

WEST VIRGINIA EDITION



FREE WRITING LESSONS

TO START THE YEAR

Top Score Writing

GRADE 8

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 Prompts

Today students will learn keywords in an expository prompt and will identify what the prompts are asking them to write about.

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 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/expository 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.

Model:

1. Review expository writing – writing to explain or inform your reader about something.
2. Go over examples of expository prompts with students:
 - ***Everyone has a favorite time of year. Think about your favorite time of year. Now explain why this time of year is your favorite.***
 - ***It is important to take care of planet Earth. Think about all of the ways people can help the Earth. Now explain how people can help preserve our planet.***
 - ***Sometimes when you read a novel 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.***
3. Explain the keywords of expository writing to students.
The keywords for expository are: explain, teach, inform, describe and analyze
4. Using the prompts above, circle the keywords and explain how to identify the keywords in a prompt and know to write an expository essay.
5. Let's take it a step further and explain how to understand what the prompt is asking you to write about.

*Example: **Everyone has a favorite time of year. Think about your favorite time of year. Now explain why this time of year is your favorite.***

We know the keyword is explain. But what is the prompt asking us to write about? The prompt is asking us to explain about our favorite time of year. To answer this prompt, we will have to pick our favorite time of year and then come up with reasons why this time of year is our favorite.

6. Let's try another example:

*Example: **Most people have a special place they have gone to on vacation with their family. Think about a place you have visited that is significant for you. Now explain why this one place is so special for your family.***

What is the keyword? ***Explain!***

What type of essay are we writing? ***Expository!***

What exactly are they asking us to write about? ***A significant vacation spot!***

So for this prompt, we will choose a special vacation spot and then pick reasons why that place is so special to us.

7. Now have the students try this one on their own.

*Example: **There are many ways people can take action to be healthy. Think about all of the different things people can do to be healthy and strong. Now explain what people can do to be healthy.***

Ask the students to identify the keyword and then write down exactly what the prompt is asking them to write about.

Guided Practice:

8. Hand out the “Guided Practice” worksheet. Have students work on this at their seats while you walk around and monitor. Have them circle the keyword first and then explain what the prompt is asking them to write about. After 10 minutes, go over the answers together.

Guided Practice Answers:

1. Keyword: Explain – write about my most important teacher
2. Keyword: Explain – write about a special movie
3. Keyword: Inform – write to explain why it is bad to eat junk food
4. Keyword: Explain – write about why the civil rights movement was important
5. Keyword: Explain – write about a favorite activity

Assessment:

9. Once you think they have a good understanding, give them the quiz. This should be completed independently and quietly.
10. Collect the quizzes and grade. Keep in mind those students that did not do well. They may need additional practice.

Quiz Answers:

1. Keyword: Explain – write about my favorite subject
2. Keyword: Explain – write about a job
3. Keyword: Inform – write about my favorite way to relax
4. Keyword: Explain – write about a type of social media I like
5. Keyword: Explain – write about a vacation I would like to go on

Analyzing Expository Writing Prompts
Guided Practice

Name: _____

Directions: Read each prompt and circle the keyword. Then explain what the prompt is asking you to write about.

1. ***Most people have a teacher who is special to them. Think of a teacher who is very important to you. Now explain why this teacher is so important.***

2. ***Most people have watched countless movies in their lifetime. Sometimes a person will have a special connection to one movie in particular. Think of one movie that has a special significance to you. Explain why this movie is so special.***

3. ***Junk food has many negative effects on a person’s health. Write to inform your reader why eating junk food is so bad for a person.***

4. ***In history class we have learned a lot about the civil rights movement. Think of the importance of this movement for all African Americans. Now explain why the civil rights movement was so important.***

5. ***Many kids play a sport or have a special hobby. Think of one thing that you really enjoy doing for fun. Write to explain why you enjoy this one activity.***

Quiz

Name: _____

Directions: Read each prompt and circle the keyword. Then explain what the prompt is asking you to write about.

1. ***Students often have 5-7 different subjects per day in school. Think about the subject you enjoy the most. Now explain why you like this subject so much.***

2. ***There are many different jobs and careers you may choose to pursue as an adult. Think about the type of job you would like to have in the future. Now explain why you would like to do this job.***

3. ***Everyone has a favorite way to relax in the evenings. Think about what you like to do at the end of the day to relax and unwind. Now inform your reader why you like to relax in this way.***

4. ***Teens often have several different social media platforms they use every day. Think about your favorite type of social media. Now explain why this social media platform is your favorite.***

5. ***There are many different types of vacations people can go on. Some are filled with excitement and adventure; others are relaxing and calm. Think about what the most perfect vacation for you would be. Now explain why you would choose this type of vacation.***

WRITING: LESSON 2

Expository Planning

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

Model:

1. Explain to 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 _____

Guided Practice:

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

Everyone has a favorite subject they like to learn about in school.

Think about your favorite subject. 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 for today we will write about history.
11. Write "history" on the I and C lines.

12. Now tell students that we have to come up with three reasons why we like history.
13. We will write these reasons on the R1, R2, and R3 lines.
14. As students are coming up with reasons, explain to them that we only want to write 1-2 words on the line 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 "History class allows us to read biographies" we will just write "biographies."
15. Fill in the lines with their three reasons why they like history.
16. Remind them that these must be good reasons. We want to keep our reader interested to get a good score. So make sure we pick strong reasons that we can write a lot about.

(Example reasons: biographies, wars, different cultures)

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

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

18. Have students come up with a person and then three reasons why they like that person.
(Example: Grandma 1. baking 2. crafts 3. conversation)

Partner Practice:

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 certain items that are especially important to them.
Think about your most valuable possession. Now explain why this item is so valuable to you.***

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:
 - Writing their most valuable item on the I and C lines.
 - Writing three reasons why it is important to them.
 - Writing the reasons that are big ideas and the students have a lot to say about them.

Assessment:

21. After checking them, review good examples and non-examples.
22. Hand out the "Quiz."
23. Grade and take note of students who may need extra help.
24. Recap today's lesson.

Partner Practice
IRC Outline Planning

Name: _____

I _____

R1 _____

R2 _____

R3 _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

Everyone has had a teacher at some point who has truly impacted their life and influenced the way they feel about school. Think about a teacher you have had who made a positive impression on you. Now explain how this teacher has affected your education.

I _____

R1 _____

R2 _____

R3 _____

C _____

WRITING: LESSON 3

Expository Planning – with As and Bs

*Today the students will practice planning for more basic expository prompts.
They will continue to fill out the IRC outline, but this time they will add As and Bs
for each reason as supporting details.*

Model:

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 us to write long paragraphs.
4. Draw the As and Bs on the IRC outline – these are their supporting details.

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

5. Let's do an example with the following prompt: ***Explain what sport is your favorite and why.***
6. For today's lesson, we will use baseball.
7. Our reasons will be: 1. hitting 2. fielding 3. games
8. Fill in the IRC outline with baseball and the three reasons.

I baseball		
R1 hitting		
R2 fielding		
R3 games		
C baseball		

9. Now explain how the As and Bs work. We have "hitting" as our first reason. Now we have to come up with two examples/details we like about hitting. We will write this on our A and B lines next to R1 "hitting."
10. Let's think...we want to explain hitting to our readers. We have to think of two examples/details about hitting during baseball that we want to tell our reader about. You can hit a home run and you can bunt the ball. So, for A we will write "home run" and for B we will write "bunt."
11. Let's do the same for "fielding" and "games."

12. Here are some examples to use:

fielding: You can catch a pop fly and you can catch a line drive. (a. pop fly b. line drive)

games: You can slide into home plate to score a run and you can tag someone out.

(a. sliding b. tag out)

Complete example plan:

I baseball

R1 hitting a. home run b. bunt

R2 fielding a. pop fly b. line drive

R3 games a. sliding b. tag out

C baseball

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 3 good reasons and then two details about each.

17. Once finished, check their work.

Complete example plan::

I Maine

R1 family a. cousins b. grandma

R2 camping a. beach b. forest

R3 food a. lobster b. clam cake

C Maine

18. Answer any questions.

Assessment:

19. Give the "Quiz."

Guided Practice

Name: _____

Directions: Plan for the following prompt.

***Everyone has a favorite place they like to go to for vacation. Think about a location that is meaningful because it is exciting, relaxing, or has a special meaning to you.
Now explain why you enjoy going to this vacation spot.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

Think about someone you consider to be a hero. This could be a historical figure, someone famous, or even someone from your own life. Now explain what makes this person a hero.

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. We want to make sure they fully understand this before they start writing.

Guided Practice:

1. Start with an example on the board.
2. Draw the IRC outline with the As and Bs.
3. Tell the students we are going to write about “why it is important for students to attend school.”
4. Pass out the “Guided Practice” sheet and complete IRC outline on the board with students.
5. Make sure the three reasons are good and the As and Bs are good details of the reason.

Independent Practice:

6. Hand out “Independent Planning Practice” planning sheets.
7. Have the students work on these prompts and plan for them.
8. Give students about 20-30 minutes.
9. Once completed, review students’ planning.
10. Share examples and non-examples under document camera.
Here are several completed planning examples:

I attend school

R1 skills

a. academic

b. vocational

R2 traits

a. hard work

b. resilience

R3 peers

a. friendship

b. teamwork

C attend school

I favorite book: Hatchet

R1 characters

a. boy

b. dad

R2 events

a. weather

b. plane crash

R3 setting

a. land

b. shelter

C favorite book: Hatchet

I favorite holiday: Halloween

R1 costumes

a. funny

b. scary

R2 treats

a. candy

b. pumpkin seeds

R3 parties

a. friends

b. games

C favorite holiday: Halloween

Guided Practice

Name: _____

Directions: Plan for the following prompt.

Everyone knows that it is important for students to be in school. Think about your educational experience and what you hope to accomplish in the future. Now explain why it is so important for children to attend school.

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Independent Practice

Name: _____

Directions: Plan for the following prompt.

***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 _____

Independent Practice

Name: _____

Directions: Plan for the following prompt.

Everyone has a favorite holiday that they love to celebrate. Holidays are a chance to spend time with people we care about, enjoy festivities and continue traditions. Think about a holiday that has a special significance for you and explain why it is so important.

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 (“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 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 for future reference:

“I” Paragraph

Hook

3 reasons

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 –
Question
Anecdote
Restate the prompt
Strong statement
Fact/statistic
4. Don’t make up extreme facts and statistics. 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.

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.

8. Read the following prompt aloud to students and plan accordingly; show prompt and plan on board/document camera.

There are many good things about playing on a sports team, such as the school volleyball team or the school basketball team. Explain how being a member of that sports team can benefit you.

I volleyball player

R1 communication

a. verbal

b. positions

R2 work ethic

a. grit

b. dedication

R3 cooperation

a. patience

b. passing

C volleyball player

*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 3 parts of the “I” paragraph.

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

Playing on a school team can be one of the most exciting and yet challenging times of your life.

10. 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 – **communication, work ethic, and cooperation.**)
11. Our second sentence will look like this: *Being a member of a team will teach teenagers to communicate with others, develop a strong work ethic, and learn to cooperate with their peers.*
12. Let’s look at our last sentence. This is called our closing statement. This is a general statement about your topic. Let me give you some examples:
- *Playing for a school’s sports team will teach students valuable skills they will use in the future.*
 - *One of the most beneficial activities a student can partake in is to play organized sports.*
 - *Being a member of a team will be one of the most rewarding experiences of most teenagers’ lives.*

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

14. Now let's put it all together and check it over:

- 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:

Playing on a school team can be one of the most exciting and yet challenging times of your life. Being a member of a team will teach teenagers to communicate with others, develop a strong work ethic, and learn to cooperate with their peers. One of the most beneficial activities a student can partake in is to play organized sports.

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

Guided Practice:

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

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

I care for the planet

R1 water

a. conserve

b. don't pollute

R2 land

a. protect

b. recycle

R3 air

a. electric cars

b. factories

C care for the planet

Example introduction paragraph:

As of today, there is only one planet in our solar system that is capable of sustaining life. It is crucial that we take better care of Earth by preserving our water, protecting our land, and guarding the quality of our air. Time is running out to make the changes necessary to preserve our great green planet.

Independent Practice:

18. Have students work on the next "I" paragraph worksheet labeled, "Independent Practice."

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

20. Example of planning:

I	television		
R1	useful	a. news	b. documentaries
R2	entertains	a. movies	b. shows
R3	accessories	a. video games	b. exercise games
C	television		

21. Example of introduction paragraph:

What is the one device in your home that can not only entertain you but also teach you new information, inform you about what is happening in the world and help you exercise to stay healthy? The television is the most important invention of the last century because it is useful, it entertains people of all ages and there are many accessories for it that can dramatically change its use. Without the television most households today would feel incomplete.

Hooks

Different Types of Hooks

Question

Anecdote

Restate the prompt

Strong statement

Fact/statistic

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?

Restate the prompt: Everyone has a hero.

Anecdote: Learning about George Washington changed my life.

Strong statement: George Washington was the first President of the United States from 1789 to 1797 and was one of the Founding Fathers of the United States.

Fact/statistic: George Washington lived from February 22, 1732 to December 14, 1799.

Guided Practice

Name: _____

Directions: Plan for the following prompt. Then write the introduction paragraph.**“I” Paragraph**

***There is only one planet that can sustain human life.
Think about all the ways we could be protecting and caring for the planet we live on.
Now explain how we can take better care of Earth.***

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Write the “I” paragraph:

Independent Practice

Name: _____

Directions: Plan for the following prompt. Then write the introduction paragraph.**“I” Paragraph**

During the last century there have been numerous inventions that have impacted the way we live our lives today. Consider all of the modern-day inventions you use both at home and at school. Now explain what invention is the most important and why.

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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