

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 eraser at the right end and a black lead tip at the left end. The words "GRADE 6" are written in large, bold, black, sans-serif capital letters across the yellow body of the pencil.

GRADE 6

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 writing are very similar. Informative writing is text-based and requires writers 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 structure 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 writing. Once you reach Section 2, explain to 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.

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 Civil War.

- or -

Write an explanatory essay about the Civil War.

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

***Think about a place you would like to go on a family vacation.
Now explain why you would like to go to this place on a family vacation.***

- 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 and ideas.
- 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.***

- 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.

Do the same activity with the following prompts. Have students pick out the keyword.

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.

Practice Time

1. 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.
2. Hand out the “Partner Practice” worksheet. Have students pair up with a partner and complete this activity together. After 10 minutes, review answers.
3. 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.
4. Collect quizzes and grade them. 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 times 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 and hurt 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 to 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 of contact sports that 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 huts, clubhouses, and hideaways. Think about your dream hideaway. Teach the reader about your favorite secret hideaway.***
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.

1. Explain to students that before writing an essay, they have to plan for it. The planning is kind of like a road map. Once you have written a plan, you just follow it and it makes writing a whole lot easier. When you follow a plan, your 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 _____

Let's do an example: Write this prompt on the board/document camera next to the IRC outline.

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

6. Ask students, “What is the first thing we do?” (underline the keyword)
7. Then we do what? (decide what the prompt is asking us to write about)
8. Once the prompt is identified as an expository essay, explain that we need to pick a favorite sport and then list three reasons why it is a favorite.
9. Tell students that for today we will write about basketball.
10. Write “basketball” on the “I” and “C” lines.
11. Tell the students to come up with three reasons why they like basketball.
12. We will write these reasons on the R1, R2, and R3 lines.

13. As students are coming up with reasons, explain to them to only write one or two words on the lines. We do not want to spend too much time on planning. We need all the time we can get to write our essay. So, instead of writing “Basketball has different positions,” we will just write “positions.”
14. Fill in the lines with their three reasons why they like basketball.
15. Remind them that these must be good reasons. We want to keep our reader interested to receive a good score. Make sure students pick strong reasons that they can write a lot about.

(Example reasons: positions, dribble, and win)

I	_____	basketball
R1	_____	positions
R2	_____	dribble
R3	_____	win
C	_____	basketball

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

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

17. Have students come up with a holiday and then three reasons why they like that holiday.

Example:

I	_____	Christmas
R1.	_____	snow
R2.	_____	presents
R3.	_____	decorations
C	_____	Christmas

18. Hand out the blank IRC outline to students. Tell them to choose a partner and work on this together. Write this prompt on the board:

***Everyone knows that recycling is important. Think about recycling.
Now explain why recycling is important.***

19. Tell students they will have 10 minutes to plan for this prompt.
20. Walk around the classroom and make sure they are doing the following three things:
 1. Writing recycling on the “I” and “C” lines.
 2. Writing three reasons why recycling is important.
 3. Making sure the reasons are good (Example reasons: pollution, reuse, conserve).
21. After checking them, tell students it is time to take a quiz. If they show you they know this, tell them the class will work on something more fun and different tomorrow.
22. Hand out the “Quiz.” Review and share examples and non-examples with students.

IRC Outline

Name: _____

I _____

R1 _____

R2 _____

R3 _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

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

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.

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 long paragraphs.
4. Write the As and Bs on the IRC outline - these are the supporting details and examples.
5. Now let's do an example with our favorite vacation spot.
6. For today's lesson, we will use Disney World.
7. Our reasons will be: 1. rides 2. games 3. characters
8. Fill in the IRC outline with Disney World and the three reasons.
9. Now explain how the As and Bs work. We have "rides" as our first reason. Now we have to come up with two examples/details about the rides at Disney World. We will fill this in as our A and B next to "rides."
10. Let's think...we want to explain the rides to our readers. We have to think of two examples/details about the rides at Disney World that we want to explain to our reader. You can ride a roller coaster and you can ride a water ride at Disney. For A, we will write "roller coaster" and for B, we will write "water ride."
11. Let's do the same for "games" and "characters."
12. Here are some examples to use:
 Games: There is the Toy Story laser shooting game and basketball game. (a. shooting
 b. basketball)
 Characters: You can see them in the castle and get autographs. (a. castle b. autographs)

The finished outline should look like this:

I Disney World		
R1 rides	a. roller coaster	b. water ride
R2 games	a. shooting	b. basketball
R3 characters	a. castle	b. autographs
C Disney World		

13. Hand out the "Practice" worksheet.

14. Let's try another one for practice.
15. Do the 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 Dad

R1 hardworking

a. job

b. lawn work

R2 good father

a. plays

b. homework

R3 good person

a. good to Mom

b. good friend

C Dad

18. Answer any questions.
19. Give the "Quiz."

Practice

Name: _____

Directions: Plan for the following prompt.

***Everyone has a role model. Think about your role model.
Now explain why this person is your role model.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 4

More Planning Practice

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

1. Start with an example on the board.
2. Draw the IRC outline with the As and Bs.
3. Tell the students they are going to be planning for four different prompts.
4. Hand out the “Planning Practice” packet.
5. Have the students work on these prompts and plan for them.
6. Remind them to make sure their three reasons are good, and the As and Bs are good details of the reasons.
7. Give the students about 20-30 minutes.
8. Once completed, review the planning sheets.
9. Share examples and non-examples under the document camera.

Here are some great planning examples:

I character trait – friendship

- | | | |
|-------------|------------------|-----------------|
| R1 honesty | a. telling truth | b. good choices |
| R2 loyalty | a. reliable | b. trust |
| R3 kindness | a. thoughtful | b. helpful |

C character trait – friendship

I favorite book – Wonder

- | | | |
|------------------|--------------|-------------------|
| R1 characters | a. Auggie | b. Julian |
| R2 social Issues | a. bullying | b. disabilities |
| R3 events | a. “The War” | b. nature retreat |

C favorite book – Wonder

I favorite place – beach

- | | | |
|---------------|-------------|------------|
| R1 activities | a. swimming | b. surfing |
| R2 sand | a. castles | b. shells |
| R3 animals | a. fish | b. crabs |

C favorite place – beach

I favorite invention – iPhone

- | | | |
|-------------------|-----------|----------|
| R1 phone | a. calls | b. text |
| R2 apps | a. social | b. games |
| R3 other features | a. camera | b. music |

C favorite invention – iPhone

Planning Practice

Name: _____

***Everyone knows that good character traits are important in a friendship.
Think about your friendships. Now explain what character traits are most important to you.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Planning Practice

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 _____

Planning Practice

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 _____

Planning Practice

Name: _____

***Everyone has a favorite invention that has impacted the way they live.
Think about your favorite invention. Now explain why this invention is your favorite.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 5

“I” Paragraph

Today the students will be learning how to write the Introduction or “I” paragraph.

The “I” paragraph is 3-4 sentences. The students will set up their

“I” paragraph the same way for every prompt.

1. The “I” paragraph should be kept short and simple. Today we will learn 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

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 your essay.
-
3. Write on board:
Different Types of Hooks –
 1. Question
 2. Strong statement
 3. Restate the prompt
 4. Anecdote
 5. Set the scene
 6. Fact or definition
- 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.*
4. Hand out the “Hooks” sheet.
 5. Look at the prompt and review the different ways to write a hook. Remind students that you can ask a question in many different ways.
 - Who is your hero?
 - Do you have a hero?
 - What person do you think demonstrates heroism?
 - If you could pick anyone to be your hero, who would you pick?
 6. Now let’s write about the following prompt and do the following planning: (show on the board/document camera)

Suppose a new teacher has come to your school. Explain to this teacher what is important to know about teaching middle school students at your school.

I new teacher

R1 patient a. relaxed b. understanding

R2 give time a. classwork b. tests

R3 demonstrate a. modeling b. experiments

C new teacher

***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.

7. Which hook do you want to use? (I decided to write a strong statement.)

Middle school can be new and scary for the kids who are experiencing it for the first time.

8. 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: **patient, give time, and demonstrate.**)

9. Our second sentence will look like this – *What would help out a lot is if all new middle school teachers knew how to be patient, gave enough time to work in class, and demonstrated things that the class is learning.*

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

- *Sixth-grade teachers can make you love or hate learning.*
- *If my teachers had these qualities, I would love school more.*
- *Teaching middle school is a very important responsibility.*

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

12. Now let’s put it all together and check it.

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

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

Middle school can be new and scary for the kids who are experiencing it for the first time. What would help out a lot is if all new middle school teachers knew how to be patient, gave enough time to work in class, and demonstrated things that the class is learning. Sixth-grade teachers can make you love or hate learning.

13. Let’s do one more together quickly, and then you try one on your own.
14. Hand out the “I” Paragraph worksheet that says “Model/Work Together” in the left-hand corner.
15. 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 Sport Example Planning:

I	soccer		
R1	positions	a. goalie	b. forward
R2	skills	a. header	b. passing
R3	win	a. championship	b. trophy
C	soccer		

Example:

Everyone has a favorite sport they like to play. My favorite sport is soccer because of the different positions, the skills you use when playing, and winning games. Soccer is a sport that takes a lot of strategy and talent.

16. Then have students work on the next “I” paragraph worksheet that says, “Guided Practice.”
17. Assist students through planning and writing the “I” paragraph (as needed) for this prompt.

Favorite Invention Example Planning:

I	electricity		
R1	useful	a. light	b. air conditioner
R2	energy	a. charges devices	b. turns on electronics
R3	before	a. no technology	b. no comfort (AC, heater, etc.)
C	electricity		

Example:

Inventions are unique and helpful. My favorite invention is electricity because it is extremely useful, it provides electrical energy to objects, and life before electricity was miserable. I can’t imagine not using electricity every day!

Hooks Sheet

Different Types of Hooks

1. Question
2. Strong statement
3. Restate the prompt
4. Anecdote
5. Set the scene
6. Fact or definition

Prompt:

***Everyone has a hero that they admire. Think of your hero.
Now explain why this person is your hero.***

Question: If you could pick one person to be your hero, who would you pick?

Strong Statement: George Washington was an inspirational hero who impacted the world.

Restate the Prompt: Everyone has a hero.

Anecdote: Learning about George Washington changed my life.

Set the Scene: While sitting in history class, I was first introduced to George Washington. Immediately his accomplishments were inspiring to me!

Fact: George Washington was the first President of the United States from 1789-1797 and was one of the Founding Fathers of the United States.

Model/Work Together

Name: _____

“I” Paragraph

*Everyone has 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 _____

Write the “I” paragraph:

Guided Practice

Name: _____

“I” Paragraph

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