

WEST VIRGINIA EDITION



FREE WRITING LESSONS

TO START THE YEAR

Top Score Writing

A large, stylized yellow pencil is oriented horizontally across the bottom of the page. The pencil has a black outline, a black eraser at the right end, and a pink band. The words "GRADE 7" are written in a large, bold, black, sans-serif font across the yellow body of the pencil.

GRADE 7

Free Week of Writing Lessons

We're excited to share a full week of FREE writing lessons designed specifically for the beginning of the school year! These lessons come straight from Section I of the Top Score Writing curriculum and focus on teaching the foundations and basic structure of an essay.

While state testing is text based, we encourage teachers to start the year with non-text-based writing to help students build a strong understanding of essay structure and the parts of each paragraph. This approach, taught over the first 4 to 5 weeks of school, makes the transition into text-based writing much smoother and more successful for students.

Here's what you'll find in these free lessons:

- ✓ Step-by-step lessons with explicit instruction
- ✓ Student activities to reinforce skills
- ✓ Built in progress monitoring tools
- ✓ A full table of contents to preview all lessons and topics in the full curriculum

Plus, don't forget! Our digital platform includes:

- ✓ PowerPoints for every lesson
- ✓ Teacher led videos
- ✓ A complete grammar unit

We are so thankful for everything you do each and every day and we are here to support you every step of the way. We hope you enjoy these lessons and that they help set you and your students up for a successful year of writing!
You've got this and we've got you!



SECTION 1

Expository Writing (Non-Text-Based)

Section 1 teaches the basic foundations of writing.

There is no text-based writing included in this section. Students are to write in response to prompts using only their own thoughts and ideas. This instructional approach is intended for students to learn the basic structure of an essay. The lessons in Section 1 are designed to teach the “parts” of an essay and how to organize these “parts” into paragraphs. This section is VERY basic and structured for a reason. This is the beginning and most important stage of the writing process for students. Once students learn the foundational basics, they will be able to write to any genre of writing. It is extremely important to understand that students need to learn the structure and “parts” of an essay before attempting text-based writing. Once students are taught Section 1 and can understand the components, they will not need this foundational instruction in the future. The subsequent sections build on this groundwork and systematically enhance the writing skills of the students.



SECTION 1

Assessment Resources

SECTION 1

NON-TEXT-BASED EXPOSITORY

RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• 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 • 3-4 A • 3-4 B • Support sentences are specific details or examples	• Precise, domain-specific vocabulary consistently used • Consistent command of English grammar, punctuation, capitalization, and spelling • Errors do not affect meaning and there are no patterns of errors
3 Proficient	• 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 • 2-3 A • 2-3 B • Support sentences are mostly specific details or examples but may be general at times	• Precise, domain-specific vocabulary used at times • Grammar, punctuation, capitalization, and spelling are mostly correct • Errors do not affect meaning in a significant way and there may be a pattern of errors of one type
2 Approaching Proficiency	• Inconsistent organizational structure • Introduction and conclusion may be 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 In Need of Development	• 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 may be vague, unclear, or confusing • A great deal of a variety of grammar, punctuation, capitalization, and spelling errors that often obscure meaning

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

Date: _____ Text Set: _____

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WRITING: LESSON 1

Expository Writing

Today the students will be learning how to identify keywords in an expository prompt.

Note to Teachers:

Expository and informative/expository writing are very similar. Informative/expository writing is text-based and requires the writer to support their thoughts and ideas with evidence from the text.

Expository writing does not use text at all, and the writer simply explains with their own thoughts and ideas. The keywords and essay structures for both genres are exactly the same. To keep things from getting confusing, refer to Section 1 as expository writing and Section 2 as informative/expository writing. Once you reach Section 2, explain to the students that the informative/expository essay is the same thing as the expository essay, it is just written after reading various texts and using those texts as their support.

Model:

Explain the keywords found in an expository prompt:

Please teach this concept on the board.

- 1.) Explain
- 2.) Describe
- 3.) Teach
- 4.) Analyze
- 5.) Inform

Writing an expository essay is when you explain/describe/teach/analyze/inform your reader.

Example: You may be asked to write an essay to inform your reader about the solar system.

-or-

Write to explain to your reader where your favorite place is and why.

1. Explain to the students what a prompt is. It tells them what to write about.
2. Put the following prompt on the document camera/board:

Think about your favorite time of year. Now explain why that time of year is your favorite.

3. Tell students that this is an example of an expository prompt. Point out the keyword (**explain**). This prompt is asking students to **explain** without using any text or passages, just their own thoughts/ideas.

Guided Practice:

4. Write this prompt on the board:

***Everyone has a favorite season. Think about your favorite season.
Now teach your reader why this season is your favorite.***

5. Ask students which keyword is in this prompt. They should identify “teach.” Tell them that the keyword is usually in the last sentence of a prompt.
6. Do the same activity with the following prompts. Have students pick out the keyword in each prompt:
- Think about your favorite game. Write an essay in which you describe your favorite game.
 - What school subject interests you the most? Inform your reader about that subject.
 - Most people have a hero. Think of your hero. Now explain why this person is your hero.
7. Hand out the “Guided Practice” worksheet. Have students work on this at their seats while you walk around and monitor. Have them underline the keyword. After 10 minutes, go over the answers together.

Independent Practice:

8. Hand out the “Partner Practice” worksheet. Have students pair up with a partner and complete this activity together. After 10 minutes, review answers.
9. Ask students if they understand how to identify the keywords in an expository prompt. Go over examples orally. Once you think they have a good understanding, give them the “Quiz” worksheet. This should be completed independently and quietly.
19. Collect quizzes and grade. Keep in mind those students that did not do well. They may need additional practice.

Writing Prompts
Guided Practice

Name: _____

Directions: Read each prompt and underline the keyword.

1. ***Holidays are when memories are made. Think of one holiday that you might celebrate with family or friends. Write to explain why this holiday is celebrated.***
2. ***Plastic bags can be harmful to the environment. Inform your reader why plastic bags are harmful.***
3. ***Everyone has a favorite food. Think about your favorite food. Now explain why this food is your favorite.***
4. ***The school committee is considering shortening your recess. Describe how shortening recess could be beneficial to students.***
5. ***Thousands of trees in the rainforest are being cut down every day. Analyze and explain how the cutting of trees affects the environment.***
6. ***Many school districts are considering extending the school day an extra hour. Write to explain how an extra hour of school could be helpful to struggling students.***
7. ***Our solar system is a fascinating sight to see and explore. Think about what you have learned about the solar system. Teach your reader about the interesting things you have learned through studying the solar system.***

**Writing Prompts
Partner Practice**

Name: _____

Directions: Read each prompt and underline the keyword.

1. ***Most people have a place they enjoy going for excitement or relaxation. Before you begin writing, think about the place you enjoy the most. Explain why this one place is your favorite.***
2. ***Some sports can be dangerous and lead to concussions. Inform your reader about how contact sports can be dangerous to children.***
3. ***A fairy tale can ignite your imagination and enjoyment of reading. Think about fairy tales you have heard or read. Write to explain what your favorite fairy tale is and why.***
4. ***Communicating with family and friends far away can be challenging. Think about different ways you can keep in touch with those far away. Teach the best tactics for communicating with faraway family and friends.***
5. ***There are many jobs in the world. Some people work in an office building or outside. Before you write, think about what you want to be when you grow up. Now explain why you want to have this job.***
6. ***Ecosystems are communities of plants and animals. Think about what you can do to help ecosystems. Describe various things you can do to help ecosystems.***
7. ***Children like to create places of their own such as forts, clubhouses, and hideaways. Think about your dream hideaway. Teach the reader about the best places you can create secret hideaways.***
8. ***Children like to play. Sometimes they play with a friend and sometimes they play alone. Before you write, think about one hobby or sport that you enjoy. Now explain why you enjoy this hobby or sport.***
9. ***What is your favorite movie? Write an essay in which you explain what your favorite movie is and why.***
10. ***Satisfying the needs of a pet can be challenging. Inform the reader about how to take care of a pet.***

**Writing Prompts
Quiz**

Name: _____

Directions: Read each prompt and underline the keyword.

1. ***We all know about famous people. Write to explain who your favorite famous person is and why.***
2. ***Teach your reader why school lunches should be healthy.***
3. ***Books have fabulous characters. What makes a memorable book character? Explain.***
4. ***Sometimes when you watch television or movies, you learn about different characters. Before you begin to write, think about one character that you like the most. Now explain why you like this one character so much.***
5. ***A community is full of many different places, people, and animals. Think about people taking over animal habitats. Write to inform your reader about protecting animal habitats in a community.***
6. ***There are many jobs in the world. Think about a job that you might enjoy doing when you become an adult. Now explain why you would enjoy this job.***
7. ***Many young boys and girls have cell phones. Analyze the reasonings on why children should have cell phones.***
8. ***Kids enjoy owning special things. Think of an item that you enjoy playing with or using the most. Explain why this one item is your favorite one of all.***
9. ***Write to explain how you would make your neighborhood better.***
10. ***Inventions make our lives easier and more enjoyable. Teach the reader how inventions are a convenience to our high-tech world.***

WRITING: LESSON 2

Expository Planning

Today you will be teaching the students how to plan for an expository essay.

Model:

1. Explain to the students that before writing an essay, they have to plan for it. Their planning is kind of like a road map. Once they have written a plan, they just follow it and it makes writing a whole lot easier. When they follow a plan, their writing is more focused on the topic (prompt). Today we will be learning how to plan for an expository essay.
2. Ask students to recall what the keywords for an expository prompt are (explain, describe, teach, analyze, and inform).
3. To plan for an expository essay, we use an IRC outline.
I stands for Introduction.
R stands for Reasons.
C stands for Conclusion.
4. The IRC planning 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/document camera next to the IRC outline.

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

7. Ask students, "What is the first thing we do?" (*underline the keyword*)
8. Then we do what? (*decide what the prompt is asking us to write*)
9. Once the students have identified the prompt as an expository essay, explain that we need to pick our favorite subject and then list three reasons why we like this subject.
10. Tell students that today we will write about science.
11. Write "science" on the I and C lines.
12. Now tell students we need to come up with three reasons why we like science.

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

(Example reasons: experiments, topics, and projects)

Guided Practice:

17. Do another example on the board/document camera with the following prompt:

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

18. Have students come up with a season and then three reasons why they like that season.
Example:
I Summer
R1 weather
R2 activities
R3 no school
C Summer

Independent Practice:

19. Then hand out the blank "Partner Practice/IRC Outline" to students. Tell them to choose a partner and work on this together. Write this prompt on the board:

***Everyone knows that the environment is important. Think about our environment.
Now explain why protecting the environment is important.***

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:
Writing "protecting the environment" on the I and C lines
Writing three reasons why protecting the environment is important
Writing good reasons (*example reasons: pollution, habitats, health*)

22. After checking them, review good examples and non-examples.

Quiz:

23. Tell the students it is time to take a quiz. If they show you they know this, tell them the class will work on something fun and different tomorrow.

24. Hand out the “Quiz.”

25. Grade and take note of students who may need extra help.

26. Recap today’s lesson.

Model

Name: _____

*Prompt: **Everyone has a favorite subject in school. Think about your favorite subject in school. Now explain why this subject is your favorite.***

I _____

R1 _____

R2 _____

R3 _____

C _____

Guided Practice

Name: _____

*Prompt: **Everyone has a favorite season. Think about your favorite season.
Now explain why this season is your favorite.***

I _____

R1 _____

R2 _____

R3 _____

C _____

Partner Practice/IRC Outline

Name: _____

Directions: Plan for the following prompt.

***Everyone knows that the environment is important. Think about our environment.
Now explain why protecting the environment is important.***

I _____

R1 _____

R2 _____

R3 _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

Everyone has a special memory that they will never forget. Think about a memory you will never forget. Now explain why this memory is so special to you.

I _____

R1 _____

R2 _____

R3 _____

C _____

WRITING: LESSON 3

Expository Planning – with As and Bs

Today the students will practice planning for more expository prompts.

They will continue to fill out the IRC outline, but this time they will add As and Bs.

Model:

1. On the board/document camera, draw the 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 write long paragraphs.
4. Write the As and Bs on the IRC outline – these are the supporting details.
5. Now let's do an example with our favorite country (write to explain about your favorite country).
6. For today's lesson, we will use France.
7. Our reasons will be:
 - I France
 - R1 culture
 - R2 tourist attractions
 - R3 geography
 - C France
8. Fill in the IRC outline with France and the three reasons.
9. Explain how the As and Bs work. We have "culture" as our first reason. Now we have to come up with two examples/details about the culture in France. We will fill this in our A and B next to "culture."
10. Let's think...we want to explain the culture of France to our readers. We have to think of two examples/details about the culture of France that we want to explain to our reader. Two popular aspects of the culture of France include the language and the food. For A, we will write "language" and for B, we will write "food."
11. Let's do the same for "tourist attractions" and "geography."
12. The finished outline should look like this:
 - I France
 - R1 culture a. language b. food
 - R2 tourist attractions a. Eiffel Tower b. Louvre
 - R3 geography a. beaches b. mountains
 - C France

Guided Practice:

13. Let's try another one for practice.
14. Hand out the "Guided Practice" worksheet.
15. Do the "Guided Practice" worksheet together.
16. Remind students to pick three good reasons and then two details about each.
17. Once finished, check their work.

Example:

I	guidance counselor		
R1	helps	a. friendships	b. family issues
R2	listens	a. problems	b. accomplishments
R3	gives strategies	a. when angry	b. when sad
C	guidance counselor		

18. Answer any questions.

Quiz:

19. Give the "Quiz."

Guided Practice

Name: _____

Directions: Plan for the following prompt.

***Everyone has a special person in their life that they care about. Think about your special person.
Now explain why you care about this person.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 4*More Planning Practice*

*Today the students will continue working on expository planning.
We want to make sure they fully understand this before they start writing.*

Model:

1. Draw the IRC outline with the As and Bs.
2. Tell the students we are going to plan for the prompt – our favorite time of year.
3. Complete IRC outline on the board with students.
4. Remind the students to make sure the three reasons are good, and the As and Bs are good details of the reasons.

Independent Practice:

5. Hand out the “Planning Practice” packet.
6. Have the students work on these prompts and plan for them.
7. Give the students about 20-30 minutes.
8. Once completed, review the planning sheets. Share examples and non-examples under the document camera.

Here are some great planning ideas:

Sport/Hobby:

I	soccer	
R1	positions	a. forward b. goalie
R2	tricks	a. juggle b. dribble
R3	win	a. championship b. trophy
C	soccer	

Favorite Book Character:

I	Harry Potter	
R1	character traits	a. brave b. smart
R2	friends	a. Hermione b. Hagrid
R3	events	a. fighting b. quidditch
C	Harry Potter	

President:

I president

R1 no war

R2 help poverty

R3 protect environment

C president

a. pull out troops

a. food

a. endangered animals

b. support allies

b. homes

b. global warming

Favorite Commercial:

I mayhem car insurance

R1 funny

R2 action

R3 sayings

C mayhem car insurance

a. actor

a. falls through ceiling

a. be better protected

b. different scenarios

b. window smash

b. mayhem like me

Independent Practice

Name: _____

*Prompt: **Everyone has a favorite sport or hobby. Think about your favorite sport or hobby. Now explain why that sport or hobby is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Independent Practice

Name: _____

*Prompt: **Everyone has a favorite book character they would like to meet in real life. Think about your favorite book character. Now explain why this book character is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Independent Practice

Name: _____

*Prompt: **Everyone imagines being president. Think about what you would do if you were elected President of the United States. Now explain what changes you would make if you were elected president.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Independent Practice

Name: _____

*Prompt: **Everyone has a favorite commercial on TV. Think about your favorite commercial. Now explain why this commercial is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 5

Introduction “I” Paragraph

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

The “I” paragraph is made up of 3-4 simple sentences.

Model:

1. The “I” paragraph should be kept short and simple. Today we will learn about the sentences that make up the “I” paragraph and give a satisfying introduction without wasting a lot of writing time or taking up too much space. Write the following on the board and make an anchor chart:

“I” paragraph

Hook

3 reasons

Closing statement

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 3-5 sentences and to introduce the topic.

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 your essay.
3. Write on board (you can also turn this into an anchor chart):

Different Types of Hooks

Question

Anecdote

Restate the prompt

Strong statement/fact

Set the scene

Quote*

4. Don’t make up strong statements. Only use these hooks if you know they are true from prior knowledge or research.
5. Quotes can be used as hooks in Sections 2 and 3 once students start reading passages before they write. They can then find an interesting quote or use a statistic from the passage.
6. Hand out the “Hooks” sheet.

7. Look at the prompt and review the different ways to write a hook. Remind the students that they can ask a question in many different ways.

If writing about a historical figure they admire, they could ask any of the following questions as a hook:

- Who do you admire most in history?
- Do you have a historical figure that you admire?
- What qualities of a person from history do you think demonstrate heroism?
- If you could pick anyone from history that you admire, who would you pick?

8. Now let's write about the following prompt and do the following planning: (show on the board/document camera)

Suppose one of your friends wants to drop out of school. Think about why going to school and graduating is extremely important. Write to explain why they should stay in school.

I school

R1 opportunities

a. college

b. career

R2 real life skills

a. finances

b. reading/writing skills

R3 stay out of trouble

a. busy

b. good friends

C school

******When writing the “I” paragraph, make sure you are color-coding each sentence. For example, write the hook in red, the “3 Reasons” sentence in blue, and the closing statement in green. This way students can visually see the three parts of the “I” paragraph.

Which hook do you want to use? (Here is an example of a strong statement.)

Staying in school through graduation is essential to have a good future.

The next sentence for “I” is the “3 reasons sentence.” This is where you state your three reasons. What are our three reasons? (They should answer – opportunities, real-life skills, and stay out of trouble.)

Our second sentence will look like this – *It is important to stay in school because it opens up opportunities, you learn real-life skills, and you stay out of trouble.*

Let's look at our last sentence. This is called our closing statement. This is just a general statement about the topic. Let me give you some examples:

- *There are no benefits to dropping out of school early.*
- *You must stay in school.*
- *Endless positive outcomes await if you stay in school and graduate.*

As a class, let's decide what our closing statement is going to be.

Now let's put it all together and check it.

- Do we have a hook?
- Did we state our 3 reasons sentence?
- Do we have a closing statement?

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

Staying in school through graduation is essential to having a good future. It is important to stay in school because it opens up opportunities, you learn real-life skills, and you stay out of trouble. There are no benefits to dropping out of school early.

9. Let's quickly do one more together and then you try one on your own.

Guided Practice:

Hand out the “I” paragraph worksheet that says “Guided Practice” in the left-hand corner.

As a class, work together to plan and come up with an “I” paragraph. Make sure you color-code the three parts. Encourage creativity and higher-level vocabulary.

Favorite Book Example planning:

- | | | | |
|----|--------------|--------------------|--------------|
| I. | Harry Potter | | |
| R1 | characters | a. Harry | b. Voldemort |
| R2 | events | a. Deathly Hallows | b. Quidditch |
| R3 | setting | a. Hogwarts | b. forest |
| C | Harry Potter | | |

Example:

Everyone has a favorite book that they enjoy reading. My favorite books are the Harry Potter novels because of the interesting characters, the action-packed events, and the magical setting. When I am reading Harry Potter, I am transported away from my problems and into the fictional world of Hogwarts.

Independent Practice:

Have students work on the next “I” paragraph worksheet labeled “Independent Practice”.

Assist students through planning and writing the “I” paragraph (as needed) for this prompt.

Favorite Holiday Example planning:

I Christmas

R1 decorations

a. tree

b. lights

R2 family

a. grandparents

b. cousins

R3 food

a. Christmas dinner

b. Christmas morning breakfast

C Christmas

Example:

Certain holidays bring joy and hold a special place in your heart. My favorite holiday is Christmas because of the beautiful decorations, spending time with family, and the delicious food. Christmas is the most magical holiday of the year!

Hooks Sheet

Different Types of Hooks

Ask a question

Restate the prompt

Anecdote

Strong statement/fact

Set the scene

Quote*

Prompt: When studying prominent historical figures, most people have one person that they admire. Think about who you admire from history. Now explain who you admire most in history and why.

Ask a question: If you could pick one person to be your hero, who would you pick?

Restate the prompt: Everyone admires a historical figure that they learn about.

Anecdote: Learning about Martin Luther King Jr. changed my life.

Strong statement/fact: Martin Luther King Jr. was a prominent leader of the civil rights movement in the United States.

Set the scene: Imagine a world divided and one fearless leader stepping in to make a big change.

Guided Practice

Name: _____

“I” Paragraph

*Everyone has a favorite book they love to read. Think about your favorite book.
Now explain why this book is your favorite.*

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Write the “I” paragraph:

Independent Practice

Name: _____

“I” Paragraph

Everyone has a favorite holiday or celebration that they enjoy. Think about your favorite holiday or celebration. Now explain why this holiday or celebration is your favorite.

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Write the “I” paragraph:



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ITC Outline

Use to plan for an
informative/expository essay

I central idea

T1 topic 1 **a.** detail or example

b. detail or example

T2 topic 2 **a.** detail or example

b. detail or example

T3 topic 3 **a.** detail or example

b. detail or example

C central idea

Top Score Writing

Introduction Paragraph

I Disney World

R1 rides a. roller coaster

b. teacups

R2 food a. hot dogs

b. pizza

R3 games a. basketball
b. balloon dart

C Disney World

Where is your favorite place to go?

My favorite place is Disney World because of the rides, food, and games. Disney World is an amazing place.

Key

Hook

Central idea/3 topics

Closing statement



Topic Sentence

The first sentence in a middle paragraph

First, dogs are my favorite animal
because they are very cute. Some dogs
have big, bulgy eyes. Other dogs have
curly tails.

Central idea



First, dogs are my favorite animal because
they are very cute.



Transition



Reason



Middle Paragraph

First, I like basketball because you can shoot the ball. One way to shoot is by making a 3-pointer. You have to make sure you stand behind the white 3-point line. Then shoot it with a lot of force so it will make it into the basket. You can also make a shot by dunking. First you have to run fast across the court. Then jump as high as you can and push it through the net.

I basketball

R1 shoot a. 3-pointer
 b. dunk

R2 dribble a. court
 b. legs

R3 win a. championship
 b. trophy

C basketball

Key
Topic sentence
3A
3B



Conclusion Paragraph

In conclusion, alligators are very interesting to learn about. Alligators are remarkable because there are two different species, they are a type of reptile, and they live in various habitats. I think everyone should learn more about alligators so they can understand this mysterious creature.

I alligators
T1 species
T2 type of reptile
T3 habitats
C alligators

Key
Summary
Restate central idea/3
topics
Thought or feeling



Transitions

Use within paragraphs to help organize and connect ideas in writing

To show order:

first
second
third
next
last
finally

To add more ideas:

also
and
in addition
another

To explain why:

because
so
since
for example

To compare:

alike
similar
unlike
different
but





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