

Table of Contents

Introduction 3

How to Use This Book 4

► Opinion/Argumentative Writing

Module 1: Interesting Animals

All About Opinion/Argumentative Writing 5

Topic Sentences 11

Supporting Details 14

Transition Words 17

Concluding Sentences 19

First Draft and Peer Review 22

Second Draft and Self-Evaluation 24

Final Draft 26

Final Evaluation 28

Review 31

Module 2: Video Games and Board Games

Introductory Paragraphs 35

Body Paragraphs 39

Concluding Paragraphs 42

First Draft and Peer Review 45

Second Draft and Self-Evaluation 47

Review 49

Final Evaluation 52

► Informative/Explanatory Writing

Module 3: Unusual Landforms

All About Informative/Explanatory Writing . . . 55

Topic Sentences 61

Supporting Details 65

Transition Words 69

Concluding Sentences 71

First Draft and Peer Review 73

Second Draft and Self-Evaluation 75

Final Draft 77

Final Evaluation 79

Review 82

Module 4: Writing Letters

Introductory Paragraphs 85

Body Paragraphs 88

Concluding Paragraphs 92

First Draft and Peer Review 95

Second Draft and Self-Evaluation 97

Review 99

Final Evaluation 102

► Narrative Writing

Module 5: Island Life

All About Narrative Writing 105

Beginning the Narrative 111

Descriptive Words 115

Transition Words 118

Concluding Sentences 120

First Draft and Peer Review 123

Second Draft and Self-Evaluation 125

Final Draft 127

Final Evaluation 129

Review 132

Module 6: Sports Safety

Introductory Paragraphs 135

Body Paragraphs 139

Conclusions 142

First Draft and Peer Review 145

Second Draft and Self-Evaluation 147

Review 149

Final Evaluation 152

Writing Topics 155

Meeting Standards 157

Introduction

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

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

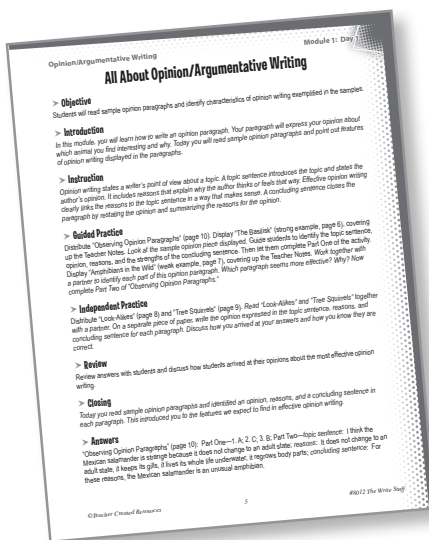
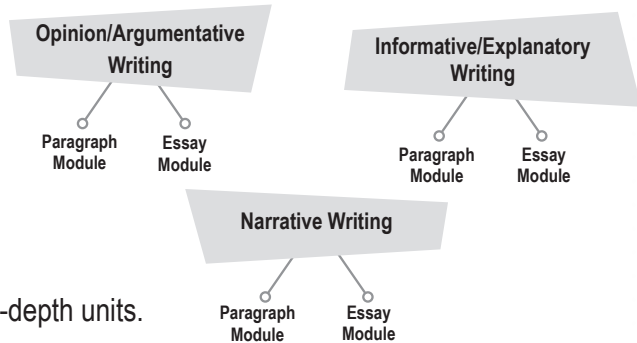
About This Book

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

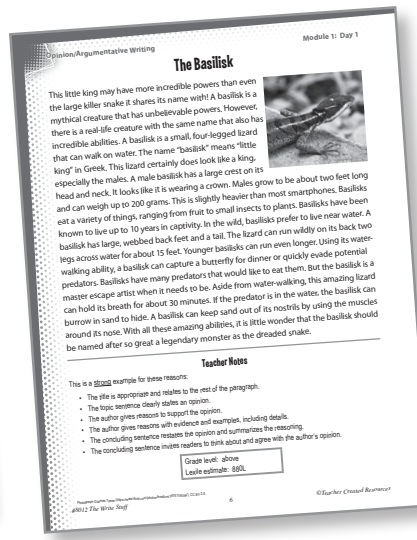
Themed Modules: Each section has two modules, or in-depth units.

First Module: This module presents a series of step-by-step lessons to introduce students to and teach the characteristics of that type of writing. Students read and discuss strong and weak examples of the type of writing in focus. Reading passages fall within the third-grade reading range based on Lexile estimates (520L–820L) for this grade level. Students then model what they learned to write a piece in that specific genre, from opening sentence to conclusion.

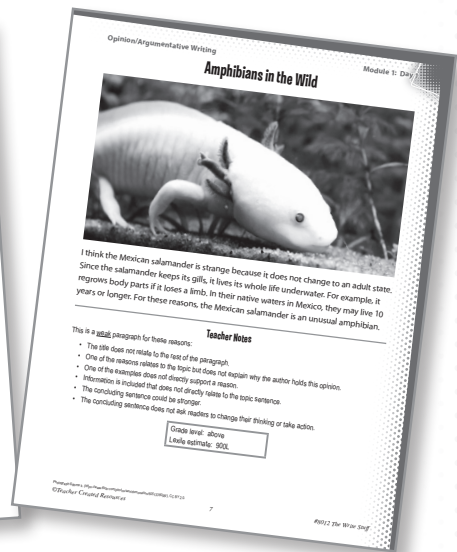
THREE SECTIONS



Lesson Plan



Strong Writing Sample



Weak Writing Sample

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

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

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

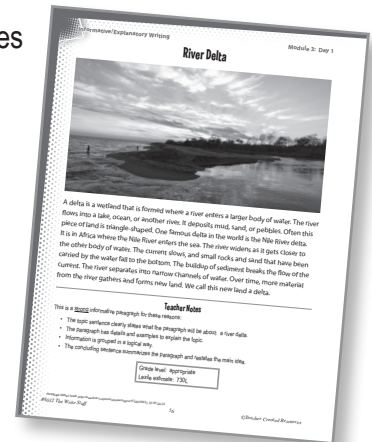
How to Use This Book

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

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

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

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



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

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

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

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

➤ Topics Overview

Opinion/Argumentative	Module 1	Interesting Animals
Opinion/Argumentative	Module 2	Video Games and Board Games
Informative/Explanatory	Module 3	Unusual Landforms
Informative/Explanatory	Module 4	Writing Letters
Narrative	Module 5	Island Life
Narrative	Module 6	Sports Safety

All About Opinion/Argumentative Writing

➤ Objective

Students will read sample opinion paragraphs and identify characteristics of opinion writing exemplified in the samples.

➤ Introduction

In this module, you will learn how to write an opinion paragraph. Your paragraph will express your opinion about which animal you find interesting and why. Today you will read sample opinion paragraphs and point out features of opinion writing displayed in the paragraphs.

➤ Instruction

Opinion writing states a writer’s point of view about a topic. A topic sentence introduces the topic and states the author’s opinion. It includes reasons that explain why the author thinks or feels that way. Effective opinion writing clearly links the reasons to the topic sentence in a way that makes sense. A concluding sentence closes the paragraph by restating the opinion and summarizing the reasons for the opinion.

➤ Guided Practice

Distribute “Observing Opinion Paragraphs” (page 10). Display “The Basilisk” (strong example, page 6), covering up the Teacher Notes. *Look at the sample opinion piece displayed.* Guide students to identify the topic sentence, opinion, reasons, and the strengths of the concluding sentence. Then let them complete Part One of the activity. Display “Amphibians in the Wild” (weak example, page 7), covering up the Teacher Notes. *Work together with a partner to identify each part of this opinion paragraph. Which paragraph seems more effective? Why? Now complete Part Two of “Observing Opinion Paragraphs.”*

➤ Independent Practice

Distribute “Look-Alikes” (page 8) and “Tree Squirrels” (page 9). *Read “Look-Alikes” and “Tree Squirrels” together with a partner. On a separate piece of paper, write the opinion expressed in the topic sentence, reasons, and concluding sentence for each paragraph. Discuss how you arrived at your answers and how you know they are correct.*

➤ Review

Review answers with students and discuss how students arrived at their opinions about the most effective opinion writing.

➤ Closing

Today you read sample opinion paragraphs and identified an opinion, reasons, and a concluding sentence in each paragraph. This introduced you to the features we expect to find in effective opinion writing.

➤ Answers

“Observing Opinion Paragraphs” (page 10): Part One—1. A; 2. C; 3. B; Part Two—*topic sentence:* I think the Mexican salamander is strange because it does not change to an adult state; *reasons:* It does not change to an adult state, it keeps its gills, it lives its whole life underwater, it regrows body parts; *concluding sentence:* For these reasons, the Mexican salamander is an unusual amphibian.

The Basilisk

This little king may have more incredible powers than even the large killer snake it shares its name with! A basilisk is a mythical creature that has unbelievable powers. However, there is a real-life creature with the same name that also has incredible abilities. A basilisk is a small, four-legged lizard that can walk on water. The name “basilisk” means “little king” in Greek. This lizard certainly does look like a king, especially the males. A male basilisk has a large crest on its head and neck. It looks like it is wearing a crown. Males grow to be about two feet long and can weigh up to 200 grams. This is slightly heavier than most smartphones. Basilisks eat a variety of things, ranging from fruit to small insects to plants. Basilisks have been known to live up to 10 years in captivity. In the wild, basilisks prefer to live near water. A basilisk has large, webbed back feet and a tail. The lizard can run wildly on its back two legs across water for about 15 feet. Younger basilisks can run even longer. Using its water-walking ability, a basilisk can capture a butterfly for dinner or quickly evade potential predators. Basilisks have many predators that would like to eat them. But the basilisk is a master escape artist when it needs to be. Aside from water-walking, this amazing lizard can hold its breath for about 30 minutes. If the predator is in the water, the basilisk can burrow in sand to hide. A basilisk can keep sand out of its nostrils by using the muscles around its nose. With all these amazing abilities, it is little wonder that the basilisk should be named after so great a legendary monster as the dreaded snake.



Teacher Notes

This is a strong example for these reasons:

- The title is appropriate and relates to the rest of the paragraph.
- The topic sentence clearly states an opinion.
- The author gives reasons to support the opinion.
- The author gives reasons with evidence and examples, including details.
- The concluding sentence restates the opinion and summarizes the reasoning.
- The concluding sentence invites readers to think about and agree with the author’s opinion.

Grade level: above

Lexile estimate: 880L

Amphibians in the Wild



I think the Mexican salamander is strange because it does not change to an adult state. Since the salamander keeps its gills, it lives its whole life underwater. For example, it regrows body parts if it loses a limb. In their native waters in Mexico, they may live 10 years or longer. For these reasons, the Mexican salamander is an unusual amphibian.

Teacher Notes

This is a weak paragraph for these reasons:

- The title does not relate to the rest of the paragraph.
- One of the reasons relates to the topic but does not explain why the author holds this opinion.
- One of the examples does not directly support a reason.
- Information is included that does not directly relate to the topic sentence.
- The concluding sentence could be stronger.
- The concluding sentence does not ask readers to change their thinking or take action.

Grade level: above
Lexile estimate: 900L

Name(s): _____

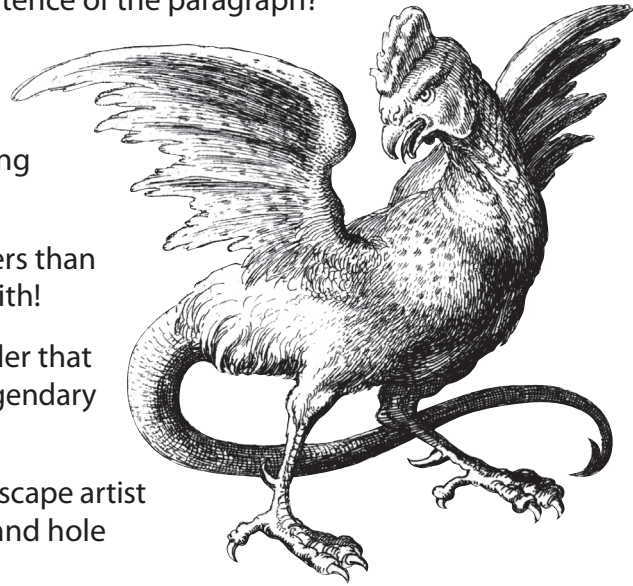
Observing Opinion Paragraphs

➤ Part One

Think about the parts of an opinion paragraph discussed after reading "The Basilisk" (page 6). Read the questions below. Answer them after looking at the choices that follow.

- _____ 1. Which answer choice gives the topic sentence of the paragraph?
- _____ 2. Which answer choice lists reasons for the opinion in the paragraph?
- _____ 3. Which answer choice gives the concluding sentence of the paragraph?

- A. This little king may have more incredible powers than even the large killer snake it shares its name with!
- B. With all these amazing abilities, it is little wonder that the basilisk should be named after so great a legendary monster as the dreaded snake.
- C. large crest on males' heads, runs across water, escape artist that holds its breath underwater, burrows in sand hole



➤ Part Two

Work together with a partner to identify each part of the opinion paragraph titled "Amphibians in the Wild" (page 7).

Topic sentence: _____

Reasons: _____

Concluding sentence: _____



Basilisk drawing by Wenceslaus Hollar, public domain. Photograph ©Jan Tik (<https://www.flickr.com/photos/jantik/6708183/>), CC BY 2.0.