

WEST VIRGINIA EDITION



FREE WRITING LESSONS

TO START THE YEAR

Top Score Writing

GRADE 2

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!



LESSON 1

Introduction to Writing

State Assessment Timing Requirements

Please note that the allotted time for the state writing test varies from state to state. Throughout the Top Score Writing curriculum, you will see timing referenced throughout the lessons and practice assessments. The reference to time is designed for a 120-minute test.

In the case that this does not apply to your state writing test, adjust the time according to your state test specifications.

WRITING: LESSON 1

*Today you will be explaining three different types of writing to the students.
Here is the information to go over with the students:*

1. Types of writing:

Expository/Informative, Opinion/Argumentative, and Narrative

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 writers simply explain 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 essay is the same thing as the expository essay; it is just written after reading various texts and using those texts as their support.

Expository/Informative writing is when you explain/inform.

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

Narrative writing is when you tell a story.

Example – You may be asked to write a story about a time you won something.

Opinion writing is when you tell how you feel or what you think.

Example – You may be asked to give your opinion about a character in a story.

2. Today you will be covering the following topics:

- Keywords of expository/informative, narrative, and opinion prompts
- How to identify prompts

3. **Explaining how to identify prompts:**

Please teach this concept on the board.

- There are three types of writing: Expository/Informative, Narrative, and Opinion.
The keywords for expository are *explain and inform*.
The keywords for narrative are *story and tell*.
The keywords for opinion are *opinion, think, and feel*.
**Please make an anchor chart of these keywords.

4. Explain to students that the prompt tells them what to write about.

5. Put the following prompt on the document camera/board:

Cereal is a popular breakfast meal for children. Imagine you opened a box of Lucky Charms and found a mysterious map. Now tell what happened when you followed the map's directions.

6. Ask students to read the prompt silently and identify the keyword. (The keyword is usually in the last sentence of the prompt.) Once they have identified the keyword, have them decide what type of essay it is (narrative, opinion, or expository/informative).

Type of prompt = Narrative

Keyword = Tell

7. Now they will practice some more with additional examples.

8. Write this prompt on the board:

Everyone has a favorite TV show. Think about your favorite TV show. Now explain why this TV show is your favorite.

9. Ask students which keyword is in this prompt. They should identify “explain.” Tell them that the keyword is always in the last sentence of a prompt. Since “explain” is the keyword, what type of essay is this? They should respond with “expository/informative.”
10. Do the same activity with the following prompts:
 - Children love to go on field trips. Think of a time when you went on a class field trip. Write a story about your field trip and all the fun things you did with your classmates.
 - What insect interests you the most? Think about why you like it. Share your opinion on the insect and why it is the best.
 - Everyone has a favorite animal. Think about your favorite animal. Now explain why this animal is your favorite.
11. 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 first and then identify what kind of essay it is. After 10 minutes, go over the answers together.
12. Hand out the “Partner Practice” worksheet. Have students pair up and complete this activity together. After 10 minutes, review the answers.
13. Ask students if they understand how to identify the keywords and decide which type of essay they will be writing. Go over examples orally. Once you think they have a good understanding, give them the “Quiz.” This should be completed independently and quietly.
14. Collect, grade, and record the results of the Skill Check on the Section 1 Non-Text-Based Expository Skill Tracker.

Guided Practice

Name: _____

*Read each prompt and underline the keyword. Write an **N** if it is a narrative prompt, **E/I** if it is an expository prompt, or an **O** if it is an opinion prompt.*

- _____ 1. We all have a favorite movie. Write a story about what might happen if you were a character in that movie.
- _____ 2. Everyone loves to go on vacation! Before you write, think about a place that you and your family would want to go on vacation. Now write a story about your vacation.
- _____ 3. In your opinion, what famous person would you like to meet?
- _____ 4. In science class, we have learned a lot about animals. Before you write, think about one animal you have learned about that you like the most. Now explain why you like this animal so much.
- _____ 5. Smoking cigarettes is an unhealthy habit that many people do. Think about how many people smoke cigarettes in this world. Now write to inform your reader about why smoking is a bad habit.
- _____ 6. There are many jobs you can do when you grow up. Think about what you want to do when you grow up. Now explain to your reader why you would want to do this job.
- _____ 7. Many young boys and girls are allowed to stay up really late. Do you think second graders should be able to stay up past 10:00 p.m. on school nights?
- _____ 8. Many kids have a collection. Think of an item that you collect. Explain why you collect this item.
- _____ 9. There are many popular shows on the Disney Channel. Imagine that you changed into a character from one of those shows. Now write a story about your daily life as a character in a show on the Disney Channel.
- _____ 10. Cars make transportation easier for people. Imagine that you have designed a car for children to drive. Now write a story about what this car can do.

Partner Practice

Name: _____

*Read each prompt and underline the keyword. Write an **N** if it is a narrative prompt, **E/I** if it is an expository prompt, or an **O** if it is an opinion prompt.*

- _____ 1. Birthdays are times when memories are made. Think of one special birthday that you have celebrated in the past. Write a story about your time celebrating your birthday.
- _____ 2. Many children walk home from school. Imagine that you were walking home from school when you found a puppy. Now tell what happened when you took the puppy home.
- _____ 3. Everyone has a favorite restaurant. Think about your favorite restaurant. Now explain why this restaurant is your favorite.
- _____ 4. The school principal is thinking about getting rid of ice cream in the cafeteria and selling healthier snacks. She is willing to listen to students' opinions. Some students may agree with this idea but some may not. What is your opinion about taking ice cream off the school lunch menu?
- _____ 5. When you help others, you feel good about yourself. Think of a day when you helped someone else. Write a story about that day and how it made you feel.
- _____ 6. Many teachers are not allowing classroom parties because they take up too much academic time. Should teachers allow students to celebrate and have a break once in a while, or should school only consist of work? What do you think?
- _____ 7. The Amazon rainforest is a fascinating place to learn about. Think about what you have learned about the Amazon rainforest. Write to explain the interesting things you have learned about the Amazon rainforest.

Quiz

Name: _____

*Read each prompt and underline the keyword. Write an **N** if it is a narrative prompt, **E/I** if it is an expository prompt, or an **O** if it is an opinion prompt.*

- _____ 1. Most people have a place they go to when they do homework. Before you begin writing, think about the place you enjoy the most. Explain why this is your favorite place to complete homework.
- _____ 2. We all love water parks. Write a story about a time you went to a water park for a day.
- _____ 3. A good movie can spark your imagination. Think about a movie you have seen recently. Write to tell your own version of the story and how it would end.
- _____ 4. Transportation in a big city can be difficult at times. Think about the different ways to get around. Write to share your opinion on the best transportation for getting around in a big city.
- _____ 5. There are many great books to read. Some people prefer stories, while others like to read about news and information. Before you write, think about a great book you have read. Now explain why you suggest this book.
- _____ 6. Animals in the rainforest are going extinct. Think about what you can do to help these animals. Write to explain the many things you can do to help these animals survive.
- _____ 7. Children like to play sports. Think about your favorite sport. Write to share your opinion about which sport is the best and why.
- _____ 8. Children love to download and play with many apps on their phones and tablets. Think about the best app you have downloaded. Now explain to your reader why you enjoy this app so much.
- _____ 9. Children dream of being principal for the day. There are many fun activities they could include throughout the school day that they don't have now. Tell a story about your day as principal in your school.
- _____ 10. There are many exciting activities we can do in the summertime. Think of some of your favorite activities to do during the summer. Write to share your opinion on your favorite activity to do during summer time.



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 in 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

Pre-Test and Assessment Resources

PRE-TEST

Today the students will take a pre-test on non-text-based expository writing.

1. Explain to students that today they will be taking a pre-test on non-text-based expository writing.
2. They should spend 5 minutes planning and 55 minutes writing.
3. Hand out the planning sheets and testing paper.
4. Allow them to start writing.
5. After 5 minutes, tell them planning time is over and they should start writing.
6. When they have 10 minutes left, give them a 10-minute warning.
7. After 60 minutes, have them put their pencils down.
8. Collect and grade using the Section 1 Non-Text-Based Expository Rubric.
9. Record the scores on the Section 1 Non-Text-Based Expository Skill Tracker.

Pre-Test

Name: _____

***There are many amazing animals that live in the ocean. Think about your favorite sea creature.
Now explain why this is your favorite ocean animal.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Pre-Test

Name: _____

Pre-Test

Name: _____

Name: _____

[illegible]

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 • 2 A • 2 B • Support sentences are specific details or examples	• Consistent command of English grammar, punctuation, capitalization, and spelling • Errors do not affect meaning and there are no patterns of errors
3 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 • 1 A • 1 B • Support sentences are mostly specific details or examples but may be general at times	• Grammar, punctuation, capitalization, and spelling are mostly correct • Errors do not affect meaning in a significant way, there may be a pattern of errors of one type
2 Approaching Proficiency	• Inconsistent organizational structure • Introduction and conclusion present but repetitive, simplistic, ineffective, or brief (one sentence) • Topic sentences attempted but ineffective or confusing • Essay insufficiently focused on the central idea	• Middle paragraphs do not have A/B subtopics • 1-2 sentences of support per paragraph • Support mostly general or vague (“fluff”)	• 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	• 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: _____

[illegible]

WRITING: LESSON 2

Today the students will learn how to plan for an expository essay.

1. Explain to students that before writing an essay, they have to plan for it. Their planning is like a roadmap. Once they have written a plan, they just follow it and it makes writing a lot easier. Today they will be learning how to plan for an expository essay.
2. Ask students to recall what the keywords for an expository prompt are. (*Explain/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 outline maps out the 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 season. Think about your favorite season.
Now explain why this is your favorite season.***
7. Ask students, "What is the first thing we do?" (*Circle the keyword*)
8. Then we do what? (*Decide what the prompt is asking us to write about*)
9. Once the prompt is identified as expository, explain that now we need to pick our favorite season and then three reasons why we like this season.
10. Today we will write about winter.
11. Write "winter" on the I and C lines.
12. Now we have to come up with three reasons why we like winter.
13. We will write these reasons on the R1, R2, and R3 lines.
14. As students are coming up with reasons, explain that we only want to write one or two words on the lines so we don't waste too much time planning. We need all the time we can get to write our essay. So, instead of writing "winter has Christmas," we will just write "Christmas."

15. Fill in the lines with the three reasons why we like winter.
16. Remind the students that these must be good reasons. They want to keep the reader interested, so make sure they pick good reasons to write about.
(*Example reasons:* Christmas, activities, and cold)
17. Do another example on the board/document camera with the following prompt:
***Everyone has a favorite animal. Think about your favorite animal.
Now explain why this animal is your favorite.***
18. Have students come up with an animal and then three reasons why they like that animal.
(*Ex. dog: 1. good pet 2. best friend 3. likes to play*)
19. Then 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 has a favorite toy. Think about your favorite toy.
Now explain why this toy is your favorite.***
20. Tell students they will have 10 minutes to plan for this prompt.
21. Walk around the classroom and make sure they are doing the following three things:
 1. Writing their favorite toy on the I and C lines
 2. Writing three reasons why they like that toy
 3. Making sure the reasons are good

Example:

 - I. skateboard
 - R1. tricks
 - R2. transportation
 - R3. skate park
 - C. skateboard
22. After checking them, tell students it is time to take a quiz. If they show you they know this, tomorrow we will work on something more fun and different.
23. Hand out the “Quiz.”

Example:

 - I. pizza
 - R1. delicious
 - R2. easy
 - R3. take-out
 - C. pizza
24. Grade the quizzes and take note of students who may need extra help.

IRC Outline

Name: _____

I _____

R1 _____

R2 _____

R3 _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

R2 _____

R3 _____

C _____

WRITING: LESSON 3

*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 A and B subtopics.*

1. On the board/document camera, draw the regular IRC outline.
2. Explain that they will now be adding A and B subtopics next to R1, R2, and R3.
3. These A and B subtopics will help them to write long paragraphs.
4. Draw the A and B subtopics on the IRC outline.
5. Now let's do an example about our favorite place to go.
6. Review the prompt with students.
Everyone has a favorite place to go. Think about your favorite place to go. Now explain why this is your favorite.
7. Underline the keyword “explain” and review with students that this is an expository prompt.
8. For today's lesson, we will choose water park as our favorite place to go.
9. Our reasons will be 1. slides 2. wave pool 3. lazy river
10. Fill in the IRC outline with water park and the three reasons.
11. Now explain how the A and B subtopics work. We have “slides” as our first reason. Now we have to come up with two examples/details that we like about slides. We will fill this in our A and B next to “slides.”
12. Let's think...we want to explain the slides to our readers. Let's think of two details about the slides that we want to explain to the reader. You can go down the tube slides individually, and you can go down slides with a partner or a group on inner tubes. For A, we will write “tube slides,” and for B, we will write “inner tubes.”
13. Let's do the same for “wave pool” and “lazy river.”
14. Here are some examples to use:
Wave pool: big waves to catch, and surf lessons (A. big waves B. surf lessons)
Lazy river: relaxing and going under fountains (A. relaxation B. fountains)

The finished outline should look like this:

I	water park		
R1	slides	a. tube slides	b. inner tubes
R2	wave pool	a. big waves	b. surf lessons
R3	lazy river	a. relaxation	b. fountains
C	water park		

15. Hand out the “Practice” worksheets and do them together with the students.
16. Remind students to pick three good reasons and then two details about each.

Example:

I Beauty and the Beast

R1 characters

a. Belle

b. The Beast

R2 action

a. castle

b. love story

R3 music

a. soundtrack

b. theme song

C Beauty and the Beast

17. Once finished, check their work and answer any questions.
18. Pass out the “Skill Check - Quiz.”
19. Collect, grade, and record the results on the Section 1 Non-Text-Based Expository Skill Tracker.

Example quiz answers:

I football

R1 the game

a. tackles

b. touchdowns

R2 teams

a. Patriots

b. Steelers

R3 Super Bowl

a. parties

b. half-time show

C football

Practice

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Skill Check - Quiz

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 4

*Today the students will work on expository planning again.
We want to make sure they understand this really well before they start writing.*

1. Start with an example on the board.
2. Draw the IRC outline with the A and B subtopics.
3. Tell the students they are going to be planning for four different prompts.
4. Hand out the “Planning Practice” packet.
5. Have students work on these prompts and plan for them.
6. Remind them to make sure their three reasons are good and the A and B subtopics are good details or examples of the reasons.
7. Give students about 20 to 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:

Favorite Food:

Pizza	1. delicious	a. toppings	b. crust
	2. easy	a. eat it anywhere	b. everyone likes it
	3. take-out	a. Domino’s	b. Papa Johns

Favorite Activity:

Arts & Crafts	1. be creative	a. color	b. paint
	2. relaxing	a. calm	b. focused
	3. gifts	a. for mom	b. for dad

Favorite Season:

Winter	1. Christmas	a. presents	b. family
	2. activities	a. sledding	b. skiing
	3. cold	a. snow	b. ice

Favorite Subject:

Writing	1. essays	a. informative	b. opinion
	2. stories	a. real	b. fake
	3. creative	a. characters	b. imagination

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 5

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

The “I” paragraph is three simple sentences.

Students will set up their “I” paragraph the same way for every prompt.

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

“I” Paragraph

Hook

3 reasons

Closing statement

2. Let’s start with the first sentence. This is called the hook. This is where we want to “hook” the reader and catch their attention. If we start with a boring sentence, the reader is not going to be interested. There are many different types of hooks we can use when writing an expository essay. Today we are going to keep it simple and just discuss a few ways to start off your essay.

3. Write on the board:

Different Types of Hooks

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

Teachers: Please note that there are many different ways to write an introduction paragraph. This is just one way. Feel free to call these sentences something different, add sentences, or change the order. The goal is to have 3-5 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 they can ask a question in many different ways.
 - What is your favorite place?
 - Do you have a favorite place?
 - What place do you like to visit most?
6. Now let’s write about our favorite food and do the following planning: (Show on the board or document camera.)

I	pizza	
R1	delicious	a. toppings b. crust
R2	easy	a. eat it anywhere b. everyone likes it
R3	take-out	a. Domino’s b. Papa Johns
C	pizza	

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

7. Which hook do we want to use? (Pick one as a class and write it in the “I” box on the board/document camera.)
8. The next sentence for “I” is the 3 reasons sentence. This is where we state our three reasons. What are our three reasons? (Students should answer – delicious, easy, and take-out.)
9. So, our second sentence will look like this – *My favorite food is pizza because it is delicious, easy to eat, and there are great take-out restaurants that sell pizza.*
10. Let’s look at our last sentence. This is called the closing statement. This is just a general statement about the topic. Let me give you some examples:
 - This is why pizza is the best food to eat!
 - Pizza is amazing!
 - Eating pizza will make anybody happy.
 - I love pizza more than any other food in the world!
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 your final “I” paragraph should look like:

What is your favorite food? My favorite food is pizza because it is delicious, easy to eat, and there are great take-out restaurants that sell pizza. This is why pizza is the best food to eat!

13. Do one more together quickly and then the students will try one on their own.
14. Hand out the “Model/Work Together” activity.
15. As a class, work together to plan and come up with an “I” paragraph. Make sure you color-code the three parts.

Example:

What is your favorite season? My favorite season is winter because of Christmas, the fun activities you can do, and because it is cold. Winter is the most fun season of the entire year!
16. Hand out the “Guided Practice” activity.
17. Assist students in planning and writing the “I” paragraph (as needed) for this prompt.

Example:

Do you have a best friend? Well, I do! My best friend is Ashley because she is caring, fun to be around, and likes the same hobbies as I do. Ashley is an amazing best friend to have!

Hooks Sheet

Different Types of Hooks

Question

Restate the prompt

Onomatopoeia

Riddle

*Prompt: **Everyone has a favorite place. Think of your favorite place.
Now explain why this place is your favorite.***

Question Hook: Do you have a favorite place?

Restate the Prompt: Everyone has a favorite place.

Onomatopoeia Hook: Zip! Zap! Zoom! Those are some of the sounds you might hear as the roller coaster passes you at Disney World.

Riddle: What place has Mickey Mouse and all the rides you can imagine?
Disney World!

Model/Work Together

Name: _____

“I” Paragraph

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

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Now write the “I” paragraph:

Guided Practice

Name: _____

“I” Paragraph

*Everyone has a best friend. Think about your best friend.
Now explain why this person is your best friend.*

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Now 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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www.topscorewriting.com



lisa@topscorewriting.com



(954) 805-5806