Top Score Writing

WEST VIRGINIA EDITION

Kindergarten Curriculum Sample

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WRITING: LESSON 19

Today the students will learn that a complete sentence is a group of words that expresses a complete thought.

Materials
- Chart paper
- Whiteboard/smartboard
- Markers

1. Connect oral and written language:

   "When you tell me something like 'I'm hungry' or 'I love my dog,' you are using a sentence. A sentence is a way to put words together to express a complete thought. We use sentences when we speak so other people know what we are thinking."

   "Who can tell me a sentence about something they did today?" Allow students to share.

   "We also use sentences when we write. When we write a sentence, we put a group of words together to tell a whole idea. A sentence begins with a capital letter and ends with a punctuation mark."

   Write the following sentence on the board: *The dog runs.*

   "This is an example of a sentence. It is a group of words that expresses a complete thought. It begins with a capital letter and ends with a punctuation mark."

2. Define a complete sentence:

   ****Teacher Note:*** Using the "Sentences" and "Parts of a Sentence" anchor charts in Section 5 as guides, create two anchor charts with students as you define what a complete sentence is.

   "A sentence is a group of words that expresses a complete thought and makes sense. A sentence is about someone or something. We call this the who part. It also tells what the person or thing is or what they did. We call this the doing part."

   Point to the sentence on the board again: *The dog runs.*

   "This is a complete sentence because it tells about someone or something: *the dog*. It also tells what the dog did: *it ran*."

   "When a word or a group of words doesn't make sense, it's called a fragment. A fragment is like a part of a sentence; it is just a piece, and it doesn't express a full thought."

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"If I just said 'the dog,' that would not be a sentence. It doesn't sound right, does it? It is not a complete thought. It doesn't say what the dog did. 'The dog' is a fragment. It is just part of a sentence, not the whole thing."

"If I just said 'runs,' that is not a sentence either. It is just a fragment. It doesn't tell me who or what ran. It doesn't sound right or complete."

3. Model orally composing a complete sentence:

   Teacher Note: When creating examples, consider using subjects that are personally relevant to your students. For example, topics from their own lives, your classroom, or other units of study.

   "I am going to show you how to make up a sentence. First, I need a who part. I will pick someone or something to talk about. I am going to pick our class pet, Fin the fish."

   "Now I need a doing part. What should Fin do in my sentence? I know! I can talk about how he makes bubbles. My sentence can sound like this: *Fin blows bubbles.*"

   "I could make up another sentence about how Fin loves to eat shrimp. My next sentence could be: *Ate lots of shrimp.*"

   "Wait, that doesn't sound right, does it? 'Ate lots of shrimp' isn't a complete sentence. What's missing?"

   Allow students to respond.

   "It doesn't tell us who ate lots of shrimp. 'Ate lots of shrimp' is a fragment. Let me change it into a complete sentence: *Fin ate lots of shrimp.*"

4. Guide students to orally compose a complete sentence:

   "Now it's your turn to make sentences! Can someone share a person or a thing?"

   Allow students to respond.

   "What can this person or thing do?"

   Allow students to respond.

   Guide students to combine these two ideas into a complete sentence. Repeat as time allows. Through discussion, guide students to begin to understand the concept of a complete sentence versus a fragment.

5. Wrap up:

   "Today we learned that a sentence is a group of words that expresses a complete thought. We use sentences when we talk and when we write."

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WRITING: LESSON 34

Students will complete a PWS Outline to organize their ideas and then use their plan to write a complete telling sentence with correct capitalization and punctuation.

Materials
- Chart paper/whiteboard/smartboard
- Markers
- Lesson 34 Modeling page
- Lesson 34 Activity

1. Review how to write a complete sentence:

   "We are becoming experts at writing sentences! What does every sentence begin with?" (a capital letter)

   "What does every sentence end with?" (a punctuation mark)

   "We know a complete sentence has two parts. Who can tell me what the who part is?" (who or what the sentence is about)

   "What is the doing part of a sentence?" (the action, detail, or description about the person or thing)

2. Introduce planning for a telling sentence:

   "In the past few writing lessons, we have been writing about pictures we see. Sometimes, though, you may want to choose your own topic to write about. That is what we are going to learn how to do today."

   "Before writers begin writing, they must think of an idea to write about. We call this brainstorming. Writers come up with all kinds of ideas, and then they pick the one they want to write about the most and plan out what they want to say."

   "Think about planning like building a really great tower of blocks. Before we started building, we would think about what shape we wanted our tower to be. Then we'd have to choose the blocks we want to use and put them in the right order. If we just started stacking without thinking, the tower would fall down! Planning for our sentence is the same. We pick our words first, and then stack them carefully to make a strong, complete sentence."

3. Introduce the PWS Outline:

   "Before we write our sentence, we are going to use a PWS Outline to plan out our idea."

   Display the Lesson 34 Modeling page and point out each part of the PWS Outline.

   "On the outline, 'P' stands for picture. We decide what we want to write about and draw a picture of it. 'W' stands for word. On the line next to the picture, we write who or what our

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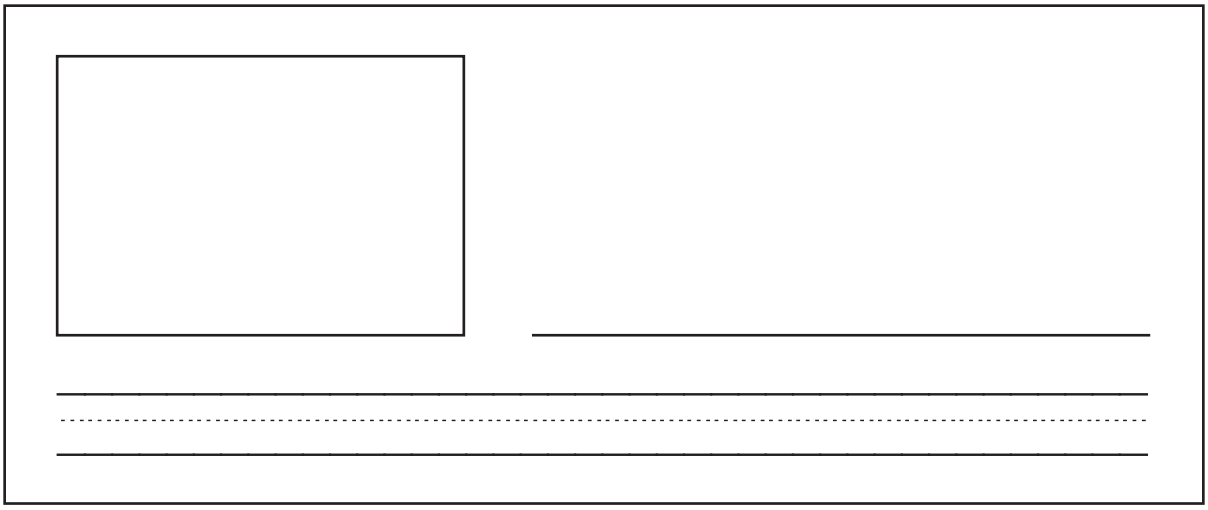
sentence will be about. 'S' stands for sentence. We use the word and picture to help us write a complete sentence."

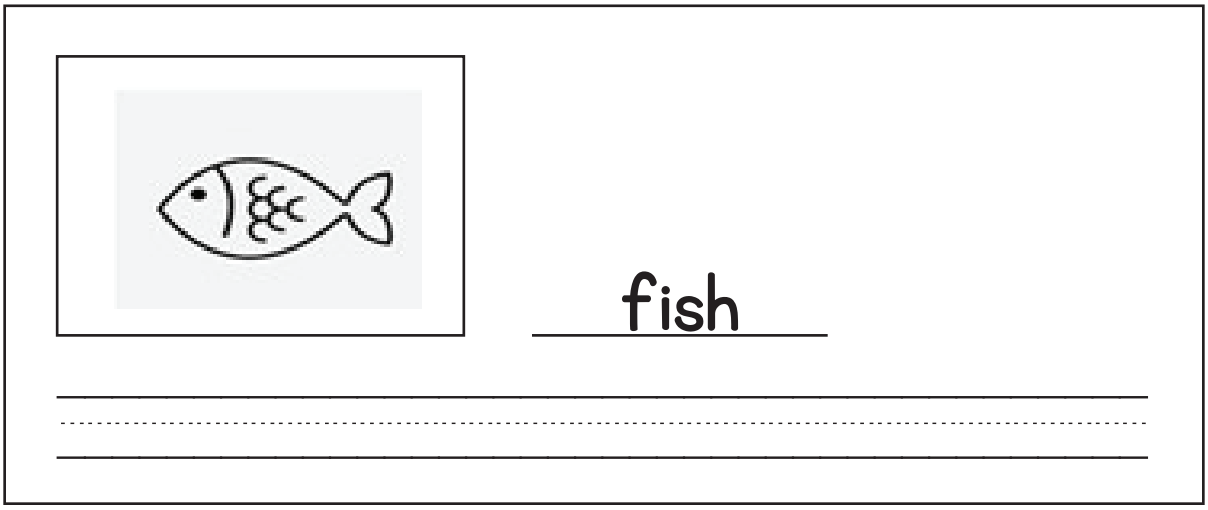
P = picture
W = word
S = sentence



4. Model completing a PWS Outline:

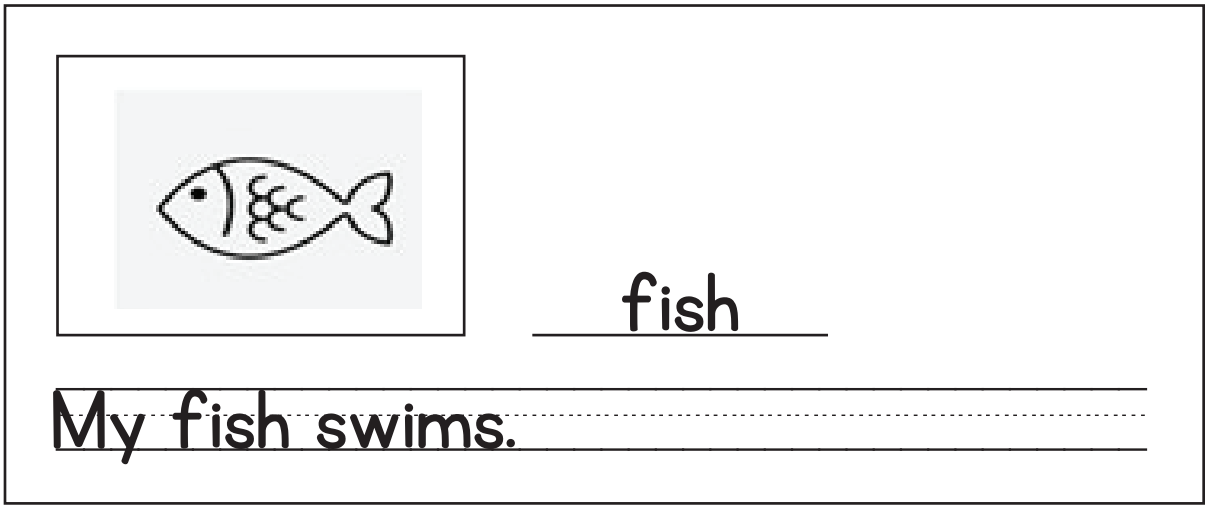
"Today we are all going to write telling sentences about something in our classroom. I will show you how to complete a PWS Outline before you write. Let me think about who or what I would like to write about. I want to write about something I love in our classroom. I could write about our pet fish, our science project, or our library. There are so many things I could write about! I know I can only pick one, though. I am going to pick our fish."

"My whole sentence is going to be about our fish. I will write *fish* on the blank line. If I don't know how to spell fish, I can look at our Word Wall. Then I am going to draw a quick picture of our fish. What should he be doing? I know! He can be swimming."



"Now I am ready to write my sentence. A sentence needs a who part and a doing part. The who part of my sentence is: *my fish*. The doing part of my sentence can be something he does. I will write about how he *swims*. My sentence will sound like this: *My fish swims*."

"I will use words from our Word Wall to help me. If I don't know how to spell a word, I will write down the sounds I hear at the beginning, middle, and end of the word. My spelling doesn't need to be perfect. The first word in my sentence is my. I will begin that word with a capital letter. I will end my sentence with a period. I know to use a period because this is a telling sentence. I am telling my reader about my fish."



5. Guide students to complete a PWS Outline:

   Pass out the Lesson 34 Activity.

   "Now it is your turn to write a telling sentence! I will help you every step of the way. Let's start by brainstorming. What would you like to write about in our classroom?"

   Allow several students to share ideas.

   "There are so many things we could write about! Everyone needs to pick just one thing, though. Put your finger on the blank line next to the picture box. Pick the one thing you want to write about. Write the name of that thing on the line. It is okay if you don't know how to spell it. Use our Word Wall or write down the sounds you hear when you say the word slowly to yourself."

   "Excellent! The next thing we are going to do is draw a picture. I will set a timer for three minutes. Draw a picture of the person or thing you want to write about."

   "Wonderful! Now think about what you want your sentence to sound like. Turn to the person sitting next to you and tell them your sentence."

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Allow students to share with a partner.

Ask a few students to share with the class. Together, identify complete sentences and fragments. Through discussion, help students to revise their oral fragments into complete sentences.

"Now that we have all said our sentences out loud, it is time to write them. Remember, every sentence starts with a capital letter and ends with a punctuation mark. Today we are writing telling sentences, so all sentences should end with a period."

Give students time to complete their sentences. Circulate and assist as necessary.

6. Wrap up:

"Today we wrote our own sentences using a PWS Outline. Who can remember what 'P' stands for? What does 'W' stand for? What does 'S' stand for?"

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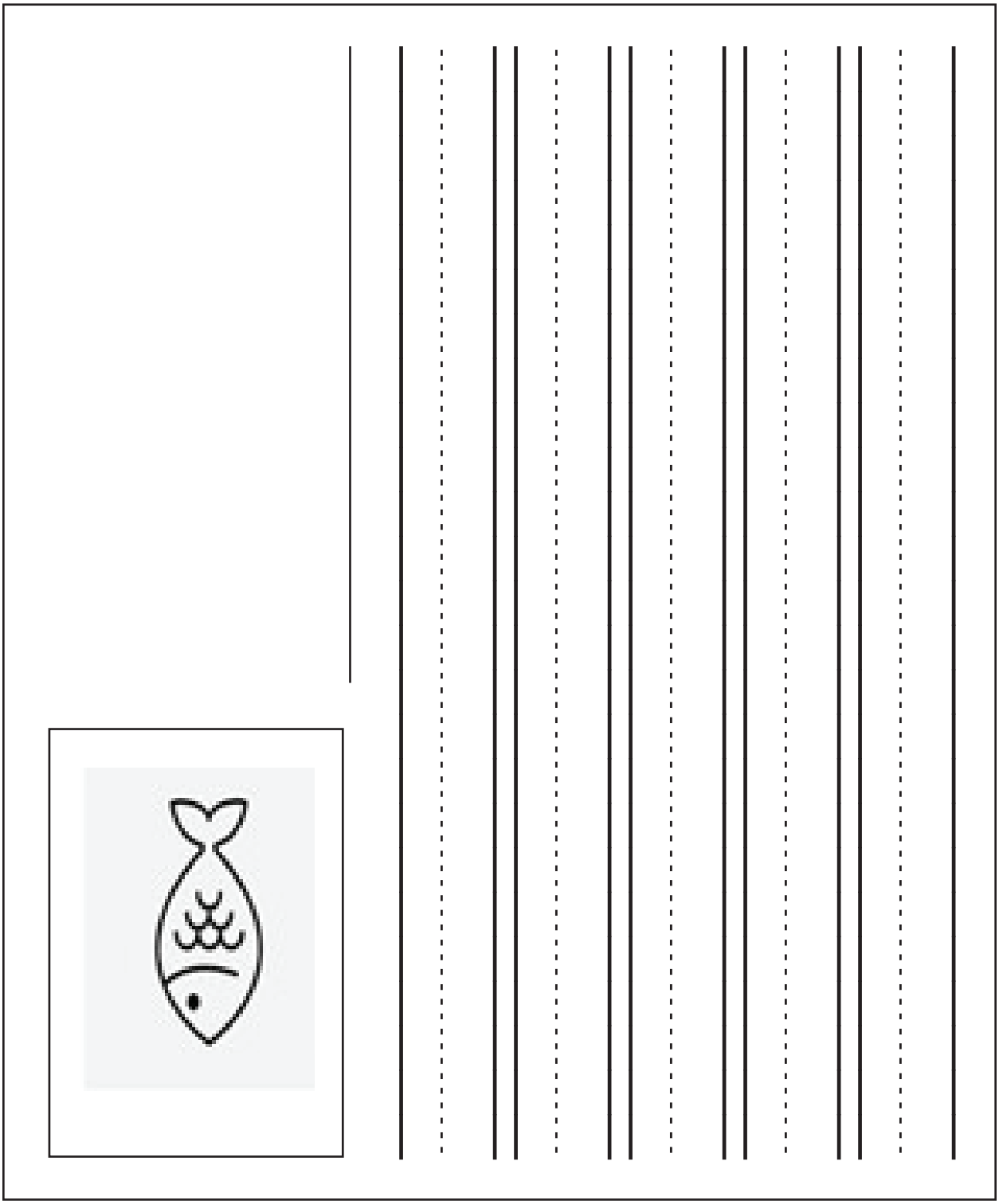
Lesson 34 ***Modeling - PWS Outline—Telling Sentence***



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Lesson 34 ***Activity - PWS Outline—Telling Sentence***

Directions: Choose a person or thing to write about. Write that word on the blank line. Draw a picture of your topic. Write a telling sentence about the picture that begins with a capital letter and ends with a period.

1.

WRITING: LESSON 43

Guided Planning

Today the students will plan for a narrative paragraph using a BTE Picture Outline.

Materials

- Lesson 43 BTE Picture Outline

1. Read the prompt aloud:

   "Let's read the prompt together. What are we being asked to do?"

   Prompt: Write a story about a time you met a new friend.

   Allow students to share ideas and then share the purpose for writing.

   "The prompt asks us to write a story. This means it wants us to write a narrative that has a beginning, middle, and ending. Then it says: *about a time you met a new friend*. So, we need to decide which friend we are going to write about. We also have lots of other decisions to make before we begin to plan."
   Review the following with the students:

   - Where will the setting be? This is where the story will take place.
   - Who will the characters be? The characters are who the story is about.
   - Are we going to write about meeting a real friend that we have, or is this going to be a made-up story? For instance, what if we write a story about meeting a talking animal friend or a favorite celebrity?

2. Review the purpose of planning:

   "Good writers create a plan before they begin to write. A plan helps you stay on topic and know what you're going to say in each part of your paragraph."

   "What kind of plan will we make for this prompt?"

   Allow students to raise their hands and answer.

   "That's right! We will use a BTE Picture Outline."

3. Review the BTE Picture Outline:

   Pass out the Lesson 43 BTE Picture Outline.

   "Let's review the BTE Picture Outline. Each letter stands for a part, or sentence, of your story. Let's review what sentence each letter represents."

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B = Beginning
T1 = 1st thing that happens
T2 = 2nd thing that happens
E = Ending

"Before we begin to write, we will brainstorm ideas. Then we will use this plan to organize the story we each want to write."

"Remember, we are going to draw our pictures first and then write the corresponding words on the lines of the BTE Picture Outline."

4. Guide students to plan for the beginning:

"To begin planning, we must decide a few things:
- Will this story be real or made up?
- What friend will we meet?
- Where will our story take place?"

"I think I want to tell a real story about meeting my best friend, Abby. In my story, I will tell how Abby and I really met, which was on the first day of kindergarten. So, my setting will be at school, and the characters in my story will be me and Abby. Hmmm...the reader will probably want to know how we became friends. So, I will begin by saying that we both were scared because we knew nobody, so our teacher sat us together. I will draw a picture of Abby and me sitting next to each other. I will then write on the corresponding line: *sat next to Abby*."

B *sat next to Abby*
T1
T2
E

"Remember, when we write a plan, we only use a few words per line. This is a stop and jot, so we do not write in complete sentences."

"Now you will each answer the same three questions I did. Then you can use that information to complete the 'B' part of your plan."

Allow students time to complete the "B" part of their plans.

5. Guide students to plan for T1 and T2:

"Now it is time to select two things that will happen in your story. Remember, you want to pick events that you have a lot to write about. The events you choose should be about what happens after meeting your friend."

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"I think the first event in this story will be about how we first started talking and realized we both love to play soccer. I will draw a picture of a soccer ball next to T1 and write: *soccer*. If I don't know how to spell soccer it is ok. I can still use it in my writing. I will say the word slowly to myself and write down the sounds I hear in the beginning, middle, and end. The second event will be me inviting her to my house to play. I will draw a picture of us playing a game next to T2 and write on the corresponding line: *play*."

B sat next to Abby
T1 *soccer*
T2 *play*
E

"Notice again, I did not write in complete sentences on my plan. I just wrote a few words to help me remember what each part of my story will be about."

"Now it's your turn to draw/write your T1 and T2."

Give students time to select their events and complete T1 and T2 on their outlines. Circulate the room and support students as necessary. If time allows, select a few students to share their ideas.

6. Guide students to plan for the ending:

"The last part of our plan is the ending (E). We need to think of how we will wrap up our stories and bring them to an end. At the end of my story, I will tell the reader how much I love Abby and how we will forever be best friends."

"I will draw a picture of Abby and me next to 'E' and write on the corresponding line: *friends forever*."

B sat next to Abby
T1 soccer
T2 play
E *friends forever*

Allow students time to complete the "E" part of their plans. Circulate the room and support students as necessary.

7. Partner or share time (Optional):

Have students turn and talk or share with the class.

Ask students:
- What friend did you choose to write about?
- What events happen in your story?

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8. Wrap up and set up for the next step:

   "Excellent job planning for your story!"

   Ask students:
   - What does BTE stand for?
   - How do the details in your pictures help you when you write?

   "Next time, we'll take our BTE Picture Outlines and turn each part into a complete sentence!"

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Lesson 43 ***BTE Picture Outline***

Name: _____ Date: _____

Directions: Complete the outline using pictures and then words.

BTE PICTURE OUTLINE

Prompt: Write a story about a time you met a new friend.

B	
T1	
T2	
E	

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WRITING: LESSON 44

Guided Writing Part 1

Today the students will write a narrative paragraph.

Materials

- Lesson 43 completed BTE Picture Outline
- Lesson 44 Boxed Paper

1. Review the Boxed Paper format:

   Pass out the Lesson 44 Boxed Paper.

   "Writers, you've already seen this special paper. Who remembers what we call it?"

   Allow students to respond: **Boxed paper!**

   "Exactly! Why do we call it boxed paper?"

   Guide students to answer: **Because it has one big box to write our paragraph in.**

   "Right! And how many sentences will be in our paragraph?"

   Allow students to answer: **Four!**

2. Display the BTE Picture Outline and the boxed paper side by side:

   Display the BTE Picture Outline you completed in Lesson 43 and a blank boxed paper page provided in this lesson.

   "Let's review. What is a paragraph?"

   Encourage answers like: **A group of sentences that go together or sentences about the same idea.**

   "Perfect! Each sentence in our paragraph has a job. Look at your BTE Picture Outline. What does each letter stand for?"

   Call on students to help label each part of the outline aloud:

   B = Beginning
   T1 = 1st thing that happens
   T2 = 2nd thing that happens
   E = Ending

   "What I drew/wrote next to 'B' on my plan is what I will write about as my beginning sentence."

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"What I drew/wrote next to T1 on my plan is what I will write about as my T1 sentence."

"What did I draw/write next to T2 on my plan?"

Allow students to respond.

"That's right, *play*. Who knows what I will write about in my T2 sentence?"

Allow students to respond.

"Yes, I will write about how I invited Abby to my house to play."

"Next to 'E' on my plan, I drew/wrote: *friends forever*. As my ending sentence, I will wrap up my story and bring it to a close."

"Take out the BTE Picture Outline that you completed in Lesson 43. Each box on your plan represents one sentence in your narrative paragraph that you will write."

"Point to the 'I' on your plan. What did you write or draw there?"

Allow students to respond.

"Now look at your T1 and T2 on your plan. What did you write there?"

Guide students to answer: **Things or events that happen in my story.**

3. Model writing the beginning sentence:

"Let's start with the beginning sentence. Next to 'B' on my outline, I wrote: *sat next to Abby*. There are so many different ways I could write about this!"

Think aloud while teaching conventions.

"Before I write, I indent. This means that I move the first sentence in the paragraph over two finger spaces to show the reader that I am starting a new paragraph. I start my sentence with a capital letter and end it with a period."

As the "B" sentence, write: *I sat next to Abby at school.*

4. Guide students to write their beginning sentences:

"Look at what you wrote next to 'B' on your plan. Write a sentence that tells the reader:

- What your story is about (meeting a friend)
- Where your story takes place"

"Remember to write a complete sentence. I will leave my beginning sentence displayed for you to look at if you need help."

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Circulate the room and support students as they write.

Enrichment: Please adjust expectations for students as necessary. For example, it may be appropriate for more advanced students to write 2-3 sentences to tell what happens at the beginning of their story.

Example: It started when I sat next to Abby on the first day of school. We both were scared. We didn't know anyone!

5. Model writing a T1 sentence that includes a narrative transition:

   "Now I will write about the first thing that happens in my story, my T1 sentence. Next to T1 on my plan, I wrote: *soccer*. In this sentence, I will tell the reader all about how Abby and I start talking about how we both love to play soccer."

   As the T1 sentence, write: *Then, we talked about playing soccer.*

6. Guide students to write their T1 sentence and include a narrative transition:

   "Now you will each write your own T1 sentence. Put your finger after your 'B' sentence. Start to write your T1 sentence right after your 'B' sentence. If you need to, use your picture details as ideas for what to write about. Remember to write a complete sentence and to use proper punctuation and capitalization."

   Circulate the room and support students as they write.

   Modification: Beginning writers may not be ready to add details just yet to their writing. Their sentences may be short and choppy. This is okay! As they grow and develop as writers, you can increase expectations and begin to require one or two details per event.

   Sample beginning writer T1 sentence:
   We like soccer.

   Sample above-grade-level writer T1 sentence(s):
   Then, we started to chat. We realized that we both love to play soccer. We even played in the same league.

7. Wrap up and set up for the next step:

   Ask students: How did the BTE Picture Outline help us write?

   "Next time, we'll finish our narrative paragraphs, and then we will go back and check our writing. We'll fix our sentences, check for capital letters and periods, and add more interesting words!"

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Lesson 44 ***Boxed Paper***

Name: _____ Date: _____

Directions: Write a paragraph that answers the prompt.

Prompt: Write a story about a time you met a new friend.

- ☐ I re-read my sentences.
- ☐ I used capital letters.
- ☐ I punctuated correctly.

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WRITING: LESSON 45

Guided Writing Part 2 + Editing & Revising

Today the students will finish writing and then edit and revise a narrative paragraph.

Materials

- Lesson 43 completed BTE Picture Outline
- Lesson 44 Boxed Paper

1. Review the beginning and T1 sentences written in the previous lesson:

   "In our last lesson, we began writing narratives about meeting a new friend. Our purpose for writing these narratives is to tell a story that entertains the reader."

   Display the Boxed Paper that you completed during Lesson 44. Read the 'B' and T1 sentences aloud to students.

   B and T1

   I sat next to Abby at school. Then, we talked about playing soccer.

   "You also began writing your own story. Today we will finish our paragraphs by writing our T2 and ending sentences. Then we will edit and revise them!"

2. Model writing a T2 sentence that includes a narrative transition:

   Quickly model writing about the second event in your story (T2).

   "On my plan, I drew a picture of us playing a game together to represent Abby coming to my house and playing with me. Next to T2 on the corresponding line, I wrote: *play*. I am going to use the details in my picture to help me write a descriptive sentence!"

   Write the T2 sentence: *Also, she came to my house to play games.*

   "Do you see how I used the details from the picture in my plan to explain to the reader what we did? I didn't just tell the reader that we played. I specifically said that she came over to play games. That provides more details!"

3. Guide students to write their own T2 sentence and include a narrative transition:

   "Look at what you wrote next to T2 on your plan. This is the second event in your story. Put your finger on the picture you drew next to T2. Look at the details you added to your picture. Use your picture to provide details in your sentence. Include narrative transitions to show the order in which events happen. What are some narrative transitions you can use in your writing?"

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Allow students to respond. Guide them to name the narrative transitions included on the anchor chart.

Modification: Beginning writers may not be ready to add details just yet to their writing. Please adjust expectations as necessary. For some students, writing one simple sentence for each event is sufficient. Later in the year, as they grow and develop as writers, you can increase expectations and begin to require one or two details per event.

Sample beginning writer T2 sentence:

We played.

Sample on or above-grade-level writer T2 sentence(s):

We became such close friends that I invited her to my house to play games. We had the best time playing Uno and Go Fish.

4. Model writing the ending sentence:

   "Let's wrap up our story. An ending brings our stories to a close. Next to 'E' on my plan, I wrote: *friends forever*."

   As the "E" sentence, write: *We will be friends forever.*

5. Guide students to write their ending sentence:

   "Look at what you wrote next to 'E' on your plan. Make sure to write a sentence that brings your story to a close. Make sure your story sounds finished and complete. We don't want to leave the reader wondering what happened."

   Circulate the room and support students as they write.

6. Review your narrative paragraphs.

   I sat next to Abby at school. Then, we talked about playing soccer. Also, she came to my house to play games. We will be friends forever.

7. Review the editing checklist at the bottom of the boxed paper page:

   "Writers, now that we have finished our paragraphs, we are going to edit and revise our writing to make sure our ideas are clear and easy to understand. When we edit and revise, we also fix mistakes like missing punctuation and capitalization."

   Point out the checklist at the bottom of the page and explain how it is useful.

   "An editing checklist helps writers remember what to look for when re-reading their work so they can fix mistakes and make their writing clearer."

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8. Guide students to check for the first editing task: *I re-read my sentences.*

   "Let's look at the first editing task. It says, *I re-read my sentences.* This means I need to re-read my paragraph and see if any sentences are unclear. If I see a mistake, I need to add or change words to make the sentence make sense. I will begin by reading my first sentence."

   "What if my first sentence sounded like this? Does this make sense?"

   Display a sentence that is unclear, like the example below.

   Abby first day of school.

   "Hmm, this sentence is confusing. It is not written as a complete sentence. We also have to make sure we clearly state the setting."

   Revise the sentence: *I sat next to Abby at school.*

   "That makes much more sense, doesn't it? Now it is your turn! Re-read your paragraph. Add or change words if a sentence is confusing."

   Circulate the room and support students as they edit and revise their writing.

9. Check for the next editing task: *I used capital letters.*

   "Now I'm going to look at the start of every sentence. Do they all start with a capital letter? Let me check...yes, mine do! But what if I had a sentence that looked like this?"

   Display a non-example: *then, we talked about playing soccer.*

   "What is missing? Yes, a capital letter to start my sentence!"

   Display example and highlight capitalization: *Then, we talked about playing soccer.*

10. Check for the next editing task: *I punctuated correctly.*

    "Now I'm going to look at the end of each of my sentences. Does each sentence end with a punctuation mark? Hmm...this one is missing a period! I'll add it now. Fixing punctuation is editing!"

    Display non-example: *We will be friends forever*

    Display example and highlight capitalization: *We will be friends forever.*

11. Wrap up:

    Ask students: How can editing and revising your writing make it better?

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Sentences

Start with a capital letter.

End with a punctuation mark.

Have finger spaces between words.

The cat jumped.

He is big!

Can we play?

Types of Sentences

A telling sentence gives information about someone or something.
It begins with a capital letter and ends with a period.

The toy is red.

An asking sentence asks a question about someone or something.
It begins with a capital letter and ends with a question mark.

Can I go first?

An exclamatory sentence shows a big emotion or feeling
It begins with a capital letter and ends with an exclamation mark.

He ran so fast!

Parts of a Sentence

Who part - who or what the sentence is about

Doing part - what it is or what it does

The ball rolls.

The boy eats ice cream.

A girl jumps rope.

PWS Outline

Use to plan for a sentence

Picture

Word

box

Our box has a lot of fun toys.

Sentence

Top Score Writing

IRC Outline

Use to plan for an essay

I _____ Introduction

R1 _____ Reason 1

R2 _____ Reason 2

C _____ Conclusion

Paragraph

A group of sentences that are all about the same topic or idea.

I love cats. They have very soft fur. Cats are also a lot of fun to play with it. Cats are the best!

Key

Introduction sentence
Detail
Detail
Conclusion sentence

Lisa Collum is a CEO, author, educator, and mother of four with more than 20 years of experience in education. She is the founder of Top Score Writing and Coastal Middle & High School. After seeing students struggle with writing, Lisa developed a simple, structured approach that helped her students achieve a 100% pass rate on the state writing assessment two years in a row.

Today, Top Score Writing is used by schools nationwide to help teachers simplify writing instruction and build confident, successful writers. Lisa also travels across the country providing professional development and sharing practical strategies with teachers, administrators, and district leaders.

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