett: The Rodeo Rider by Jerry Pinkney Going Home by Eve Bunting The Harmonica by Tony Johnston The Teacher's Funeral by Richard Peck The Voyage of the Dawn Treader by C.S. Lewis Tikki Tikki Tembo by Arlene Mosel Oh the Places You'll Go by Dr. Seuss June 29, 1999 by David Wiesner The Memory Coat by Evira Woodruff Getting Through Thursday by Melrose Cooper A Year Down Yonder by Richard Peck The People Could Fly by Virginia Hamilton Rumpelstiltskin by Paul O. Zelinsky The Art of Racing in the Rain by Garth Stein When I Woke Up, I Was a Hippopotamus by Tom McRae When I Was Little by Jamie Lee Curtis The Diary of a Young Girl by Anne Frank I Am Malala by Malala Yousafzai Balloons Over Broadway by Melissa Sweet Bomb by Steve Sheinkin Pompeii Lost and Found by Mary Pope Osborne Scholastic Scope Jr. Scholastic Science World
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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.



Name: _____

TRACKING PROGRESS				
Argumentative Writing	First	Second	Third	
Introduction	_____	_____	_____	
Organization	_____	_____	_____	
Formal Style	_____	_____	_____	
Reasons/Evidence	_____	_____	_____	
Transition Words	_____	_____	_____	
Conclusion	_____	_____	_____	
Capitalization	_____	_____	_____	
Usage	_____	_____	_____	
Punctuation	_____	_____	_____	
Spelling	_____	_____	_____	

narrative writing essay checklist

- ☐ Introduced the story with an exciting beginning.
- ☐ Added dialogue and description to develop experiences and events.
- ☐ Organized details to flow smoothly.
- ☐ Provided a topic sentence for each new paragraph.
- ☐ Used a variety of transition words.
- ☐ Used concrete words and phrases.
- ☐ Provided a conclusion to finalize the story.
- ☐ Used complete sentences.
- ☐ Used proper capitalization.
- ☐ Used proper verb usage.
- ☐ Used proper punctuation.
- ☐ Used grade-level spelling correctly..

Argumentative Writing Essay Checklist

- ☐ Introduced claim(s).
- ☐ Supported claim(s) with clear reasons.
- ☐ Supported claim(s) with relevant evidence.

Informative Writing Essay Checklist

- ☐ Introduced a topic.
- ☐ Organized ideas, concepts, and information.
- ☐ Developed the topic with relevant facts, definitions, concrete details, quotations, etc.
- ☐ Used appropriate transitions.
- ☐ Used precise language and domain-specific vocabulary.
- ☐ Maintained a formal style.
- ☐ Provided a concluding statement.
- ☐ Used complete sentences.
- ☐ Used proper capitalization.
- ☐ Used correct verb usage.
- ☐ Used correct punctuation.
- ☐ Used proper spelling.

3-POINT

4-POINT

Name: _____

narrative writing rubric

Total Score	Comments:		
	5	3	1
Writing Process	Developed and strengthened writing by planning, writing, editing, and rewriting.	Developed writing but needs strengthening.	Needs more time to develop writing.
Task, Purpose, Audience	Produced clear and coherent writing, appropriate to task, purpose, and audience.	Task, Purpose, or Audience needs to be more clear.	Task, Purpose and Audience were not clear.
Introduction	Established a context and introduced a narrator and/or characters.	One introduction element is evident.	Missing several introduction elements.
Plot	Organized an event sequence that unfolds naturally and logically.	Event organized but needs to unfold naturally and logically.	Event sequence is not evident.
Dialogue/Descriptions	Used dialogue, pacing and descriptions to develop experiences, events or characters.	Some dialogue, pacing and descriptions are developed.	Dialogue, pacing, and descriptions need to be developed.
Transition Words	Used a variety of transitional words, phrases and clauses to connect sequence and logical shifts.	Some transition words, phrases and clauses needed.	Transition words, phrases and clauses are not evident.
Concrete Words and Sensory Details	Used precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	More precise words and phrases, relevant details, and sensory language need to be developed.	Precise words and phrases, relevant details, and sensory language are not evident.
Variety of Sentences	Varied sentence patterns for meaning, reader/listener interest, and style.	Some sentences varied.	Little or no sentences varied.
Conclusion	Provided a conclusion that follows from the narrative experiences or events.	Conclusion needs strengthening.	Conclusion is not evident.
Capitalization	Used correct capitalization.	Some capitalization errors.	Several capital errors.
Usage	Demonstrated command of the conventions of standard English grammar and usage when writing or speaking.	Some grammar and usage errors.	Several grammar and usage errors.
Punctuation	Used punctuation (including commas, parentheses, dashes) correctly.	Some punctuation errors.	Several punctuation errors.
Spelling	Spelled words correctly.	Some spelling errors.	Several spelling errors.

Name: _____

argumentative writing rubric

Total Score	Comments:			
	4	3	2	1
Introduction	Introduced claims and stated the reasons clearly.	Introduced claim but the reasons are not stated clearly.	Introduced claim but the reasons are not stated clearly.	Introduction not evident.
Organization	Created an organizational structure with clear, related ideas that are grouped to support the writer's purpose.	Created an organizational structure with some ideas grouped.	Created an organizational structure with some ideas grouped.	Organization is not evident.
Formal Style	Established and maintained a formal style.	Established a formal style but didn't maintain it.	Formal style is vague and limited.	Formal style not evident.
Supported Reasons/Evidence	Provided reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic.	Provided reasons and relevant evidence using some credible sources.	Provided reasons with little relevant evidence.	Supported reasons and evidence are not evident.
Transition Words, Phrases, Clauses	Used words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Used some words, phrases, and clauses to create cohesion and clarity.	Used one or two words, phrases, and clauses to create cohesion and clarity.	Words, phrases, and clauses are not evident.
Conclusion	Provided a strong concluding statement for the claim.	Provided a concluding statement for the claim.	Provided a concluding statement for the claim.	Conclusion is not evident.
Capitalization	Used correct capitalization.	Two or three capitalization errors.	Four or five capitalization errors.	Six or more capitalization errors.
Usage	Demonstrated command of standard English grammar and usage when writing or speaking.	Two or three grammar and usage errors.	Four or five grammar and usage errors.	Six or more grammar and usage errors.
Punctuation	Used punctuation (including commas and parentheses) correctly.	Two or three punctuation errors.	Four or five punctuation errors.	Six or more punctuation errors.
Spelling	Spelled words correctly.	Two or three spelling errors.	Four or five spelling errors.	Six or more spelling errors.



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.

- Since she runs to music
- When the saints go marching in
- Because he made the last shot
- I dislike bullies

Reflexive Pronouns	<ul style="list-style-type: none"> • They reflect action back onto the actor in the sentence. • They are essential to the sentence. 	<p>How did <u>herself</u> go to design a good book cover.</p> <p>Many designed a book cover by <u>herself</u>.</p>
Intensive Pronouns	<ul style="list-style-type: none"> • They intensity a statement. • They place emphasis on its antecedent. • They are used to repeat the noun referred to. • They are not essential to the sentence. 	<p>Did you <u>yourself</u> design the book cover?</p> <p><u>I myself</u> like to design book covers.</p> <p>The author designed the book cover <u>himself</u>.</p>

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.

The task cards are organized into four main categories, each with a color-coded background:

- Blue Cards (Transition Words):**
 - Card 1: Write the task, purpose, and audience for each prompt. Prompt: Should online gambling be legal? Why or why not?
 - Card 2: Write the task, purpose, and audience for each prompt. Prompt: What are the effects of deforestation in Australia on animal species?
 - Card 3: Write the task, purpose, and audience for each prompt. Prompt: Present logical reasons for why people should use shared transportation instead of owning a car.
 - Card 4: Write the task, purpose, and audience for each prompt. Prompt: Present logical reasons for people should own a car instead of using shared transportation.
- Orange Cards (Transition Words):**
 - Card 1: Choose the best transition word. Prompt: Fast-food restaurants need to offer more allergy-friendly options beyond gluten- and nut-free choices. In particular, they should offer vegan options. _____ the top two allergens in the world are milk and eggs. a. in brief b. because c. consequently
 - Card 2: Choose the best transition word. Prompt: _____ exercise's positive effect on physical, mental, and emotional health are reasons to make it part of your daily routine. a. In summary b. To summarize c. A and B are both correct options
 - Card 3: Choose the best transition word. Prompt: The electoral college needs to remain in place. _____ states with large populations would decide all elections. This would force states with large and small populations to be governed without fair representation. a. otherwise b. with this purpose in mind c. furthermore
 - Card 4: Choose the best transition word. Prompt: Organized deer hunts prevents deer from starving to death due to overpopulation without sufficient resources. _____ meat gained from the hunt is often used to feed the poor and needy in the community. a. Furthermore b. With the result c. Therefore
 - Card 5: Choose the best transition word. Prompt: _____
 - Card 6: Choose the best transition word. Prompt: _____
- Green Cards (Capitalization):**
 - Card 1: Choose a better word for the underlined word. Prompt: John concluded that coffee was better tea. a. ineffective b. positive to c. superior to
 - Card 2: Choose a better word for the underlined word. Prompt: Gerald discussed the power claims linking Lyme disease and Bartonella infections. a. compelling b. confusing c. unexpected
 - Card 3: Choose a better word for the underlined word. Prompt: I believe that self-driving cars will be a good solution to the high number of teen accidents. a. believable b. an adequate c. profitable
 - Card 4: Choose a better word for the underlined word. Prompt: Her argument was admired in respect to raising the voting age. a. praiseworthy b. negative c. officious
 - Card 5: Choose a better word for the underlined word. Prompt: Marcia knows that her aggressive argument did not sway her audience. a. passive b. indecisive c. belligerent
- Purple Cards (Sentence Correction):**
 - Card 1: Which sentence is correct? A. Ben claims scary children's movies cause nightmares. B. Ben claims children's scary movies cause nightmares. C. Both are correct.
 - Card 2: Which sentence is correct? A. Acupuncture relieved the painful patients' symptoms. B. Acupuncture relieved the patients' painful symptoms. C. Both are correct.
 - Card 3: Which sentence is correct? A. The idea that a long woman's hair should be cut when she gets older is ludicrous. B. The idea that a woman's long hair should be cut when she gets older is ludicrous. C. The older idea that a long woman's hair should be cut is ludicrous.
 - Card 4: Which sentence is correct? A. Glyphosate kills weeds, but contains ingredients that are likely carcinogenic to people and pets. B. Glyphosate kills weeds, but contains ingredients that are likely carcinogenic to people and pets. C. Glyphosate kills weeds but containing ingredients that are carcinogenic to people and pets.
 - Card 5: Which sentence is correct? A. The judges on the panel were Gray, Bigelow, and Batly. B. The judges on the panel were Gray, Bigelow, and Batly.
 - Card 6: Which sentence is correct? A. It is unfair to claim that all wolf-hybrids are dangerous. B. It is claimed to unfair that all wolf-hybrids are dangerous. C. It is claimed that all wolf-hybrids are dangerous.
- Yellow Cards (Spelling):**
 - Card 1: Write the letter of the correct SPELLING. Prompt: The proposal was _____ and should be rejected. A. ofensive B. offensive C. offensive
 - Card 2: Write the letter of the correct SPELLING. Prompt: Let me _____ to your common sense. A. appeal B. apeal C. appeel
 - Card 3: Write the letter of the correct SPELLING. Prompt: Overuse of antibiotics can lead to them becoming _____. A. ineffectiv B. ineffective C. infective
 - Card 4: Write the letter of the correct SPELLING. Prompt: Children need to have more supervision when using the Internet. Some may end up accidentally visiting _____ websites. A. questionble B. questionab C. questionable
 - Card 5: Write the letter of the correct SPELLING. Prompt: This word is an antonym of superior. A. infrior B. inferior C. inferior
 - Card 6: Write the letter of the correct SPELLING. Prompt: This word is a synonym for sad. A. distressed B. destressed C. distressed
 - Card 7: Write the letter of the correct SPELLING. Prompt: If an object is _____ like a window or a lens, you can see right through it. A. transparant B. transparent C. transparent
 - Card 8: Write the letter of the correct SPELLING. Prompt: Oil spills can harm our _____ animals. A. aquolic B. aquilic C. aquotik

PRACTICE AND ASSESSMENTS

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

Name _____

ROCKIN' BEGINNINGS

For each prompt, create a Rockin' beginning sentence.

1. Bikes should be used instead of taxis for city travel.
Onomatopoeia: _____

2. Screen time needs to be limited to less than three hours a day for all ages.
Question: _____

3. E-books are more practical than traditional paper copies of books.
Quote: _____

4. Fluency in two languages should become a requirement for high school graduation.
Excitement: _____

5. The SAT should be replaced by individualized learning portfolios.
Opinion: _____

6. Write an argumentative paper on why taxes need to be lowered at the federal level.
Humor or Smile: _____

7. You should not use electronics at night because it interferes with your sleep.
Repetition: _____

Name _____

Moods in Verbs

Directions: Write one of the following on each line.
indicative imperative interrogative conditional subjunctive

1. It is vital Jim be allowed to take the exam he missed. _____

2. If you don't water the plant, it will die. _____

3. If you don't take a double dose of your allergy medicine, you'll get drowsy. _____

4. Can Henry come out to play? _____

5. Put down your paintbrush. _____

6. You will fall through the ice if you step where it is cracking. _____

7. If he would apply, I bet he'd get the job. _____

8. Did you remember to walk the dog before you left the house? _____

9. If the rain would stop, it'd be a perfect picnic. _____

10. Sit on the left side of the theater. _____

11. Are you moving to Nebraska? _____

12. My favorite flower is the purple iris. _____

Name _____

JAMMIN' CONCLUSIONS

For each prompt, create a Jammin' Conclusion sentence.

1. Landing on Mars is an important goal for space exploration.
Summarize the main points: _____

2. It should be illegal to spray pesticides close to rivers and lakes.
Question: _____

3. Prospective home owners should read the fine lines in their contracts.
End with a bang: _____

4. Trick-or-treating should include non-food items to accommodate those with allergies.
Explain the effect: _____

5. There should be co-ed sports teams in high school and college.
Surprise: _____

6. Everyone can benefit from therapy/counseling.
Advice: _____

7. Cosmetic surgery should be covered by insurance.
Feelings/thoughts: _____

8. A vegetarian diet is the best way to eat.
Choice: _____

9. Everyone should take music lessons.
Choice: _____

Name _____

CAPITALIZATION

Directions: Rewrite each word that needs the capitalization corrected.

why is the west view property management association unfairly banning certain breeds of dog

I applied for a lease there, and was given their rule sheets and property contracts, imagine my surprise when I saw that german shepherds, alaskan malamutes, Siberian huskies, and staffords terriers were all forbidden on the property! This was bad news for me since my partner, Sgt. patches, is a highly decorated k-9 police dog, and happens to be a german shepherd, the west view agent I talked to claimed that the breeds on their list are violent and bite, they tried to shift the blame to lakeland insurance agency, who covers their property and has a list of "bad dog" in my work as a police officer of Johnsbury, New York, I can tell you that it is training, not breed, that determines a dog's actions, I once responded to an emergency call where a fluffy little chihuahua caused three people to need stitches! I have also seen a hefty, mean-looking pit bull walk through the halls of the Johnsbury hospital, comforting pediatric cancer patients. Would

Name _____

Reflexive and Intensive Pronouns

Directions: Write "R" for reflexive pronoun and "I" for intensive pronoun.

1. She walked the dog by herself. _____

2. I myself will write a novel. _____

3. He bought a suit for himself. _____

4. I can see myself opening a bookstore someday. _____

5. They themselves are responsible for the mess, so they have to clean it up! _____

Directions: Complete each sentence with the correct pronoun. Then identify the pronoun by writing "R" for reflexive and "I" for intensive.

1. You _____ took the last cookie, and don't deny it! _____

2. I couldn't resist getting _____ a new dress. _____

3. We _____ will be at the grand opening. _____

4. John thinks that he _____ should be the star of the film. _____

5. She saw _____ in the mirror and decided she loved the new haircut. _____

6. He _____ dislikes seafood and assumes everyone else does, too. _____

7. She _____ is the masked bandit! _____

8. Make a note for _____ so that you remember your umbrella! _____

Name _____

Active vs. Passive Voice

Directions: Read each sentence. Circle whether it is in active or passive voice.

1. The guitar was restrung by John. Active/Passive

2. The water bottle was filled by Eileen. Active/Passive

3. Martha shut the farm gate. Active/Passive

4. This fabulous dinner was made by Mrs. Gilbert. Active/Passive

5. Renaldo bought first class tickets. Active/Passive

6. I'm going to see the World Series! Active/Passive

7. The research was conducted by Sarah and me. Active/Passive

8. I love to read books in the fantasy genre. Active/Passive

9. The cake was dropped by Michael. Active/Passive

10. Arnold and I carved the pumpkins. Active/Passive

11. The plumbing was fixed by Phil. Active/Passive

12. Louisa plays chess like a champ! Active/Passive

Directions: Rewrite the sentence in an active voice to a passive voice.

1. I performed my act at the school talent show. _____

2. Krishna assembled the model. _____

Directions: Rewrite the sentence in a passive voice to an active voice.

1. The markers were lost by Pamela. _____

2. The expedition was led by Vivian. _____

Name _____

CUPS QUIZ

Directions: Find the mistakes in capitalization and punctuation. Write them correctly on the lines.

1. greyhound racing is a sport that needs to end. For one thing, it isn't much of a sport _____

2. for the "players" involved the dogs. Greyhounds who race have no choice in when _____

3. they race how long they race or who they race for. most dogs are only considered in _____

4. their prime (at top speed) and physical fitness for 2-3 years what happens after those _____

5. two or three years? kind managers retire the dogs perhaps finding them a loving _____

6. home. Many dogs particularly in other countries are not so lucky, after a painful _____

7. exhausting career these dogs may be put to sleep simply because they start to cover _____

8. the distressing conditions many dogs experience during their career, greyhounds are _____

9. routinely starved or overfed to get them lighter or heavier whatever trainers feel will _____

10. benefit the speed of the dog and the odds of winning, additionally dogs may be given _____

11. stimulant drugs to boost their speed. The side effects can make the dogs sick hyper or _____

12. confused. I ask you is that any way to treat man's best friend? I think not! _____

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.

Model

PREWRITING BRAINSTORMING

Think of ideas or issues for which you have a strong claim.



Is graffiti vandalism or art?



Are mistakes a key part to making new discoveries?



Do athletes face unnecessary parent pressure?



Should animals be used for scientific experiments?



Is school designed more for boys or girls?

Model

MILLION DOLLAR WORDS

It had started as a beautiful Saturday morning at New River Gorge in West Virginia. Demi, Reyna, and Randal were excited that their parents trusted them enough to let them go on a whitewater rafting excursion on their own. After Demi's mom gave her usual reminder for them to always make good choices, the three friends were off and ready to face the rapids! Demi floated down the river, enjoying the warm sky sunshine as refreshing water splashed in their faces. They thought it was a perfect day. Little did they know what was about to happen.

A little farther down the river, the friends came to a fork. A sign suggested rafters stay to the right of the river because the left side could be dangerous. Reyna got very excited and lead the others instead they take the riskier route.

The valley demanded, "Don't you guys want to have fun? We are all good swimmers. We are doing this!"

Demi and Randal looked at each other nervously. Reyna knew that Demi would be easy to convince, so she ignored Randal and held assured Demi that it would just be a little rocky. Randal didn't think it was a good idea and voiced pleaded with them to make the smarter choice. The split was quickly approaching. Demi ignored him and helped Reyna guide the raft towards the dangerous route.

The friends rounded the first bend to find out discover the sign was correct. The water became extremely rough and rocky. The raft started bumping into rocks and bouncing out of the water. Randal and Demi were scared petrified, and grabbed the handles lightly with death grips. Reyna was smiling and squealing with delight. It seemed like she was in her element and loved being in danger.

They could see there were even more rough spots ahead. Randal and Demi both thought realized they had made the wrong choice. They knew their parents would be upset disappointed with this poor decision. Would it be this dangerous the whole way? Would they make it through the rapids unharmed unscathed? They would soon find out!

NOTE TAKING

Model

For a long time, we've thought that animals are out to do whatever we want with. As the smartest, most powerful creatures on the planet, we've used other animals as tools, food, and friends. But has anyone ever considered what the animals may think? They feel fear and pain, and have not said "yes" to the things we do to them. Animal testing is one example of our unfair treatment of innocent creatures and shouldn't happen.

Animals might not be able to talk, but it doesn't mean they don't have emotions. Our pets show a range of emotions, and lots of the animals used in testing are those same animals, from rats to rabbits to small dogs. Thousands of animals are subjected to uncomfortable testing and life in small cages. At the end of testing, the animals have to be euthanized, even if they didn't have any reactions or problems. It's not fair or right to subject creatures to pain and then kill them for our comfort when people can volunteer to be in tests instead and accept the risks consciously.

Evidence: Fear and Pain

Source:

<<http://www.experimentonightsassociation/animal-testing-on-personal-care-products>>

Notes:

- animals feel fear and pain
- unfair treatment to innocent creatures
- uncomfortable
- life in cages
- unfair
- euthanized

Model

Variety of Sentences

Every year in the U.S., over 25 million animals are used in some form of experimentation. I strongly believe that animals should not be subjected to this cruelty. How can scientists live with themselves, knowing that they are torturing innocent animals? Using animals for experiments is downright heartless. These animals experience fear, excruciating pain, and intentional disease and death. This cruelty needs to stop...now!

To start, how would you like to be held prisoner? Jeremy Benham from NEAVS (New England Anti-Vivisection Society) explains how animals held for experiments are thrown in barren cages in a dark, gloomy closet until they are needed in the laboratory. Is that humane? Seeing pictures of their frightened little faces is sickening. These defenseless animals don't know when they will be fed and don't get the liberty of sunlight or activity. This anxiety can turn into physical conditions and psychological distress. Benham states, "In 2009, an undercover lab investigation revealed monkeys frantically spinning around and around in their cages, biting open wounds, mutilating themselves, and ripping out their own hair." I don't believe God put animals into this world to be imprisoned and mistreated. How can scientists think it is ok?

To be more repulsive, the USDA (United States Department of Agriculture) reports that 7.8 percent of animals in labs undergo painful procedures without pain relief. That is close to 2 million animals a year, and it is said to be more since many cases are not reported. Why is incredible pain inflicted upon these precious animals without pain relief? There is video footage from PETA.org (People for the Ethical Treatment of Animals) inside a laboratory that shows animals suffering and covering in pain. To watch it would be unbearable. I know firsthand how it feels to have a procedure without pain relief, and it is not pleasant. Recently, I had oral surgery and was allergic to the painkillers. The excruciating pain caused me to cry and vomit, and I could barely move. And to think... my experience was mild in comparison to the extreme agony the animals suffer. It is heart-breaking.

Model

FACTS AND EVIDENCE

The 3 supportive evidence will become the topic sentence for each body paragraph.

Add facts and details to go along with each topic sentence.

Fear

Animals are scared.

Research: They are prisoners.

Details: They are prisoners.

Details: Jeremy Benham from NEAVS says animals are in cages in dark closets.

Details: Animals have anxiety with physical and psychological problems.

Details: Video footage from PETA inside laboratories shows animals in pain.

Details: I experience pain from having oral surgery and couldn't take painkillers.

Pain

Experiments are painful to the animals.

Details: Bots / Video / Personal Experience

Details: USDA says that (2 million) animals in labs undergo painful procedures per year.

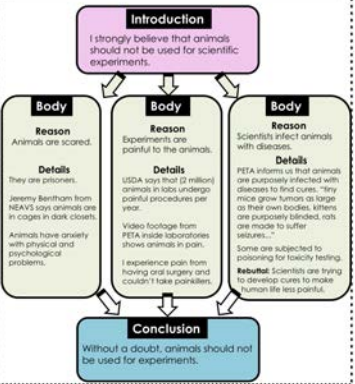
Details: Video footage from PETA inside laboratories shows animals in pain.

Details: Some are subjected to poisoning for toxicity testing.

Details: Rebuttal: Scientists are trying to develop cures to make human life less painful.



GRAPHIC ORGANIZER ADDING CONCLUSION



Model

DARE TO REVISE- ADD

Add to the conclusion:
Restate main points.

Without a doubt, animals should not be used for experiments. **No scientific discovery is important enough to allow such cruelty to animals. Save a tiny mouse, an adorable kitten, or a high-spirited monkey from this fear, pain, and cruel death.**

Model

DARE TO REVISE- ADD

Add details and transition words to the body.

Healthcare professionals are constantly looking for research-based strategies for successful weight loss. There is a lot of hype over two popular diets meal plans are the ketogenic (keto) diet and vegan diet. Although there are a few similarities, they are different when comparing the suggested food intake. Read on to explore the similarities and differences of the two diets.

To start, the keto and vegan diets share some common ground. Since they are both known as weight loss diets, many studies have been conducted. Research has proven that both of them melt the pounds away. In addition, they both have strict guidelines and health benefits. Unlike some diets where you count calories or the amount of food you eat—sometimes with no restrictions on the type of food—the keto and vegan diets are based on eating specific foods. They offer lists of acceptable and unacceptable food options. There are proven health advantages to each diet, but how are the diets different?

Model

The Raging Rapids And the Tragic Choice

It had started as a beautiful Saturday morning at New River Gorge in West Virginia. Demi, Reyna, and Randal were excited that their parents trusted them enough to let them go on a whitewater rafting excursion on their own. After Demi's mom gave her usual reminder for them to always make good choices, the three friends were off and ready to face the rapids! Demi floated down the river, enjoying the warm sunshine as refreshing water splashed in their faces. They thought it was a perfect day. Little did they know what was about to happen.

A little farther down the river, the friends came to a fork. A sign suggested rafters stay to the right of the river because the left side could be dangerous. Reyna got very excited and insisted they take the riskier route.

She demanded, "Don't you guys want to have fun? We are all good swimmers. We are doing this!" Demi and Randal looked at each other nervously.

Reyna knew that Demi would be easy to convince, so she ignored Randal and assured Demi that it would just be a little rocky. Knowing it wasn't a good idea, Randal pleaded with them to make the smarter choice. The split was quickly approaching. Demi ignored him and helped Reyna guide the raft towards the dangerous route.

The friends rounded the first bend to discover the sign was correct. The water became extremely rough and rocky. The raft started bumping into rocks and bouncing out of the water. Petrified, Randal and Demi grabbed the handles with death grips. Reyna was smiling and squealing with delight. It seemed like she was in her element and loved being in danger.

They could see there were even more rough spots ahead. Randal and Demi both thought realized they had made the wrong choice. They knew their parents would be disappointed with this poor decision. Would it be this dangerous the whole way? Would they make it through the rapids unharmed unscathed? They would soon find out!

There are differentiated interactive pages to go along with each mini lesson. Notebooks provide students with a resource to use the next time they write an essay!

Organization

TITLE OF CONTENTS

- BODY ELEMENTS
 - Subtopics with headings
 - Key Words
 - Photos
 - Illustrations
 - Diagrams
 - Maps
 - Charts

INTRODUCTION

BODY

CONCLUSION

GLOSSARY

SOURCES

STUDENTS

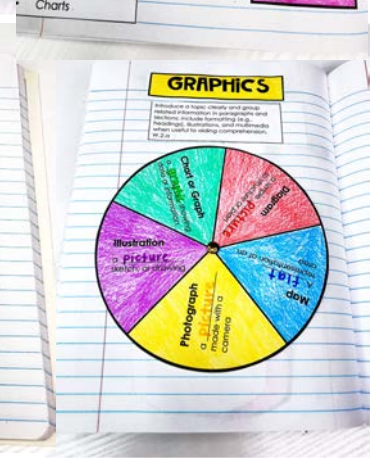
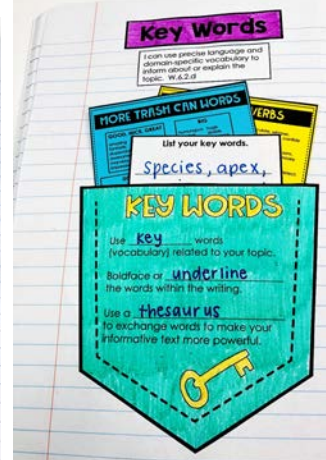
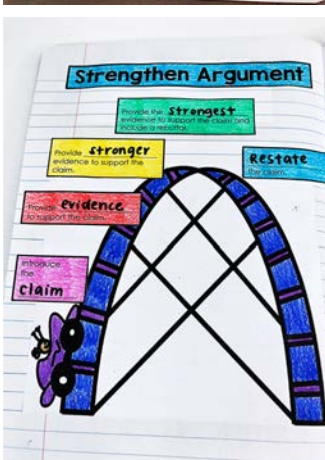
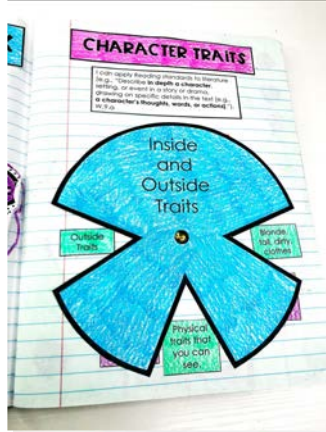
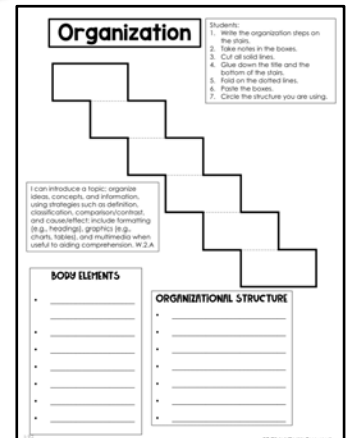
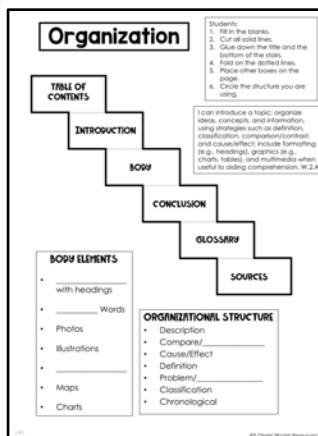
1. Cut all sold lines.
2. Glue down the title and the bottom of the stairs.
3. Fold on the dotted line.
4. Place other boxes on the page.
5. Create the structure you are using.

ORGANIZATIONIL STRUCTURE

- Description
- Compare/Contrast
- Problem/Solution
- Cause/Effect
- Definition
- Classification
- Chronological

I can introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. I include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when adding to a writing.

comprehension, W.2.A



WRITING PROMPT CARDS AND WEEKLY WRITING

There are weekly writing instructions that outline the narrative, argumentative, 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 argumentative 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. Choose 3 main events for your story.
CONCLUSION: How does the story end? Is it happy or sad?

TUESDAY
Write a ROUGH DRAFT on lined paper. Skip lines and don't worry about spelling. Just write!
INTRODUCTION: Include the narrator, setting, and time.
CONCLUSION: End the story with a bang!

WEDNESDAY
DARE TO REVISE AND EDIT YOUR CUPS using a dictionary, thesaurus, and checklist.
INTRODUCTION: Make the beginning exciting and use transition words.
CONCLUSION: End the story with a bang!

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

WEEKLY WRITING ARGUMENTATIVE

MONDAY
Fill in the GRAPHIC ORGANIZER. Complete sentences are not needed.
INTRODUCTION: State the claim.
CONCLUSION: Restate the claim.

TUESDAY
Write a ROUGH DRAFT on lined paper. Skip lines and don't worry about spelling. Just write!
INTRODUCTION: Include a list of the 3 reasons.
CONCLUSION: Create a strong conclusion.

WEDNESDAY
DARE TO REVISE AND EDIT YOUR CUPS using a dictionary, thesaurus, and checklist.
INTRODUCTION: Make your beginning exciting and use transition words.
CONCLUSION: Create a strong conclusion.

THURSDAY
Give your argument a catchy title.
Write your FINAL COPY neatly on lined paper. Do not write beyond the lines or in the margins.

WEEKLY WRITING - INFORMATIVE

MONDAY
Fill in the GRAPHIC ORGANIZER. Complete sentences are not needed.
INTRODUCTION: State the topic.
CONCLUSION: Restate the topic.

TUESDAY
Write a ROUGH DRAFT on lined paper. Skip lines and don't worry about spelling. Just write!
INTRODUCTION: Include a list of the 3 subtopics.
CONCLUSION: Restate the main points (subtopics).

WEDNESDAY
DARE TO REVISE AND EDIT YOUR CUPS using a dictionary, thesaurus, and checklist.
INTRODUCTION: Make your beginning exciting and use transition words.
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 margins.

Imagine that you've been chosen to fill in as principal for the year at your school. What ages and what perks do you think you'll have?

Your family suddenly moves to an extreme climate that you've never experienced before, such as arctic or desert regions. How does your new home impact your daily life, your hobbies, and your family?

What are the three character traits you think all people need? Write about someone you know who possesses these qualities?

Tell about the best advice you've ever been given and how you have utilized it in your life.

Examine and summarize contrasting points on setting up a settlement on Mars.

What is space mining?

Why are "tiny houses" becoming popular, and how are they impacting our communities?

Is there a link between a plant-based diet and improved health?

Flu shots: How do they work and are they proved to be helpful?

How are genetic testing kits administered and why are they used?

Should people on Earth attempt to mine precious metals from asteroids?

Are dog shows humane? Should they continue?

Should physical education classes be optional or mandatory?

Should contact sports be allowed in high school?

Should non-native pets such as sugar gliders and Burmese pythons be illegal?

When should adolescents get their first job? Why is it age appropriate?

Should diamond rings still be given as a symbol of love and engagement?

Do you think grounding is a fair and effective punishment?

Do you think beauty contests should be left alone, changed, or discontinued?

Which method of travel is the best for long distance travel? Consider factors of efficiency, expense, safety and enjoyment.

SHOULD EXOTIC ANIMALS BE PETS?

The word exotic means "uncommon." When people have exotic animals as pets it means they have pets that are not the usual cat or dog. These animals have not been bred to live with humans. Even though keeping an exotic pet is not unusual, it is controversial. Many people believe there is something bad about keeping exotic animals as pets. On the other hand, there are those who strongly disagree with them. Both have good reasons for taking either side.

Pros
Learn About Animals: Having an exotic animal as a pet is an opportunity to learn about an animal one would not normally see.
Just Like Any Other Pet: Wild animals can be raised from babies to be like any other pet. In 1991 in Australia, two friends bought a lion cub as a pet. They named the cub Chastion. After a year, Chastion got too big for them to keep. The friends decided it would be best to release Chastion back into the wild in Kenya. A year went by and the friends went to say goodbye to Chastion one last time. The video of the friends seeing Chastion shows a joyful reunion. He recognized his human animal and there a positive bond with a human, exotic or not.

Rescue Animals: Some exotic pets are animals that have been rescued from zoos or other places where they have been mistreated. Sometimes, if a wild animal is found injured, it will be taken in by a human and nursed back to health. If the animal is healthy enough, it is released back into the wild. Yet there are those animals, especially if picked up as babies, that are kept as pets because they do not know how to survive in the wild or cannot fully recover.

Cons
Dangers: Because humans know more about taking care of common pets than wild animals, having exotic pets is riskier than one may think. Many owners of monkeys or bears are surprised when the animal attacks them. Pythons, a type of snake, are an invasive species in Florida. Experts think that someone owned a python and didn't know how to take care of it properly. They released it to the wild. Now, pythons are a threat to the native animals of Florida. Exotic animals can also carry strange diseases and make people sick.

Cruel to the Animals: Having a wild animal as a pet in an unnatural habitat can be unfair to it. It can be difficult to copy the animal's diet. It needs may not be met.

Illegal Animal Trade: Exotic animals are often captured illegally and sold as pets for lots of money. Blue Tangs, the fish from Finding Nemo is modeled after, are beautiful and popular fish, especially for home aquariums. A scientist named Culum Brown said that because Blue Tangs are popular, they are fished illegally and under threat. This means they could soon be endangered.

What do you think? Should exotic animals be kept as pets?

SKILLS AND QUALITIES OF MARGARET KNIGHT THAT MADE HER A SUCCESSFUL INVENTOR

Margaret Knight was a great inventor, but you may have never heard of her. Yet it is almost certain that you've used one of her inventions—the paper bag. Years ago, if you went to a store, you had to bring your own crate or basket, or get a "paper cone" from the store. Fortunately, Margaret Knight changed that in 1821.

In the 1820s, women were not encouraged to work in many industries. Inventing and engineering were careers reserved for men, since people didn't think women had mechanical or technical minds. Knight was independent and determined. She did not care what the world said. She knew she was just as capable as any man. Knight did not give up on what she wanted to achieve—even if it meant going to court! Margaret's talent for inventing was shown at a young age. She had little education, but she relied on her intellect and resourcefulness. Margaret began working at a factory at twelve years old to support her family. She witnessed an accident that injured a young worker. Margaret wanted to prevent others from getting hurt, so she invented a stop-motion device that shut off the machine automatically when a part malfunctioned. She was only twelve at the time! This would prevent injuries and even save lives. Soon factories throughout the country were using her invention. However, Margaret never made a dime off of her brilliance, because she had not filed a patent to claim the invention.

Margaret used what she learned from that event when she worked on her next major invention, a machine that created the flat-bottomed paper bag we still use today. She saw that people could not easily carry home groceries, using springs, tin, and cutting tools. Margaret created a machine that cut and folded paper bags with a flat sealed bottom. She asked for advice from several machinists as she developed a model to submit for a patent. However, she was shocked to learn that her patent was rejected! A man who had visited the machinists she worked with stole her idea! Charles Annan was his name, and he claimed HE was the true inventor.

Many women would have given up, convinced that society would not give them a fair chance because of their gender. Knight fought back. She knew she was the true inventor. She had numerous technical drawings to prove it. Charles Annan tried to argue that a woman could not have invented a complex machine, but the judge saw the truth. Margaret Knight, a woman, proved she was the rightful inventor.

Knight is credited with about one hundred inventions before her death in 1914. Some inventions were simple, as a salt-pickler, but some were as complex as a sleeve-valve engine. She even worked at a car manufacturer, almost ahead of her women in her day.

Ms. Knight worked hard, solved problems, and never gave up. She didn't let a lack of education or a lack of equal rights stop her from reaching her dreams. Though she never achieved fame and fortune in her lifetime, she is an inspiration to many and her ideas still help people today.