

Top Score Writing's

BASIC ESSAY WRITING MINI-UNIT



THIS FREE
2nd-3rd
GRADE
RESOURCE
INCLUDES:

○	pre-test
	eight LESSON PLANS
	EXEMPLARS
○	STUDENT ACTIVITIES
	homework
○	PROGRESS MONITORING
	Post-test



- This mini-unit is intended to be completed over three weeks. It will require a 30- to 45-minute daily writing block. Please view this short informational video before beginning: [Click Here](#)
- The objective of this mini-unit is for students to begin learning how to write a basic, organized essay. They will be responding to non-text-based expository writing tasks. These prompts will require them to explain something about themselves to the reader. Students will generate ideas, plan their responses using an outline, and organize their thoughts into a structured multi-paragraph essay. These carefully selected lessons focus on teaching students how to construct a thoughtful, organized response. This is the foundation of quality essay writing! Students are often most successful in learning these foundational writing skills while writing about engaging topics that are relevant to their daily lives and personally meaningful. They are then able to transfer their understanding of essay writing to text-based writing tasks.
- Included in this mini-unit are a pre-test, eight writing lessons, and a post-test. While it may be tempting to skip the pre-test and post-test, we strongly encourage you not to! Students' self-confidence as writers grows when they can see how much they have improved. Through positive experiences, a love of writing and increased motivation and engagement will emerge. You will be amazed to see how much growth can happen in eight lessons!
- In our full curriculum, our entire foundational writing (non-text-based expository) unit is comprised of over 20 lessons. Once students master these foundational skills, the curriculum continues with units focused on text-based Informative, Opinion and Narrative writing. We have included the Table of Contents for our complete curriculum at the end of the "Teacher Packet." We invite you to review the sequence of lessons and imagine the continued growth your students would experience beyond the eight lessons in this mini-unit.
- At Top Score Writing, we believe one of the secrets to creating successful writers is monitoring their understanding on a day-to-day basis so teachers can *quickly and easily* make instructional decisions. Included in this mini-unit, you will find a "Skill Tracker." Here, you will be able to record students' understanding each step of the way. At a glance, you will know your class trends and each student's exact strengths and weaknesses.





*Complete the Pre-Test before beginning the unit

Week 1

- Lesson 1 Planning
- Lesson 2 Planning with Subtopics
- Lesson 3 Introduction (“I”) Paragraph

Week 2

- Lesson 4 Middle Paragraphs
- Lesson 5 Longer and More Detailed Middle Paragraphs
- Lesson 6 Middle Paragraph Practice

Week 3

- Lesson 7 Editing & Revising with a Checklist
- Lesson 8 Conclusion (“C”) Paragraph
- Assessment - Post-Test



1. Teacher Packet - Print in color if possible. Color-coding is a powerful instructional strategy used in most examples in our lessons.
2. Student Portfolio - Print a copy for each child in your class. This contains all the materials they will need for the entire mini-unit.





Pre-Test and Post-Test: ____ / 12

N = Needs Development

7/12

RUBRIC

- Included is a Non-Text-Based Expository Writing Rubric developed by Top Score Writing.
- Top Score Writing's second- and third-grade curriculum provides rubrics for each genre of writing. With developmentally appropriate rubrics for the younger grades, schools can implement a consistent scoring system. This allows for accurate tracking and progress monitoring of all students.
- Using this rubric, students can earn a maximum of 12 points per essay. These 12 points will be earned in three categories: Purpose-Structure, Development, and Language. Students can earn 1-4 points per category.
- The rubric is not a checklist. The response does not have to contain all the characteristics of a score point to receive that score. The essay will receive the score that it "most represents." For example, if a response contains more characteristics of a 3 in Development than a 4, it will receive a 3 for that category.



TOP SCORE WRITING NON-TEXT-BASED EXPOSITORY RUBRIC

Score Point	Purpose/Structure	Development	Language
4	• 5 clearly indented paragraphs • 3-sentence introduction (hook, 3 reasons, closing) • 3-sentence conclusion (summary, 3 reasons, thought/feeling) • Complete topic sentences in each middle paragraph (transition, central idea, reason) • Essay consistently focused on the central idea	• Each middle paragraph has A/B subtopics • 3 A • 3 B • Support sentences are specific details or examples	• Consistent command of English grammar, punctuation, capitalization, and spelling • Errors do not affect meaning and there are no patterns of errors
3	• Clear organizational structure but may not indent each paragraph • 2-sentence introduction (hook, 3 reasons) • 2-sentence conclusion (3 reasons, summary OR thought/feeling) • Topic sentences present but may be only partially complete • Essay mostly focused on the central idea	• Most middle paragraphs have A/B subtopics • 2 A • 2 B • Support sentences are mostly specific details or examples but may be general at times	• Grammar, punctuation, capitalization, and spelling are mostly correct • Errors do not affect meaning in a significant way, there may be a pattern of errors of one type
2	• Inconsistent organizational structure • Introduction and conclusion present but repetitive, simplistic, ineffective, or brief (one sentence) • Topic sentences attempted but ineffective or confusing • Essay insufficiently focused on the central idea	• Middle paragraphs do not have A/B subtopics • 2-3 sentences of support per paragraph • Support mostly general or vague (“fluff”)	• Vocabulary and word choice are mostly imprecise and basic • Inconsistent use of grammar, punctuation, capitalization, and spelling • Multiple distracting grammar, punctuation, capitalization, and spelling errors
1	• No organizational structure • Introduction and conclusion missing, unrelated to the central idea, or confusing • Topic sentences missing or unrelated to paragraphs • Central idea absent, demonstrating a lack of awareness of the task	• Support absent or lacking; middle paragraphs are too brief • Support unrelated or confusing	• Vocabulary and word choice vague, unclear, or confusing • A great deal of a variety of grammar, punctuation, capitalization, and spelling errors that often obscure meaning

CHECKLISTS

Ideas for Using Checklists During Writing Instruction

- Students can use checklists while they are writing to guide them.
- Students can use checklists to edit and guide revisions after completing an entire essay.
- Students can use portions of the checklist as a quick daily self-assessment. For example, if writing an introduction paragraph for the day's activity, use the checklist after writing to quickly self-assess the introduction paragraph only.



Non-Text-Based Expository Checklist

Name: _____

Checking Your Paper

_____ 5 paragraphs

_____ Indent 5 times

I

_____ 3 sentences

_____ 1. Hook

_____ 2. 3 reasons

_____ 3. Closing statement

R1

_____ Transition Word

_____ “T” sentence

_____ 3 sentences about A

_____ 3 sentences about B

_____ “W” sentence

_____ 8 sentences

R2

_____ Transition Word

_____ “T” sentence

_____ 3 sentences about A

_____ 3 sentences about B

_____ “W” sentence

_____ 8 sentences

R3

_____ Transition Word

_____ “T” sentence

_____ 3 sentences about A

_____ 3 sentences about B

_____ “W” sentence

_____ 8 sentences

C

_____ 3 reasons

_____ Thought and/or feeling

_____ Ending sentence

PRE-TEST

1. Explain to students that today they will be writing an essay.
2. They should spend 5 minutes planning and 55 minutes writing.
3. Hand out the “Pre-Test.”
4. Allow them to start writing.
5. After 5 minutes, tell them planning time is over and they should start writing.
6. When they have 10 minutes left, give them a 10-minute warning.
7. After 60 minutes, have them put their pencils down.
8. Collect and grade using the Top Score Writing Expository (Non-Text-Based) Rubric located in the Expository (Non-Text-Based) Assessment Resources Section.
9. Record scores on the Skill Tracker.

Pre-Test

Name: _____

***Before you begin to write, think about your favorite subject in school.
Now explain why you like this one subject so much.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

[illegible]

[illegible]

[illegible]

WRITING: LESSON 1

Today the students will be learning how to plan for an essay.

1. Explain to students that before writing an essay, they have to plan for it. Their planning is like a road map. Once they have written a plan, they just follow it, and it makes writing a whole lot easier. Today they will be learning how to plan for a non-text-based expository essay.
2. Ask students to recall what the keywords for a non-text-based expository prompt are.
(Explain/Inform)
3. To plan for **this type of** essay, we use an IRC outline.
I stands for Introduction.
R stands for Reasons.
C stands for Conclusion.
4. The IRC planning outline maps out your five paragraphs.
5. Draw an IRC outline on the board.
I
R1
R2
R3
C
6. Let's do an example. Write this prompt on the board next to the IRC outline.

***Everyone has a favorite sport. Think about your favorite sport.
Now explain why this is your favorite sport.***

7. Ask students "What is the first thing we do?" (*underline the keyword*)
8. Then we do what? (*decide what type of prompt it is*)
9. Once they have analyzed the prompt explain to them that they need to pick their favorite sport and then list three reasons why they like that sport.
10. Today we will write about soccer as a class.
11. Write soccer on the I and C lines.
12. Now tell students to come up with three reasons why they like soccer.

13. We will write these reasons on the R1, R2, and R3 lines.
14. As students are coming up with reasons, explain to them that we only want to write one or two words on the lines, so we don't waste too much time planning. We need all the time we can get to write our essay. So instead of writing "you can make goals," we will just write "goals."
15. Fill in the lines with their three reasons why they like soccer.
16. Remind students that these must be good reasons. We want to keep our reader interested in order to receive a good score, so make sure to pick good reasons to write about.

(Example reasons: goals, passing, and team)

17. Do another example with students.

***Everyone has a favorite holiday. Think about your favorite holiday.
Now explain why this holiday is your favorite.***

18. Have students come up with a holiday and then three reasons why they like that holiday.
(Ex. Christmas: 1. presents 2. food 3. family)
19. Then hand out the "Partner Practice" activity to students. Tell them to choose a partner and work on this together. Write this prompt on the board:

***Everyone has a favorite device. Think about your favorite device that you play with.
Now explain why this device is your favorite.***

20. Tell students they will have 10 minutes to plan for this prompt.
21. Walk around the classroom and make sure they are doing the following three things:
 1. Writing their favorite device on the I and C lines
 2. Writing three reasons why they like that device
 3. Writing good reasons

Example:

I cell phone
R1 texting
R2 apps
R3 internet
C cell phone

22. After reviewing their plans pass out the “Independent Practice.”

Example:

I dog

R1 companion

R2 activities

R3 cute

C dog

23. Make note of any students who struggled with today’s assignments.

Partner Practice

Name: _____

I _____

R1 _____

R2 _____

R3 _____

C _____

Independent Practice

Name: _____

Directions: Plan for the following prompt.

***Everyone has a favorite animal. Think about your favorite animal.
Now explain why this animal is your favorite.***

I _____

R1 _____

R2 _____

R3 _____

C _____

WRITING: LESSON 2

Today the students will practice planning. They will continue to fill out the IRC outline but will add As and Bs.

1. On the board/document camera, draw the regular IRC outline.
2. Explain that today they will be adding As and Bs next to R1, R2, and R3.
3. These As and Bs will help them to write longer paragraphs.
4. Write the As and Bs on the IRC outline.

I _____	
R1 _____	a _____
	b _____
R2 _____	a _____
	b _____
R3 _____	a _____
	b _____
C _____	

5. Now let's do an example with our favorite place to go.
6. For today's lesson, we will use water park.
7. Our reasons will be 1. slides 2. wave pool 3. lazy river
8. Fill in the IRC outline with water park and the three reasons.
9. Now explain how the As and Bs work. We have "slides" as our first reason. Now we have to come up with 2 things we like about slides. We will fill this in our A and B next to "slides."
10. Let's think...we want to explain the slides to our readers. So let's think of 2 *details* about the slides or two *examples* of slides that you want to explain to your reader. You can go down the *tube slides*, and you can go down slides with a partner on *inner tubes*. So for A, we will write "tube slides," and for B we will write "inner tubes." These are two examples of slides.
11. Let's do the same for "wave pool" and "lazy river."
12. Here are some examples to use:
 Wave Pool: big, fun waves to catch and surf lessons (A. big waves B. surf lessons)
 Lazy River: relaxing and going under fountains (A. relaxation B. fountains)

The finished outline should look like this:

I water park

R1 slides a. tube slides b. inner tubes

R2 wave pool a. big waves b. surf lessons

R3 lazy river a. relaxation b. fountains

C water park

13. Hand out the “Guided Practice” activity.

14. Complete this activity with students.

15. Remind students to pick 3 good reasons and then 2 details or examples about each for their As and Bs.

Example:

I Beauty and the Beast

R1 characters a. Belle b. The Beast

R2 action a. castle b. love story

R3 music a. sound track b. theme song

C Beauty and the Beast

16. Pass out the “Skill Check”.

Example:

I football

R1 the game a. tackles b. touchdowns

R2 teams a. Patriots b. Steelers

R3 Super Bowl a. parties b. half-time show

C football

17. Once they have completed this assignment, review both examples and non-examples. Help students to understand why the non-examples are incorrect and revise them as necessary.

Guided Practice

Name: _____

Directions: Plan for the following prompt.

***Everyone has a favorite movie. Think about your favorite movie.
Now explain why this movie is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Skill Check

Name: _____

Directions: Plan for the following prompt.

***We all have a favorite sport. Think about your favorite sport.
Now explain why this sport is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 3

Today the students will be learning how to write the introduction (“I”) paragraph.

The “I” paragraph is three simple sentences.

Students will set up their “I” Paragraph the same way for every prompt in this section.

1. The “I” Paragraph should be kept short and simple for now. Today students will learn the three sentences that make up the “I” Paragraph. Write the following on the board and make an anchor chart for future reference:

“I” Paragraph

1. Hook
 2. 3 reasons
 3. Closing statement
2. Let’s start with the first sentence. This is called your hook. This is where you want to “hook” your reader and catch their attention. If you start with a boring sentence, your reader is not going to be interested. There are many different types of hooks you can use when writing an expository essay. Today we are going to keep it simple and just discuss a few ways to start off your essay.
3. Write on the board:
Different Types of Hooks –
 1. Question
 2. Restate the prompt
 3. Onomatopoeia
 4. Riddle
- Teachers: Please note that there are many different ways to write an introduction paragraph. This is just one way. Feel free to call these sentences something different, add sentences, or change the order. The goal is to have 3-4 sentences and to introduce the topic.*
4. Hand out “Hooks” sheet.
5. Look at the prompt and review the different ways to write a hook. Remind students that they can ask a question in many different ways.
 - What is your favorite place?
 - Do you have a favorite place?
 - What place do you like to visit most?

6. Now let's plan for a different prompt. Write the following prompt on the board.

***Think about your favorite person in the world.
Now explain why this person is your favorite.***

I	Mom		
R1	cleans	a. bedroom	b. laundry
R2	cooks	a. dinner	b. packs lunch
R3	homework	a. reading	b. math
C	Mom		

***When writing the "I" paragraph, color-code each sentence. For example, write the hook in red, the 3 reasons in blue, and the closing statement in green. This way students can easily see the three parts of the "I" paragraph.

7. Which hook do you want to use? (Pick one as a class and write on the board.)
8. Now the next sentence for I is 3 reasons. This is where we state our three reasons. What are our 3 reasons? (Students should answer – cleans, cooks, homework.)
9. So our second sentence will look like this – ***My favorite person is my mom because she cleans for me, cooks great meals, and helps me with my homework.***
10. Let's look at our last sentence. This is called our closing statement. This is just a general statement about your topic. Let me give you some examples:
 - This is why my mom is the best!
 - I love my mom!
 - I can always count on my mom.
 - I love my mom more than any other person in the world!
11. As a class, let's decide what our closing statement is going to be and add it to our paragraph.
12. Now let's reread our paragraph and check we have all three parts.
 - Do we have a hook?
 - Did we state our 3 reasons?
 - Do we have a closing statement?

Here is an example of what your final “I” paragraph should look like:

Who is your favorite person? My favorite person is my mom because she cleans for me, cooks great meals, and helps me with my homework. This is why my mom is the best!

13. Let’s quickly do one more together and then you try one on your own.
14. Hand out the “Guided Practice” activity.
15. As a class, work together to plan and come up with an “I” Paragraph. Make sure you color-code the three parts.

Example:

What is your favorite holiday? My favorite holiday is Christmas because I get presents, eat a huge feast, and get to spend time with my family. Christmas is the most fun holiday of the entire year!

16. Then have students work on the “Skill Check”.
17. Assist students in planning and writing the “I” Paragraph (as needed) for this prompt.

Example:

Do you have a favorite subject? Well, I do! My favorite subject is language arts because we get to read good stories, write essays, and work on poetry. I love going to language arts class every day!

18. After students have finished, share both examples and non-examples with students. Model revising the non-examples as necessary.

Hooks Sheet

Different Types of Hooks

1. Question
2. Restate the prompt
3. Onomatopoeia
4. Riddle

Prompt:

*Everyone has a favorite animal. Think of your favorite animal.
Now explain why this animal is your favorite.*

Question Hook: Do you have a favorite animal?

Restate the Prompt: Everyone has a favorite animal.

Onomatopoeia Hook: Woof! Woof! Those are some of the sounds you might hear from my favorite animal.

Riddle: What animal is cute and cuddly and is a boy's best companion? A dog!

Guided Practice

Name: _____

“I” Paragraph

*Everyone has a favorite holiday. Think about your favorite holiday.
Now explain why this holiday is your favorite.*

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Now write the “I” paragraph:

Skill Check

Name: _____

“I” Paragraph

*Everyone has a favorite subject. Think about your favorite subject.
Now explain why this subject is your favorite.*

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Now write the “I” paragraph:

WRITING: LESSON 4

Today the students will practice writing their R1, R2, and R3 paragraphs.

The three middle paragraphs will have 7 sentences:

a topic sentence, 3 sentences about A, and 3 sentences about B.

1. Let's start with this prompt. (Write the following prompt on the board.)

***Everyone has a favorite animal. Think about your favorite animal.
Now explain why this animal is your favorite.***

2. Let's plan for this prompt: (Write planning on the board.)

I	dog		
R1	companion	a. best friend	b. unconditional love
R2	activities	a. walks	b. beach
R3	cute	a. furry	b. friendly
C	dog		

3. Now using the document camera, let's begin to write the essay.
4. Remember, each middle paragraph will have seven sentences: a topic sentence, three sentences about A, and three sentences about B.
5. Starting with "I," ask the students what to write in this paragraph. They should answer: *hook, 3 reasons, and closing statement.*
6. Write the "I" paragraph (color-code). Use the "Teacher Copy" to help you.

******When modeling the R1, R2, and R3 paragraphs, color-code the sentences. The "T" (topic) sentence will be in one color, the three sentences about A will be in another color, and the three sentences about B will be in a third color. Please make sure to always color-code when modeling.

7. Now we move on to R1. The first sentence is called our topic sentence. This is where we tell the reader what the topic is going to be for the paragraph. The first reason we like dogs is because they are good companions. So our sentence will read: *First, my favorite animal is a dog because they are good companions.*
8. Write that sentence in the R1 box.
9. Now we are going to write six more sentences in R1.
10. We are going to write three sentences about our A (best friend) and three sentences about out B (unconditional love). Remind students to look at their planning to see what their As and Bs are.

11. Let's come up with three sentences for A.

**Note: Students can write more than three sentences about A and B. Three sentences is just the minimum.*

12. We want to TEACH the reader all about how dogs can be a best friend to people.
- Our first sentence about A should tell the reader what our A is (best friend).
 - So write...*A dog is always close to their owner which can make them a person's best friend.*
 - Now we have to TEACH our reader about how a dog can be a person's best friend.
 - Pretend you are writing to a 2-year-old who knows nothing, TEACH them!
 - So write...*Dogs can be a person's best friend because they are always there to play and have fun with. They always try to make their owner feel good!*

13. Do we have three sentences about A? Yes! Here they are:

First, my favorite animal is a dog because they are good companions. A dog is always close to their owner which can make them a person's best friend. Dogs can be a person's best friend because they are always there to play and have fun with. They always try to make their owner feel good!

- Look closely. Our first sentence about A tells our reader what A is.
- Then the next sentences TEACH our reader about A.

14. Now we have to write three sentences about B (unconditional love).
- Our first sentence about B should do what? (tell our reader what B is)
 - So write...*Dogs also give unconditional love.*
 - Our next sentences have to TEACH our reader about how dogs give unconditional love.
 - So write...*They are always there for support. Whether you are happy or sad, no matter what, a dog will always love you and be excited to see you!*

15. Do we have three sentences about B? Yes! Here they are:

Dogs also give unconditional love. They are always there for support. Whether you are happy or sad, no matter what, a dog will always love you and be excited to see you!

- Look closely. Our first sentence about B tells our reader what B is.
- Then the next sentences TEACH our reader about B.

16. So now our R1 paragraph should have seven sentences:

topic sentence

three sentences about A

three sentences about B

First, my favorite animal is a dog because they are good companions. A dog is always close to their owner which can make them a person's best friend. Dogs can be a person's best friend because they are always there to play and have fun with. They always try to make their owner feel good! Dogs also give unconditional love. They are always there for support. Whether you are happy or sad, no matter what, a dog will always love you and be excited to see you!

My topic sentence is in red. The three sentences about A are in blue. The three sentences about B are in green.

17. The first sentence (*First, my favorite animal is a dog because they are good companions.*) is called the "T" sentence. The "T" stands for topic.
18. The next three sentences are called 3A, because they are three sentences about A.
19. The next three sentences are called 3B, because they are three sentences about B.
20. The R1 paragraph now has seven sentences...T, 3A, and 3B.
21. Now we will do the same for R2. Let's work on this one together.
22. Let's start with the first sentence. What is this sentence called? ("T" sentence)
23. What should it start with? This is our R2, our second reason, so we start our "T" sentence with "Second."
24. It should say: *Second, my favorite animal is a dog because you can do so many activities with your dog.*
25. The next sentences are 3A. We need to write three sentences about A (walks).
 - Remember, the first sentence tells the reader what A is. Then we write 2 sentences to TEACH the reader about A.
 - So for the first sentence, let's write...*You can take your dog for a walk.*
 - Now let's TEACH the reader about walking a dog.
 - Let's write...*It is nice to come home from school and take your dog on a relaxing walk through the park. Walking is not only fun for you and your dog, but it's a healthy way to get good exercise.*
26. Do we have three sentences about A? (yes)
 - Did the first sentence tell the reader what A is? (yes)
 - Did the next sentences TEACH the reader? (yes)
27. Now we will write the 3B, which is three sentences about B (beach).
(*Example: Another way to have fun with your dog is to take him to the beach. This way you can play fetch in the sand and go swimming. Your dog can also meet and play with other dogs at the beach.*)

28. R2 should now have seven sentences (T, 3A, and 3B) and should look something like this:

Second, my favorite animal is a dog because you can do so many activities with your dog. You can take your dog for a walk. It is nice to come home from school and take your dog on a relaxing walk through the park. Walking is not only fun for you and your dog, but it's a healthy way to get good exercise. Another way to have fun with your dog is to take him to the beach. This way, you can play fetch in the sand or go swimming. Your dog can also meet and play with other dogs at the beach.

***The topic sentence is in red, the 3A sentences are in blue, and the 3B sentences are in green.

29. Follow the same steps for R3. Here is an example of a complete R3 paragraph:

Third, my favorite animal is a dog because they are so cute! They all are furry and feel nice to pet. This makes them good animals to snuggle with. You can curl up next to your dog and watch a movie together! They are also friendly animals. Dogs tend to greet people and other animals, as well as "give kisses" with their slobbery tongues. They always want to be a part of whatever their owner is doing.

30. Hand out the "Student Practice/Homework" worksheet. Let students begin working on it. Whatever is not finished in class, allow students to take home and finish for homework.

Teacher Copy

****This is a teacher copy of the completed essay after today's lesson****

I Everyone has a favorite animal. My favorite animal is a dog because they are good companions, you can do fun activities with them, and they are just too cute! A dog is a great animal to have as a pet!

R1 First, my favorite animal is a dog because they are good companions. A dog is always close to their owner which can make them a person's best friend. Dogs can be a person's best friend because they are always there to play and have fun with. They always try to make their owner feel good! Dogs also give unconditional love. They are always there for support. Whether you are happy or sad, no matter what, a dog will always love you and be excited to see you!

R2 Second, my favorite animal is a dog because you can do so many activities with your dog. You can take your dog for a walk. It is nice to come home from school and take your dog on a relaxing walk through the park. Walking is not only fun for you and your dog, but it's a healthy way to get good exercise. Another way to have fun with your dog is to take him to the beach. This way, you can play fetch in the sand or go swimming. Your dog can also meet and play with other dogs at the beach.

R3 Third, my favorite animal is a dog because they are so cute! They are all furry and feel nice to pet. This makes them good animals to snuggle with! You can curl up next to your dog and watch a movie together! They are also friendly animals. Dogs tend to greet people and other animals, as well as "give kisses" with their slobbery tongues! They always want to be a part of whatever their owner is doing.

C

Student Practice/Homework

Name: _____

***Everyone has a favorite place. Think about your favorite place.
Now explain why this place is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

I**R1****R2**

R3

C

WRITING: LESSON 5

A and B Sentences

Today the students will be working on writing longer and better A and B sentences in their R1, R2, and R3 paragraphs.

1. The A and B sentences are the most important sentences in your essay because they are the support. They support each of your reasons by giving more information about them.
2. As of right now, the A and B sentences are sometimes short, choppy, and repeat information.
3. Today we are going to practice writing better A and B sentences that are longer, more detailed and more specific.
4. Remember, we want these sentences to be LONG and we want them to explain, tell how, and TEACH our reader.
5. Remember to write 3A and 3B: three sentences about A and three sentences about B.
6. Today we will be writing about “our favorite season.” We are going to write about winter. (Write planning on board.)

I winter

R1 snow

a. snow days

b. cold

R2 outdoors

a. sledding

b. skiing

R3 indoors

a. fireplace

b. board games

C winter

7. Let’s write the R1 paragraph. In R1 we are talking about liking winter because there is a lot of snow. Our As and Bs are “snow days” and “cold.”
8. First, let’s take a look at this paragraph. (It is a non-example.)

Non-example: (Write on the board/document camera.)

To begin with, I like winter because there is a lot of snow. You have snow days. It is fun. You can play. It is cold outside. I love being cold. It is not hot.

9. First, let’s check. Do I have my T sentence? *Yes!*
Do I have three sentences about A? *Yes!*
Do I have three sentences about B? *Yes!*

But what is wrong with this paragraph? Is it interesting? Do the sentences sound good? *No!*

Do you see how these sentences are too short and too choppy?
They don’t explain anything. Let’s make these better.

10. Our topic sentence is perfect. We will keep that the same. Let's write the topic sentence in the R1 box. We must remember to indent.

To begin with, I like winter because there is a lot of snow.

11. Our 3A sentences need to be about having snow days. Remember, we are giving the reader details about how snow days happen when there is too much snow to go to school. We have to provide support and explain about these snow days. Instead of *You have snow days...* let's write...*Some days during the winter, so much snow falls that school is canceled which is called a snow day.* See how that sentence is more detailed and descriptive? It helps the reader understand what a snow day is.

12. Now our next A sentence is still about snow days but we have to tell more about it! We need to TEACH the reader about what happens when there is a snow day. Don't say *snow days are fun...* let's write...*When there is a snow day, it is so much fun because everyone in my neighborhood goes outside to have a huge snowball fight. We make humongous snowmen and snow angels.* See how I am explaining and TEACHING more about snow days?

13. Here is the R1 paragraph so far...

To begin with, I like winter because there is a lot of snow. Some days during the winter, so much snow falls that school is canceled which is called a snow day. When there is a snow day, it is so much fun because everyone in my neighborhood goes outside to have a huge snowball fight. We make humongous snowmen and snow angels.

14. We are not done yet. We have a "T" sentence and three sentences about A. What are we missing? Our 3B sentences!

15. The first sentence is going to just tell the reader what the B is.

Also, when snow falls, it means it is very cold outside.

16. Is this sentence long enough? Yes! Does it state my B? Yes! Now we need two more sentences about B. They should be specific details that support how cold it is when it snows.

We have to bundle up in coats, hats, scarves, and gloves! Being cold in the winter is so much better than being hot in the summer!

17. Is this long enough? Yes! Does it explain our B? Did I TEACH the reader? Yes!

18. Here is our WHOLE R1 complete paragraph. (If you can, show this under the document camera in color.)

To begin with, I like winter because there is a lot of snow. Some days during the winter, so much snow falls that school is canceled which is called a Snow Day. When there is a Snow Day, it is so much fun because everyone in my neighborhood goes outside to have a huge snowball fight. We make huge snowmen and snow angels. Also, when snow falls, it means it is very cold outside. We have to bundle up in coats, hats, scarves, and gloves. Being cold in the winter is so much better than being hot in the summer!

19. You must have a topic sentence, three sentences about A, and three sentences about B.

20. Now you are going to try R2 on your own.

21. Hand out the “Independent Practice” sheet. Please walk around and assist students as necessary.

Example:

Second, winter is the best season of the year because there are many fun, outdoor activities you can do. You can go sledding. There is a huge hill near my house where my friends and I spend every weekend having sledding races. Most of the time we are crashing into each other or falling over, but it's still so much fun! Also, you can go snow skiing. My friends and I are part of ski club at school, where once a week we go skiing at a ski resort. We go right after school and don't get home until way after dark!

22. Pass out the “Skill Check”.

*Modeling***I****R₁****R₂**

R3

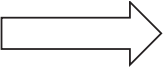
C

Independent Practice

Name: _____

R2 Practice

Here is the planning for the essay. You are only writing the R2 paragraph for this assignment.

I. favorite season – winter	
R1. snow	a. snow days b. cold
 R2. outdoors	a. sledding b. skiing
R3. indoors	a. fireplace b. board games
C. favorite season – winter	

“I” Paragraph and R1 are done for you!

“I” Paragraph

Do you get excited when you start to see the leaves fall off the trees and the air become crisp and cold? I do! This means it’s becoming wintertime. Winter is the best season because there is a lot of snow, great activities to do outdoors, and several activities you can do indoors. Winter is an enjoyable season!

R1

To begin with, I like winter because there is a lot of snow. Some days during the winter, so much snow falls that school is canceled, which is called a snow day. When there is a snow day, it is so much fun because everyone in my neighborhood goes outside to have a huge snowball fight. We make humongous snowmen and snow angels. Also, when snow falls, it means it is very cold outside. We have to bundle up with coats, hats, scarves, and gloves. Being cold in the winter is so much better than being hot in the summer!

R2 (Remember you need your “T” sentence, 3 about A, and 3 about B.)

Skill Check

Name: _____

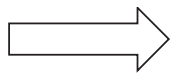
R3 Practice

Here is the planning for the essay. You are only writing the R3 paragraph for this assignment.

I. favorite season – winter

R1. snow a. snow days
 b. cold

R2. outdoors a. sledding
 b. skiing



R3. indoors a. fireplace b. board games

C. favorite season – winter

Write a topic sentence, 3 sentences about A (fireplace) and 3 sentences about B (board games).

R3

WRITING: LESSON 6

*Today the students will be practicing what they have learned so far.
They will write an essay with seven sentences in each R1, R2, and R3.*

1. Review what students have learned so far. (Show under the document camera.)
 - “I” Paragraph
 - Hook
 - 3 reasons
 - Closing statement
 - R1 has seven sentences
 - T (First, I like_____ because _____)
 - 3A 3 sentences about A
 - 3B 3 sentences about B
 - R2 has seven sentences
 - T (Second, I like_____ because _____)
 - 3A 3 sentences about A
 - 3B 3 sentences about B
 - R3 has seven sentences
 - T (Third, I like_____ because _____)
 - 3A 3 sentences about A
 - 3B 3 sentences about B
 - “C” Paragraph (we will learn next week)

Remember, your A and B sentences need to be long, detailed, and descriptive. They should explain and teach the reader about the topic.

2. Hand out the “Skill Check.”
3. Allow 5-10 minutes for planning.
4. After 10 minutes, tell students they need to start writing.
5. Allow 30-45 minutes for writing.
6. Collect, grade and record the results on the Non-Text-Based Expository Skill Tracker.

Skill Check

Name: _____

***Everyone has a favorite book. Think about your favorite book.
Now explain why this book is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Skill Check

Name: _____

I

R1

R2

Skill Check

Name: _____

R3

C

WRITING: LESSON 7**Review/Revise Essay**

*Today the students will be going over their essays from yesterday.
The students will have the opportunity to review their essays and revise paragraphs.*

1. Hand out “Self-Check” sheet.
2. Under document camera, go over what should be in each paragraph.
3. Have students begin checking their essays.
**Students will need three different colored highlighters. While doing the self-check, have students highlight their “T” sentences in one color, their 3A sentences in another color, and their 3B sentences in a third color.
4. As students are working, walk around and have short conferences with them based on the results of their essays. For some students, it may be as simple as “Your A and B sentences are not long enough” or “You forgot to write 3 about B, you only have 2 about B.” Other students may need a longer and more intense conference, so those students will need to be pulled for individual help.
5. Start with the mini-conferences and have “Revision” paper with you. As you walk around, talk to the students and tell them the great things about their paper and also what you would like them to work on.
Give students the “Revision” paper and have them revise their essays. For example, let’s say their R1 paragraph has all 7 sentences, but the sentences are too choppy. Discuss it with the student, hand them the “Revision” paper, and tell them to re-write their R1 paragraph ONLY, and then bring it to you when they have finished.
Once they have shown you R1 and it is correct, have them re-write their R2.
6. For those students who did everything correctly or have minimal corrections to make, have them be peer teachers and buddy up with a struggling writer to help them make revisions.
7. Students are going to be coming back and forth to you the whole period. Those who are finished can work on the “Additional Assignment.”
8. For some conferences, you may need to work with a student one-on-one and do their R1 with them, then have them do R2 on their own right in front of you. If R2 is revised correctly, have them go to their seat and complete their R3 on their own.
9. For those students who are working on the “Additional Assignment,” tell them to do their R1, then bring it to you to get checked. Once checked, send them to their seats to do R2 and R3.
10. At the end of the period, have students file their original essays and their revisions in their writing folders. Please make sure they place the revisions directly behind their original essays, along with their self-check.

Self-Check

Name: _____

Directions: Read over your essays from yesterday. As you go through each paragraph, check off if you have the items listed on the checklist.

- “T” Paragraph
 - 3 sentences
 - Hook _____
 - 3 reasons _____
 - Closing statement _____

- R1
 - Transition word _____
 - “T” sentence _____
 - 3 sentences about A _____
 - 3 sentences about B _____
 - 7 sentences _____

- R2
 - Transition word _____
 - “T” sentence _____
 - 3 sentences about A _____
 - 3 sentences about B _____
 - 7 sentences _____

- R3
 - Transition word _____
 - “T” sentence _____
 - 3 sentences about A _____
 - 3 sentences about B _____
 - 7 sentences _____

- “C” Paragraph

Revision

Name: _____

I

R1

R2

R3

C

Additional Assignment

Name: _____

***Everyone has a favorite food. Think about your favorite food.
Now explain why this food is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

I**R1****R2**

R3

C

WRITING: LESSON 8

Today the students will be learning how to write the conclusion ("C") paragraph. Like the introduction paragraph, the conclusion is 3-4 sentences. Short and simple!

1. Write the following on the board and make an anchor chart.

Conclusion ("C") Paragraph

1. Restate three reasons
2. Thought or feeling about the topic
3. Ending sentence

2. Go over this example.

I winter

- | | | |
|-------------|--------------|----------------|
| R1 snow | a. snow days | b. cold |
| R2 outdoors | a. sledding | b. skiing |
| R3 indoors | a. fireplace | b. board games |

C winter

***Color-code the 3 sentences.

Example: winter

My favorite season is winter because a lot of snow falls, there are many great outdoor activities, and there are many cozy indoor activities as well. Winter is a wonderful season to enjoy. Winter is the best season of the entire year!

3. Explain each sentence and how to write it.

Restate your 3 reasons sentence: tell the reader the three reasons why you chose that topic. You want to name those three reasons just like you did in the introduction but using different words.

- _____, _____, and _____ are the three reasons why I like _____.
- _____ is the greatest because _____, _____, and _____.

Thought/feeling sentence: a thought about your topic, how you feel about your topic, or how the topic makes you feel. Here are some examples for the thought/feeling sentence:

- I think my mom is the best mother in the world!
- I think basketball is the greatest sport ever!
- I think Islands of Adventure is the best place ever!
- My mom makes me feel like I am the most special boy in the world.
- I feel like every child should be able to have a dog as a pet.

***Please note: If you want to make a thought sentence AND a feeling sentence, you can have two separate sentences. You want to make sure you have a minimum of three sentences for the conclusion, but you can always add one or two additional sentences.

Ending sentence: the last sentence of your entire essay. This sentence sums it all up and leaves the reader with something to think about. There are many different ways to write this sentence.

- Doesn't this make you want to visit Islands of Adventure?
 - At the end of the day, I thank my mom for being such a great person.
4. Do another example with the students. Write the "C" paragraph for favorite place – Disney World essay together.

R1. parks R2. characters R3. rides

It should look something like this:

Disney World is my favorite place because of the parks you can choose to go to, the characters you can meet, and the many fun rides to go on. Out of all places, I enjoy going to Disney World the most. Disney World is an amazing place to visit!

5. Hand out the "Independent Practice" activity.

Example:

My favorite holiday is Christmas because you get gifts, eat good food, and get to spend time with family. Christmas is the most fun holiday to celebrate throughout the year. Being able to hang out with my family by the Christmas tree and stay warm and cozy is what I like!

6. Circulate around the room and make sure students are writing the "C" paragraph correctly. After students have finished, share both examples and non-examples with the class.
7. Hand out the "Skill Check".

Independent Practice

Name: _____

“C” Paragraph

*Everyone has a favorite holiday. Think about your favorite holiday.
Now explain why this holiday is your favorite.*

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Now write the “C” paragraph:

Skill Check

Name: _____

“C” Paragraph

*Everyone has a favorite book. Think about your favorite book.
Now explain why this book is your favorite.*

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Now write the “C” paragraph:

POST-TEST

1. Explain to students that today they will be writing a **complete** essay.
2. They should spend 5-10 minutes planning and 50-55 minutes writing.
3. Review the structure of each paragraph with students. You may write this on the board and leave it displayed as students are writing.

****“I” Paragraph**

Hook

3 reasons

Closing statement

****R1, R2, and R3 paragraphs should have 8 sentences.**

T sentence

3A

3B

W

****“C” Paragraph**

3 reasons

Thought and/or feeling

Ending sentence

4. Hand out the “**Post-Test.**”
5. Allow them to start writing.
6. After 10 minutes, tell them planning time is over and they should start writing.
7. When they have 10 minutes left, give them a 10-minute warning.
8. When students are finished, collect and review essays.

Post-Test

Name: _____

***Everyone has a favorite day of the week. Think about your favorite day of the week.
Now explain why this day is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Name: _____

[illegible]

Post-Test

Name: _____

[illegible]

Post-Test

Name: _____

[illegible]



Table of Contents

1. Introduction to Writing	10
----------------------------------	----

SECTION 1: Expository Writing (Non-Text-Based)

2. Expository Planning - Basic	16
3. Expository Planning – With As and Bs	20
4. More Planning Practice	24
5. “I” Paragraph	29
6. “I” Paragraph – More Practice	34
7. T, 2A, 2B.....	40
8. Longer A and B Sentences	48
9. Middle Paragraph Practice	54
10. Review/Revise	58
11. “C” Paragraph	65
12. Reviewing the “I” and “C” Paragraphs	69
13. Modeling	75
14. Indenting/Lined Paper.....	81
15. Expository Test	89
16. Expository Transition Words	93
17. Expository Practice Writing	100
18. Conferences/Revisions	105
19. Expository Test	109
20. Expository Checklist/Partner Check	113
21. Expository Test	116
22. Writing Around the Room	120

SECTION 2: Informative/Expository Writing (Text-Based)

23. Informative/Expository Planning	126
24. More Planning Practice	132
25. “I” Paragraph	138
26. More Practice – “I” Paragraph	143
27. T, 2A, 2B.....	146
28. Evidence from the Text – A and B Sentences	156
29. More Practice – Text Evidence.....	161

30. “C” Paragraph	165
31. Putting it all together - Modeling	168
32. Test	169
33. Review/Revise	174
34. Transition Words.....	178
35. Test	186
36. Conferences/Revisions	191
37. Test	195
38. Checklist/Partner Check	200
39. Test	203

SECTION 3: Opinion/Argumentative Writing (Text-Based)

40. Opinion Planning	218
41. More Planning Practice	223
42. “I” Paragraph	229
43. More Practice – “I” Paragraph	234
44. T, 2A, 2B.....	237
45. Evidence from the Text – A and B Sentences	245
46. Writing the Middle Paragraphs	251
47. “C” Paragraph	255
48. Putting it all together - Modeling.....	258
49. Test	259
50. Review/Revise	264
51. Transition Words.....	268
52. Test	275
53. Conferences/Revisions	280
54. Test	284
55. Checklist/Partner Check	289
56. Test	292

SECTION 4: Narrative Writing

57. Introduction to Narrative Writing	298
58. Narrative Planning	304
59. “B” Paragraph	308
60. “B” Paragraph – More Practice.....	312
61. T1, T2, & T3 Paragraphs	320
62. “E” Paragraph	327
63. Modeling	329
64. Narrative Transition Words	333
65. Narrative Checklist/Lined Paper	339
66. Dialogue	344
67. Narrative Test	346
68. Conferences/Revisions	351
69. Narrative Test	357

SECTION 5: Additional Activities and Strategies

70. Highlighter Activity	364
71. Race Against the Clock Lesson	368
72. You Write, They Write	373
73. Fancy Transitions	376
74. Opinion Practice	383
75. Informative/Expository Practice	385
76. Opinion Practice	387
77. Informative/Expository Practice	389
78. Opinion Practice	391
79. Informative/Expository Practice	393
80. Opinion Practice	395