Top Score Writing

WEST VIRGINIA EDITION

Grade 1
Curriculum Sample

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Top Score Writing

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WRITING: LESSON 13

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

Materials:
- Chart Paper
- Markers
- Lesson 13 Modeling page
- Lesson 13 Activity

1. Connect to prior learning:

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

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

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

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

2. Introduce planning for a telling sentence:

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

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

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

3. Introduce the PWS outline:

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

   Teacher Note: Using the "PWS Outline" anchor chart in Section 6 as a guide, create an anchor chart with students as you introduce the planning outline.

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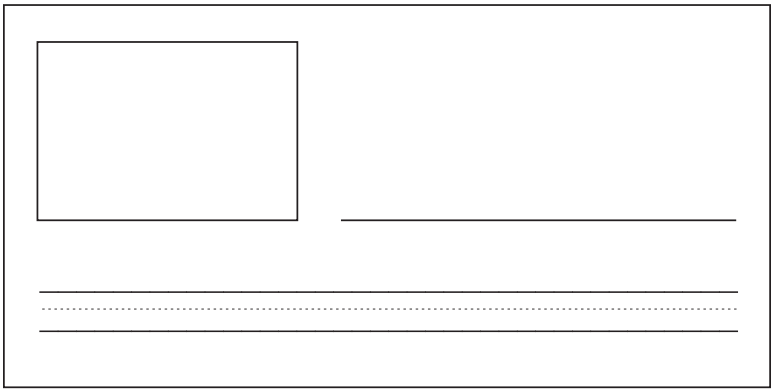
"On the outline, 'P' stands for picture. We decide what we want to write about and draw a picture of it. 'W' stands for word. On the line next to the picture, we write who or what our sentence will be about. 'S' stands for sentence. We use the word and picture to help us write a complete sentence."

P = Picture
W = Word
S = Sentence



4. Model completing a PWS outline:

   Display the Lesson 13 Modeling page.

   "Today we are going to write telling sentences about something in our classroom. I will show you how to complete a PWS outline before you write. Let me think about who or what I would like to write about. I could write about our read-aloud book, our treasure box, or our library. There are so many things I could write about! I know I can only pick one, though. I am going to pick our treasure box."

   "I am going to draw a quick picture of a treasure box. On the blank line, I will write: *box*. If I don't know how to spell box, I can look at our Word Wall to see if the word is on there. If not, I can write down the sounds I hear at the beginning, middle, and end of each word.

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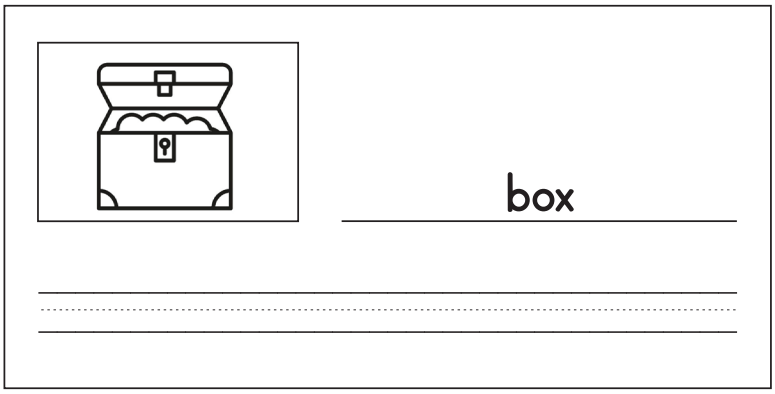
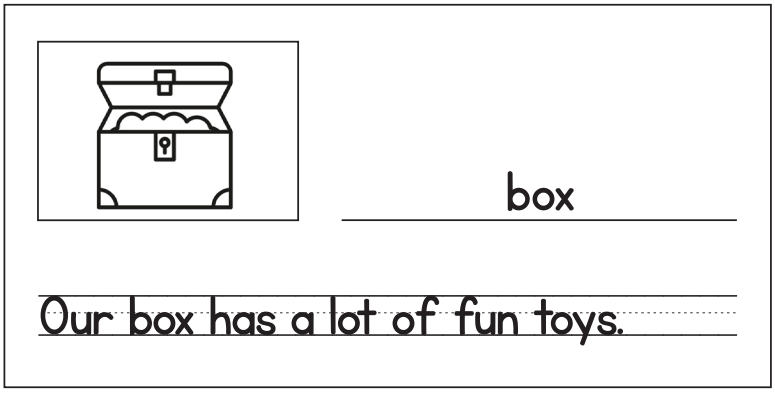


"Now I am ready to write my sentence. A sentence needs a who part and a doing part. The who part of my sentence is: *box*. The doing part tells what the who part does or what it is. I will write about what it is. I can say: *has toys*. Actually, our treasure box has lots of toys! My sentence can sound like this: *Our box has a lot of fun toys*."

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



5. Guide students to complete a PWS outline:

   Pass out the Lesson 13 Activity.

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

   Allow several students to share ideas.

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"There are so many things you could write about! Everyone needs to pick just one thing, though. Put your finger on the blank line next to the picture box. Pick the one thing you want to write about and draw a picture of it."

"Write the name of that thing on the line. It is okay if you don't know how to spell it. Use our Word Wall or write down the sounds you hear when you say the word slowly to yourself."

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

Allow students to share with a partner.

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

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

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

Scaffolds and Modifications: If students need additional support, scaffolds (such as word walls, sight word lists, word banks, and sentence starters or sentence frames) may be provided. Sentence starters are helpful for students who need support beginning a sentence, while sentence frames provide additional structure for students who need support with sentence construction.

Enrichment: Encourage advanced students to write more detailed and descriptive sentences. Teachers may share examples that include more advanced vocabulary and challenge students to experiment with more complex sentence structures. Students can further enhance their writing by adding specific details, such as adjectives that describe size, color, or sensory experiences.

6. Wrap up:

"Today we wrote our own sentences using a PWS outline."

Ask students: Who can remember what 'P' stands for? What does 'W' stand for? What does 'S' stand for?

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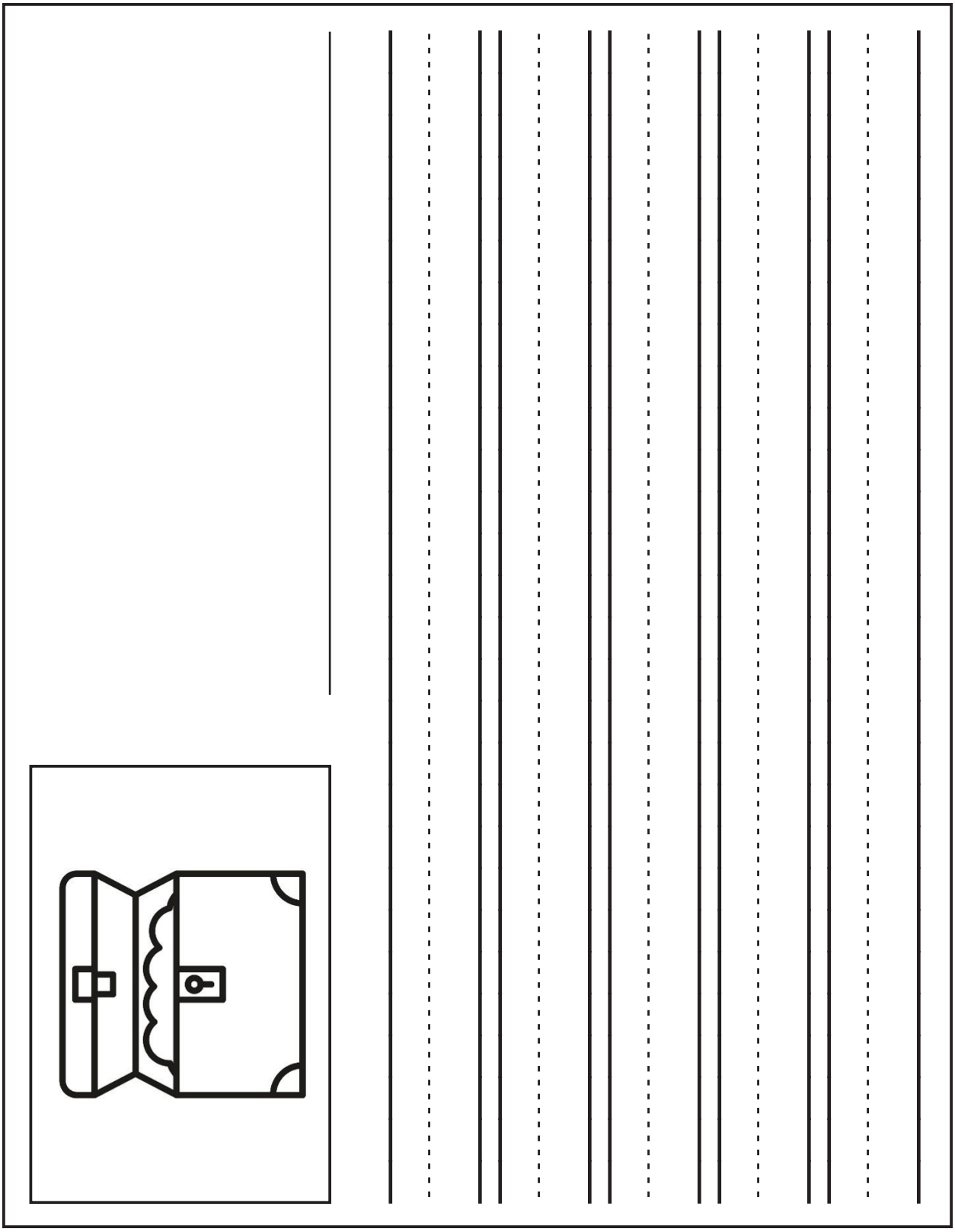
Modeling - PWS Outline - Telling Sentence



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Activity - PWS Outline - Telling Sentence

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

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WRITING: LESSON 32

Students will learn that authors write for different purposes and will be introduced to non-text-based essay writing. Students will learn the structure and identify each part in an exemplar.

Materials:

- Lesson 32 IRC Picture Outline Exemplar
- Lesson 32 Non-Text-Based Essay Exemplar
- Highlighters

1. Connect to prior learning:

   "Writers, we have done some amazing work this year! We first learned how to write complete sentences. Then we learned how to put sentences together to make a paragraph. We practiced writing paragraphs over and over again until we became really strong paragraph writers."

   "Turn and talk to your partner. Tell them one thing you remember about how to write a paragraph."

   Allow students to share with a partner. Then ask one or two students to share with the class. Through discussion, briefly review the four parts of a paragraph: introduction, R1, R2, and conclusion.

   "Today we are going to take another big step forward as writers. We are going to learn how to write something even bigger than a paragraph. We are going to learn how to write an essay."

2. Introduce essay writing:

   "An **essay** is a group of paragraphs that are all about the same topic. Just like a paragraph has sentences that work together to share one big idea, an essay has paragraphs that work together to share one big idea."

   Display the Lesson 32 IRC Picture Outline.

   "We have learned how to plan using an IRC picture outline. We wrote one sentence about each part of our outline. 'I' became the introduction. R1 became our R1 detail. R2 became our R2 detail. 'C' became our conclusion."

   "Now we are going to learn how to write an essay. In an essay, each part of an IRC picture outline will become its own paragraph! That means instead of writing four sentences, we are going to write four paragraphs. 'I' will become the introduction, R1 will become the R1 paragraph, R2 will become the R2 paragraph, and 'C' will become the conclusion."

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"Here's the exciting part: You already know how to do this! For right now, our introduction and conclusion are only going to be one sentence. The middle paragraphs, R1 and R2, are just like the paragraphs you have already been writing. You will be able to write a whole essay in no time!"

3. Introduce essay structure:

Teacher Note: As you introduce each part of the essay, refer to the "Paragraph" anchor chart to show students how the paragraph structure they already know connects to the essay structure. Section 6 contains an "Essay" anchor chart to display after this lesson that details the essay structure that students will be using.

Display the Lesson 32 Non-Text-Based Essay Exemplar and the Lesson 32 IRC Picture Outline Exemplar side by side.

"We are going to learn how to write an essay that has four paragraphs. Let's look at an example essay together."

Read the prompt aloud:

Prompt: Write to explain about your favorite animal.

"This whole essay is about the writer's favorite animal. The author wrote this to explain all about their favorite animal. They will tell the reader what their favorite animal is and give reasons why they like that animal so much."

- **Introduction:**

  "Look at the IRC picture outline. What word is written next to 'I'?"

  "That's right: *dogs*. That tells us that the writer's favorite animal is a dog. The central idea of this essay is: *dog*. It is what the whole essay is about!"

  Point to the "I" box on the Lesson 32 Non-Text-Based Essay Exemplar.

  "The first paragraph in an essay is called the introduction. We have learned how to write an introduction in a paragraph that tells the reader what the whole paragraph is about. Well, an introduction does the same thing in an essay. It tells the reader what the whole essay is about."

  Point to "I" on the outline and then to the introduction in the essay.

  Read aloud the introduction and then highlight the introduction on the outline and the introduction paragraph in yellow.

  My favorite animal is a dog.

Ask students: What is this essay going to be about? How do you know?

Allow students to respond.

- **R1 paragraph:**

"Look at the IRC picture outline. What word is written next to R1?"

"That's right: *fun*. That tells us that the first reason the writer likes dogs is that they are fun to play with."

"We used to write just one sentence about our R1 reason. In an essay, we will write a whole paragraph about R1! Let's look at the second paragraph in this essay. This is our R1 paragraph. See how it is written in the R1 box?"

Point to R1 on the outline and then to the R1 paragraph in the essay.

Read aloud the R1 paragraph and then highlight R1 on the outline and the R1 paragraph in blue.

First, I love dogs because they are so fun to play with. I like to run and play with them. Dogs make me so happy.

"The R1 paragraph has three sentences. The first sentence is called the **topic sentence**. The topic sentence tells the reader what the whole paragraph will be about. In this paragraph, it tells the reader what the R1 reason is. The next two sentences are detail sentences. They give the reader more information about that reason."

"Did you notice the first word of the R1 paragraph? It says: *First*. We call this a **transition word**. A transition word helps the reader move from one paragraph to the next. The word first is used in R1 because this paragraph is about the first reason. We will learn much more about transition words in the next lesson."

Ask students: What is the topic sentence in R1? What are the detail sentences?

Allow students to respond. Guide them to identify the topic sentence and the two detail sentences.

- **R2 paragraph:**

"Look at the IRC picture outline. What word is written next to R2?"

"That's right: *kind*. That tells us that the second reason the writer likes dogs is that they are kind."

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"Let's look at the essay and find the R2 box. This is the R2 paragraph. It has three sentences that tell the reader all about the second reason the writer likes dogs."

Point to R2 on the outline and then to the R2 paragraph in the essay.

Read aloud the R2 paragraph and then highlight R2 on the outline and the R2 paragraph in green.

Second, I love dogs because they are so kind. They love to give big hugs. A dog is glad to see you.

"Did you notice the first word of the R2 paragraph? It says: *Second*. This is another transition word. It tells the reader we are moving on to our second reason. R1 starts with *First*, and R2 starts with *Second*. These transition words help the reader follow our ideas."

Ask students: What is the topic sentence in R2? What are the detail sentences?

Allow students to respond. Guide them to identify the topic sentence and the two detail sentences.

Ask students: How is R2 different from R1? Why is it important for our two reasons to be different?

Allow students to respond. Guide them to understand that two different reasons give the reader two different pieces of information about the topic.

- **Conclusion:**

"The last part of our essay is the conclusion. Just like the conclusion sentence in our paragraphs, the conclusion wraps up the essay and reminds the reader of the big idea. In our essays, the conclusion is just one sentence."

Point to "C" on the outline and then to the conclusion in the essay.

Read aloud the conclusion and then highlight the conclusion on the outline and the conclusion sentence in pink.

Dogs are the best animals!

"This conclusion wraps up the essay. It reminds the reader what the whole essay is about. It says the same central idea as the introduction but in a different way. The introduction says: *My favorite animal is a dog*. The conclusion says: *Dogs are the best animals!* It's the same central idea with different words!"

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4. Compare paragraph writing to essay writing:

   "Let's think about how essay writing is similar to paragraph writing and how it is different."

   "We learned to write paragraphs with four sentences: an introduction sentence, one R1 sentence, one R2 sentence, and a conclusion sentence. Now we are going to write essays with four paragraphs: an introduction, one R1 paragraph, one R2 paragraph, and a conclusion."

   "The big difference is that R1 and R2 are now full paragraphs instead of single sentences."

   "But some things are the same! The introduction is still one sentence that introduces the central idea. The conclusion is still one sentence that wraps everything up."

5. Introduce the editing checklist:

   "When we finish writing our essays, we are going to use a new editing checklist. This checklist has four things to check because we are doing a new and more advanced type of writing."

   Point to the editing checklist and read each task aloud to students.

   "You already know how to re-read your sentences and check your capital letters and punctuation. There is one new editing task: *I used details*. We will learn more about adding details in the upcoming lessons."

6. Check for understanding:

   "Now let's see how much we remember! Give me a thumbs-up when you know the answer."

   Ask students:
   - What is an essay? (a group of paragraphs that are all about the same topic)
   - How many paragraphs does our essay have? (four)
   - What is the job of the introduction? (to tell the reader what the essay is about)
   - How many sentences are in the R1 and R2 paragraphs? (three)
   - What is the job of the conclusion? (to wrap up the essay and remind the reader of the big idea)

7. Wrap up:

   "Today we learned that an essay is a group of paragraphs that all tell about the same big idea. We learned that our essay has four parts: an introduction, an R1 paragraph, an R2 paragraph, and a conclusion."

   "The great news is that you already know how to write most of this! You have been practicing writing lots of paragraphs. In the next lesson, we are going to start planning our very own essay. Are you ready? You are essay writers!"

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IRC Picture Outline Exemplar

Prompt: Write to explain about your favorite animal.

I dog	
R1 fun	
R2 kind	
C dog	

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Non-Text-Based Essay Exemplar

Prompt: Write to explain about your favorite animal.

I My favorite animal is a dog.

R1 First, I love dogs because they are so fun to play with. I like to run and play with them. Dogs make me so happy.

R2 Second, I love dogs because they are so kind They love to give big hugs. A dog is glad to see you.

C Dogs are the best animals!

Key

Introduction (I)
Reason 1 (R1)
Reason 2 (R2)
Conclusion (C)

- ☐ I re-read my sentences.
- ☐ I used capital letters.
- ☐ I used punctuation.
- ☐ I used details.

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WRITING: LESSON 72

Guided Planning

Students will be guided to plan for a text-based informative/expository essay using an ITC picture outline.

Materials:
- Lesson 72 ITC Picture Outline
- Lesson 72 Vocabulary Picture Cards
- Highlighters

Teacher Note: At this stage, it is expected and appropriate for students to use inventive or phonetic spelling. Encourage students to keep their pencils moving and not stop to worry about perfect spelling. What matters most is that their ideas are clear and their sentences make sense.

Utilize the scaffolds, modifications, and enrichment suggestions for text-based writing to differentiate instruction.

1. Connect to prior learning and set a purpose:

   "Writers, we have been learning about how to write a text-based essay. Who remembers what that means?"

   "Yes, text-based writing is when you write about what you read. We've been focusing on writing informative/expository essays. What is the purpose of writing that type of essay?"

   "Correct! When we write an informative/expository essay, the purpose is to inform or teach the reader about a topic."

   "Today we are going to read and learn about a new topic. Over the next few lessons, both you and I will be writing our own informative/expository essays about this topic."

2. Read and analyze the prompt:

   Display the Lesson 72 ITC Picture Outline.

   Read the prompt aloud:

   Prompt: Write to explain about penguins.

   "This prompt tells us two things. It says: *write to explain*. That tells us our purpose is to teach the reader something. Then it says: *about penguins*. That is our topic. So, our job today is to read about penguins, understand what we learn, and then plan an essay that will teach the reader about penguins in our own words."

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"Remember, the most important rule of text-based writing. We do not copy from the text. We read it, understand it, and teach the reader about it in our own words."

3. Pre-teach key vocabulary:

"Before we read, let's learn some important words. These words will be in the text we read for this prompt. If we know what they mean before we read, we will understand the text much better."

***Teacher Note:** Display each vocabulary picture card as you introduce the word. Hold up the card, point to the word, and say it aloud before giving the definition. Then have the students practice reading the word aloud. For action words, such as "hatches," you may also mime the word to support understanding.

"The first word is: *penguins*. Penguins are birds that cannot fly."

"The next word is: *blubber*. Blubber is a layer of fat under an animal's skin that helps keep it warm."

"The next word is: *huddle*. To huddle means to press close together in a group."

"The next word is: *egg*. An egg is where a baby bird grows before it hatches."

"The next word is: *chick*. A chick is a baby bird."

"The next word is: *hatches*. When an egg hatches, the baby inside breaks out and is born."

"Now we know all six words. When we find them in our text, we will understand exactly what they mean!"

4. Read the passage aloud:

Pass out the Lesson 72 ITC Picture Outline.

"Before we read, let's think about what we already know about penguins. Turn to your partner and tell them one thing you know or think you know about penguins."

Allow partners to share.

"Now I am going to read the text aloud. Follow along with your eyes. Listen carefully for words that tell you something important about penguins."

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Read the text aloud, pointing to each word:

Penguins are birds. They do not fly. Some live in cold places. Penguins have blubber under their skin. Blubber is fat. This fat makes them warm. Penguins also huddle close together. This helps them stay warm too. Penguins lay eggs. The mom and dad take turns with the egg. When the chick hatches, the mom and dad bring it fish. Penguins are birds like no other!

"What interesting information! What did you learn about penguins?"

Allow two or three students to share.

5. Guide students to identify and highlight keywords:

"Now we are going to find the keywords in this text. Remember, keywords are words that tell us something important or interesting about the topic. I am going to think aloud about the first few. Then I want you to help me find the rest."

Think aloud as you highlight the first two words. Guide students to highlight the words on their papers as well.

"There's the word: *penguins*. That is our topic! Every time I see it, I know it is a keyword. I am going to highlight it."

"The word *blubber* tells me something important about how penguins stay warm. That is a key detail. I am going to highlight it."

"Now it is your turn to help. Look at the paragraph. What other words tell us something important about penguins? Turn and talk to your partner."

Allow partners to discuss, and call on students to share. Acknowledge non-examples and explain why a suggestion may not be a keyword. Through discussion, guide them to identify and highlight other keywords such as: *warm, huddle, egg, chick, hatches, fish.*

"Look at our paragraph. We found eight keywords. These words give us the information we need to write our essay. We are going to use some of them on our plan and some of them in our writing."

6. Review the ITC picture outline and model planning:

"Now it is time to plan! We are going to use our ITC picture outline. Let me quickly show you how a writer thinks when filling it in."

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Point to "I" on the outline:

"The 'I' is for introduction. The introduction tells the reader the central idea, what the whole essay is about. This essay is about penguins, so next to 'I' on the outline, I will draw a quick picture of a penguin and then I will write: *penguins*."

Point to T1 and T2:

"T1 and T2 are the two middle paragraphs. Each one will teach the reader about one big topic from the paragraph. I can look at my highlighted words and decide which ones belong together as a big topic."

"*Blubber, warm,* and *huddle* all tell us about how penguins stay warm. That is a big topic I can write a whole paragraph about. I can only write one word in my T1 box, though. I should think about which word is the best choice to show that this paragraph is about how penguins stay warm in the cold. I think the word *warm* is the best choice."

"Next to T1, I need to draw a picture. I will draw two penguins next to each other to remember how they huddle together. I will also draw an arrow pointing at their skin. This will remind me of their blubber."

"Then I will write: *warm*."

"Now I need to think about T2. We have four highlighted words left: *egg, chick, hatches,* and *fish*. What do those words have in common?"

"*Egg, chick, hatches,* and *fish* all tell us about penguin chicks and how the mom and dad take care of them. That could be my T2 topic. What word should I use for this topic? I think I will choose *chick*. *Chick* tells the reader that this paragraph will be about baby penguins and how their parents care for them."

"Next to T2, I should draw a picture. I will draw an egg cracking and a little penguin head sticking out. I can even draw a fish dropping into the baby penguin's mouth. I don't need to worry about making fabulous pictures. These are just quick sketches to help me remember my ideas."

"Then I will write: *chick*."

Point to "C" on the outline:

"The 'C' box is for conclusion. The conclusion comes back to the central idea. So just like the 'I' box, I will draw a simple picture and will write: *penguins*."

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ITC Outline:

I: penguins

T1: warm

T2: chick

C: penguins

7. Guide students to plan the "I" and "C":

   "Let's start with 'I' and 'C'. Those are the easiest parts because we already know what they will say. What is this essay about?"

   Allow students to respond. Guide them to say *penguins*.

   "That's right, penguins! We highlighted this word in the text. Look back at the text and put your finger on the word: *penguins*. Copy the spelling when you write *penguins* on your plan. When a word is in the text we read, we always want to make sure we spell it correctly in our writing. Next to 'I' on your outline, draw a quick picture of a penguin and then write: *penguins*. Do the same next to 'C' on your outline."

8. Guide students to plan T1 and T2:

   "Now let's think about T1 and T2. These are the two topics we want to teach the reader about penguins. You get to choose what to write about! You do not have to choose the same topics I did. What do you think is important to teach the reader about penguins? What information does the reader need to know to understand this topic better?"

   Allow students to respond and share ideas. Identify examples and non-examples of T1 and T2 topics and discuss why.

   "Look at the highlighted words. Can you find a group of words that all tell about the same big idea? That group could become one of your topics."

   "We have lots of ideas for T1 and T2 topics. Pick a topic for each and then draw a picture of that topic. Remember to add details to your picture to help you remember details to include in your writing. Now write the T1 and T2 topics on the lines next to your pictures."

   Teacher Note: Circulate and assist students as necessary. Use these prompting questions:
   - In your own words, tell me what you learned about penguins. Can one of those become your T1 or T2 topic?
   - What do you think the reader needs to know about penguins?
   - Look at the highlighted words in your text. Let's read them together and talk about what they mean.

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- Is that word in the text? Let's see if you can find it and use it to help you spell the word on your outline.
- What could you add to your picture to show this topic? Are there details in the text you could add?

9. Wrap up:

"Today we read a text about penguins. We found the keywords and used them to make a plan for our essay."

Ask students:
- How did we decide which highlighted words to put in our T1 and T2 boxes?
- Why do we plan before we write?

"In the next lesson, we are going to use this plan to write our penguin essay together."

Teacher Note: Collect completed outlines or have students store them safely in their writing folders. Students will need their outlines for Lesson 73.

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Vocabulary Picture Cards

penguins	
blubber	
huddle	
egg	

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hatches	
chick	

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ITC Picture Outline

Directions: Plan for the prompt using pictures and then words.

Penguins are birds. They do not fly. Some live in cold places. Penguins have blubber under their skin. Blubber is fat. This fat makes them warm. Penguins also huddle close together. This helps them stay warm too. Penguins lay eggs. The mom and dad take turns with the egg. When the chick hatches, the mom and dad bring it fish. Penguins are birds like no other!

Prompt: Write to explain about penguins.

I	
T1	
T2	
C	

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WRITING: LESSON 73

Guided Writing Part 1

Students will be guided to begin writing a text-based informative/expository essay.

Materials:

- Lesson 72 ITC Picture Outline
- Lesson 72 Vocabulary Picture Cards
- Lesson 73 Boxed Paper

Teacher Note: Display the Lesson 72 Vocabulary Picture Cards for students to refer to throughout this lesson. At this stage, it is expected and appropriate for students to use inventive or phonetic spelling. Encourage students to keep their pencils moving and not stop to worry about perfect spelling. What matters most is that their ideas are clear, their sentences make sense, and they are using ideas from the text in their own words.

Utilize the scaffolds, modifications, and enrichment suggestions for text-based writing to differentiate instruction.

1. Connect to prior learning and set a purpose:

   "Writers, in the last lesson, we read about penguins, found keywords, and made a plan for our essay. Today we are going to start writing! We are going to use our plan and our highlighted paragraph to help us."

2. Review the ITC picture outline and the boxed paper side by side:

   Pass out the Lesson 73 Boxed Paper to each student and have them get out their ITC picture outlines.

   "Let's look at the outline. It has four parts: I, T1, T2, and C. Each part tells us what one text will be about. Today we are going to write 'I' and T1 together. I will write first and think aloud so you can hear what a writer thinks about. Then you will write your own paragraph."

   "Remember, when writing a text-based essay, we don't copy what is written in the text. We think about what we read and understood and then we teach the reader about penguins in our own words. Before writing, always ask yourself: Do I understand what I read? Can I say it in my own words? If the answer is yes, you are ready to write!"

3. Model writing the introduction ("I") paragraph:

   Point to "I" on the outline.

   "My plan says *penguins* next to 'I.' That tells me my introduction is about my central idea: *penguins*. Let me think about what to write."

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Think aloud:

"The first sentence should tell the reader what the whole essay is about. I do not want to copy any sentences from the text, though. I want to say it in my own words. I know that penguins are interesting birds that do a lot of things. I can write that."

Write in the "I" box while thinking aloud about indenting:

Penguins are birds that do so much!

"Now, let me look at the word *penguins* in my paragraph to make sure I am spelling it correctly. Good writers check the text for words they need."

"I need a second sentence that tells the reader about T1: how penguins stay warm. I know from the paragraph that penguins do things to stay warm."

Add to the introduction:

Penguins are birds that do so much! *One thing they do is stay warm.*

"I am going to re-read what I have so far to make sure it sounds right."

"Good. Now my third sentence should tell the reader about T2: how penguins care for their *chicks*. The word *chick* is in the paragraph. Let me check the spelling. I can see *chick* in the text, so I will use that to help me."

Add to the introduction;

Penguins are birds that do so much! One thing they do is stay warm. *They also look out for their chicks.*

"Let me re-read the whole introduction."

"My introduction has three sentences. The first sentence states my central idea. The second previews T1, and the third previews T2. The reader knows exactly what I am going to teach them!"

4. Guide students to write their introduction ("I") paragraph:

"Now it is your turn. Write your introduction paragraph in the 'I' box. Use your plan to help you. You can look back at the highlighted text to check the spelling of any words you find there. For words that are not in the text, say the word slowly and write the sounds you hear. You do not need to spell every word perfectly. Use the words you need and do your best."

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"Before you write each sentence, say it quietly to yourself first. Ask yourself: Does this make sense? Am I using my own words? Then write it down."

Teacher Note: Circulate and conference with students as they write. Use these prompting questions:
- What is your essay going to be about? Point to "I" on your outline.
- Tell me how you would say that in a sentence? Does that sound right?
- Can you give the reader a preview? What will you teach the reader about in T1? T2?

5. Model writing the T1 paragraph:

Point to T1 on the outline.

"My plan says *warm* next to T1. This paragraph is going to teach the reader how penguins stay warm. Let me look at the highlighted text and think about what I understand."

Point to the highlighted words *blubber, warm,* and *huddle* in the text.

"I can see the words *blubber, warm,* and *huddle* are all highlighted. I understand that penguins have blubber and they huddle together, and both of those things help them stay warm. I am not going to copy those sentences. I am going to teach the reader what I understand in my own words. That is called rephrasing."

Think aloud:

"My first sentence is a topic sentence. I will start with the transition word *First* and tell the reader what this paragraph is about. I will use our transitions anchor chart to help me spell *First*. I want to say that penguins have more than one way to stay warm."

Write in the T1 box while thinking aloud about indenting:

First, penguins have lots of ways to stay warm.

"Good. Now I need to add two details about how they stay warm. I can look at my picture for ideas. I see an arrow pointing at the penguin's skin. I remember why I drew that! I wanted to remind myself to write a detail sentence about blubber. The paragraph says: *Penguins have blubber under their skin. Blubber is fat.* I understand that blubber is a kind of fat inside their bodies that helps with warmth. I am not going to copy that. I am going to rephrase it. Instead of writing they have blubber under their skin, I could write: *They have fat called blubber.* I used the idea from the text but said it in my own way. That is rephrasing!"

"Now let me think about spelling. The word *blubber* is in the text. Let me look at it and copy the spelling carefully. Good writers use the text to spell tricky words correctly."

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Add to the T1 paragraph:

First, penguins have lots of ways to stay warm. *They have fat called blubber.*

"Now I need a third detail sentence. I could talk about how penguins huddle together or about blubber keeping penguins warm. The reader may be unsure about what blubber does. I think I should explain to the reader how blubber helps them stay warm. The text says 'This fat makes them warm.' I want to rephrase that. I could write: *Blubber blocks the cold and keeps them warm.* I used the idea but changed the words."

Add to the T1 paragraph:

First, penguins have lots of ways to stay warm. They have fat called blubber. *Blubber blocks the cold and keeps them warm*

"Let me re-read my T1 paragraph aloud to make sure it makes sense."

"My T1 paragraph has three sentences. A topic sentence and two detail sentences. I used keywords from the paragraph, but I rephrased the ideas in my own words."

6. Guide students to write their T1 paragraph:

"Now it is your turn. Point to T1 on your outline. Now point to the T1 box on your writing paper. Write your paragraph in the box. Look at your picture to remind yourself what your T1 topic is. Look at the highlighted words in the paragraph to help you. Remember to read, understand, and then teach the reader in your own words."

"If you use a highlighted word, look in the text and copy the spelling. For words that are not in the text, say the word slowly and write the sounds you hear. If you are not sure what a word means, look at the picture cards."

"Before you write each sentence, ask yourself: Does this make sense? Am I copying or am I rephrasing? Then, write it down."

***Teacher Note:** Circulate and conference with students as they write. Use these prompting questions:

- Read this sentence to me. Now read this part of the text. Did you copy too many words? How can we say this in another way?
- Can you close your eyes and tell what you know about how penguins (insert T1 topic)? Now open your eyes and write that.
- What details from your picture can you write about?

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7. Wrap up:

   "Today we wrote two paragraphs of our penguin essays. We used our plan, looked back at our highlighted text for keywords and correct spelling, and put ideas into our own words."

   Ask students:
   - What does it mean to rephrase an idea?
   - What do you do when you are not sure how to spell a word?

   "In the next lesson, we are going to write our last two paragraphs and finish our penguin essay!"

   ***Teacher Note:** Collect completed boxed papers or have students store them safely in their writing folders along with their ITC picture outlines. Students will need both for Lesson 74.

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Boxed Paper

Name: _____

Date: _____

Directions: Write an essay about the prompt below.

Prompt: Write to explain about penguins.

I

T1

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T2

C

- ☐ I re-read my sentences.
- ☐ I used punctuation.
- ☐ I used capital letters.
- ☐ I used details from the text.

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WRITING: LESSON 74

Guided Writing Part 2

Students will be guided to finish writing a text-based informative/expository essay.

Materials:

- Lesson 72 ITC Picture Outline
- Lesson 72 Vocabulary Picture Cards
- Lesson 73 Boxed Paper

***Teacher Note:** Display the Lesson 72 Vocabulary Picture Cards for students to refer to throughout this lesson. At this stage, it is expected and appropriate for students to use inventive or phonetic spelling. Encourage students to keep their pencils moving and not stop to worry about perfect spelling. What matters most is that their ideas are clear, their sentences make sense, and they are using ideas from the text in their own words.

Utilize the scaffolds, modifications, and enrichment suggestions for text-based writing to differentiate instruction.

1. Connect to prior learning and set a purpose:

   "Writers, in the last lesson, we wrote two paragraphs of our penguins essays. Today we are going to finish our essays! We will write our T2 paragraph and our conclusion."

2. Review the paragraphs written in the previous lesson:

   "Let's start by reviewing what we have written so far. Read your introduction and T1 paragraphs out loud quietly to yourself."

   "Now let's read my 'I' and T1 paragraphs together."

   Penguins are birds that do so much! One thing they do is stay warm. They also look out for their chicks.
   First, penguins have lots of ways to stay warm. They have fat called blubber. Blubber blocks the cold and keeps them warm.

   "Let's look at my plan again. We have already written our 'I' and T1 paragraphs. Now we need our T2 and 'C' paragraphs. I will write mine first and think aloud, and then you will write your paragraphs."

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3. Model writing the T2 paragraph:

   Point to T2 on the outline.

   "Next to T2 on my plan is: *chick*. This paragraph is going to teach the reader how penguins care for their chicks. Let me look at the highlighted text and think about what I understand."

   Point to the highlighted words.

   "I can see the words *egg, chick, hatches*, and *fish* are all highlighted. I understand that penguin moms and dads take care of their egg and then feed their chick once it hatches. I am not going to copy those sentences. I am going to rephrase what I understand."

   Think aloud:

   "My first sentence is a topic sentence. I can look at our topic sentences anchor chart if I need help. I will start with *Second* and tell the reader what this paragraph is about. I want to say that penguin parents work hard to care for their chicks.

   Write in the T2 box while thinking aloud about indenting:

   Second, penguin moms and dads look out for their chicks.

   "Let me re-read that to make sure it sounds right. If it doesn't, I can fix it before writing my next sentence."

   "Now I need two detail sentences. The text says 'Penguins lay eggs. The mom and dad take turns with the egg.' I understand that the parents keep the egg safe and warm by taking turns. I am not going to copy that. I could rephrase it and write: *They take turns so the egg stays safe*. I added the reason why they take turns. That is my own thinking! That is rephrasing."

   "Let me think about the word *safe*. I am not sure how to spell it. Is it in the paragraph? No, it is not. So I need to sound it out: *s...a...f...e*. I hear *-s-*, then a long *-a-* sound, then *-f-*, then an *-e-* at the end. I am going to write: s-a-f-e. Even if I am not certain, I am going to use this word because it is the right word for what I want to say. Good writers use the words they need."

   Add to the T2 paragraph:

   Second, penguin moms and dads look out for their chicks. *They take turns so the egg stays safe.*

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"Now I need a third sentence about what happens when the chick hatches. The text says, 'When the chick hatches, the mom and dad bring it fish.' I want to rephrase that. Instead of 'the mom and dad bring it fish,' I could write: *it gets fish from mom and dad.* So, I will write: *Once the chick hatches, it gets fish from mom and dad.* I changed the order of the words so that it is my own sentence now."

"Let me check the word *hatches* in the text so that I spell it correctly. I can see it right there. h-a-t-c-h-e-s. Good. Let me re-read my whole T2 paragraph."

Add to the T2 paragraph:

Second, penguin moms and dads look out for their chicks. They take turns so the egg stays safe. *Once the chick hatches, it gets fish from mom and dad.*

"Let me re-read my T2 paragraph aloud to make sure it makes sense."

"I wrote three sentences: a topic sentence and two detail sentences. I read the text and then rephrased the ideas from the paragraph in my own words."

4. Guide students to write the T2 paragraph:

"Now it is your turn. Write your T2 paragraph in the T2 box. Look at your plan to remind yourself what your T2 topic is. Look at the highlighted words in the text to help you. Remember to rephrase, that means read, understand, and teach the reader in your own words."

"If you use a word from the text, look carefully and copy the spelling. For all other words, say them slowly and write the sounds you hear. If you need help remembering what a word means, look at the picture cards."

"Before you write each sentence, ask yourself: Does this make sense? Am I using my own words? Then, write it down."

Teacher Note: Circulate and conference with students as they write. Use these prompting questions:
- Read this sentence to me. Now read this part of the text. Did you copy too many words? How can we say this in another way?
- Can you close your eyes and tell what you know about how penguins (insert T2 topic)? Now open your eyes and write that.
- What details from your picture can you write about?

5. Model writing the conclusion ("C") paragraph:

Point to "C" on the outline.

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"My plan says *penguins* next to 'C.' The conclusion will be two sentences long. The first sentence will wrap up the essay by restating the central idea. The second sentence will be my thought or feeling about penguins."

Think aloud:

"The first sentence restates the central idea. I am going to start with the transition: *To wrap it up*. I want to remind the reader what this whole essay is about. I could write: *To wrap it up, penguins are cool!* But that is a bit vague. The reader wouldn't know why they were cool. I want to explain how unique penguins are. They are different from other types of birds. They don't even fly!

Write in the "C" box while thinking aloud about indenting:

To wrap it up, penguins are special birds.

"Now the second sentence is where I get to share a thought or a feeling about the topic. What do I think or feel about penguins?"

"I think penguins are really interesting because they do so much to take care of each other. I could write: *I think they are so great to learn about*. Is the word *great* in the paragraph? No. Let me sound it out: g...r...ea...t. I hear *-g-*, then *-r-*, then a long *-a-* sound, then *-t-*. I am going to write: g-r-e-a-t. I am not completely sure about the middle part, but I am going to use this word because it is the right word."

Add to the "C" paragraph:

To wrap it up, penguins are special birds. *I think they are so great to learn about.*

"My conclusion has two sentences. The first restates my central idea using the transition *In all*. The second shares a thought or feeling."

6. Guide students to write their conclusion ("C") paragraph:

"Now it is your turn. Point to 'C' on your outline. Now point to 'C' on your boxed paper. Write your conclusion in the 'C' box. Start with *To wrap it up* and restate what your essay was about. Then write a second sentence that shares a thought or a feeling about penguins."

"Remember to ask yourself: Does this sound like a good ending? Does it come back to my central idea? Then, write it down."

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Teacher Note: Circulate and conference with students as they write. Use these prompting questions:

- What is your whole essay about? Point to "C" on your outline.
- Read the first sentence in your introduction. Now read the first sentence in your conclusion. Are these sentences different?
- What is something interesting about penguins? Can you turn that into your thought or feeling sentence?

7. Read the completed essay aloud:

   "Let's read our penguin essays together from the beginning. I will read mine first."

   Read the completed modeled essay aloud, pointing to each paragraph.

   "Now turn and talk to your partner. Take turns reading your essays to each other."

8. Wrap up:

   "Today we finished writing our essays about penguins. We rephrased ideas from the text, used the text to help us spell words, and used our plan to stay on track."

   Ask students: How did you decide what to write in your conclusion?

   "In the next lesson, we are going to read our essays carefully and edit them together."

   Teacher Note: Collect completed boxed papers or have students store them safely in their writing folders along with their ITC picture outlines. Students will need both for Lesson 75.

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Text-Based Informative/Expository Exemplar

Prompt: Write to explain about penguins.

I Penguins are birds that do so much! One thing they do is stay warm. They also look out for their chicks.

T1 First, penguins have lots of ways to stay warm. They have fat called blubber. Blubber blocks the cold and keeps them warm.

T2 Second, penguin moms and dads look out for their chicks. They take turns so the egg stays safe. Once the chick hatches, it gets fish from mom and dad.

C To wrap it up, penguins are special birds. I think they are so great to learn about.

- ☐ I re-read my sentences.
- ☐ I used punctuation.
- ☐ I used capital letters.
- ☐ I used details from the text.

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WRITING: LESSON 75

Guided Editing and Revising

Students will be guided to edit and revise a text-based informative/expository essay.

Materials:

- Lesson 72 ITC Picture Outline
- Lesson 73 Boxed Paper
- Highlighters

***Teacher Note:** At this stage, it is expected and appropriate for students to use inventive or phonetic spelling. Encourage students to keep their pencils moving and not stop to worry about perfect spelling. What matters most is that their ideas are clear and their sentences make sense.

Utilize the scaffolds, modifications, and enrichment suggestions for text-based writing to differentiate instruction.

1. Connect to prior learning and set a purpose:

   "Writers, over the last few lessons, we read a paragraph about penguins, made a plan, and wrote our essays together. Today, we move on to Step 3 of the writing process: editing and revising. Every great writer goes back and makes their writing better before anyone else reads it. That is exactly what we are going to do today!"

2. Review the completed essay:

   "Let's start by reading our essays together. Read your essay out loud quietly to yourself."

   "Now let's read my essay together."

Penguins are birds that do so much! One thing they do is stay warm. They also look out for their chicks.

First, penguins have lots of ways to stay warm. They have fat called blubber. Blubber blocks the cold and keeps them warm.

Second, penguin moms and dads look out for their chicks. They take turns so the egg stays safe. Once the chick hatches, it gets fish from mom and dad.

To wrap it up, penguins are special birds. I think they are so great to learn about.

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3. Review the editing checklist:

   "We are going to use the editing checklist at the bottom of our writing paper now to help us edit our writing. Let's read through each item together."

   Point to each task as you read it aloud:
   - *I re-read my sentences.*
   - *I used capital letters.*
   - *I used punctuation.*
   - *I used words from the text.*

4. Editing task 1: I re-read my sentences:

   "The first task says: *I re-read my sentences*. When we re-read our writing out loud, we can hear if something sounds right or not. If a sentence sounds wrong or confusing, we need to revise it."

   "Let me show you what it sounds like when a sentence is missing words."

   Write a non-example on the board: *Penguins have*

   "Hmm, something sounds wrong. This does not make sense. I don't know what penguins have. A complete sentence has a who part and a doing part. These words don't have a doing part."

   Model revising the fragment to a complete sentence.

   Penguins have lots of ways to stay warm.

   "Now that sentence is complete and makes sense. Now it is your turn! Read your essay out loud quietly. If a sentence sounds wrong or confusing, fix it by adding or changing words."

   ***Teacher Note:** Circulate as students re-read. Prompt students who are having difficulty:
   - Does this sentence make sense?
   - What words are missing?
   - Does this sentence have a who part and a doing part?

5. Editing task 2: I used capital letters:

   "Now we are going to move on to the next editing task: *I used capital letters*. Every sentence must begin with a capital letter. Let me show you what it looks like to edit for capitalization."

   Write a non-example on the board: *they have fat called blubber.*

   Model revising and highlighting the capital letter in green.

   *T*hey have fat called blubber.

"Now you will check your writing. Point to the first letter of each sentence. Is it a capital letter? If you find a sentence that does not start with a capital letter, fix it right now. Erase the lowercase letter and write a capital letter."

Teacher Note: Circulate as students check. Work with students who need additional support by having them point to the first letter of each sentence to check.

6. Editing task 3: I used punctuation:

"Now let's check the third item: *I used punctuation*. Every sentence must end with either a period, a question mark, or an exclamation point. Let me show you what it looks like to edit for punctuation."

Write a non-example on the board: *They take turns so the egg stays safe*

Model revising and highlighting the punctuation in red.

They take turns so the egg stays safe.

"Look at the end of every sentence in your essay. Does every sentence end with a punctuation mark? Is it the right punctuation mark?"

"If you find a sentence that is missing a punctuation mark or has the wrong one, fix it right now."

Teacher Note: Circulate as students check their punctuation. Remind students that telling sentences end with a period, asking sentences end with a question mark, and sentences that show a big feeling end with an exclamation point. Guide students to fix any punctuation mistakes.

7. Editing task 4: I used words from the text:

"Now let's check the fourth item: *I used words from the text*. This means we check two things. First, did we use keywords from the text in our essay? Second, did we put the ideas in our own words instead of copying?"

"Watch me check the class essay first. I am going to look at the highlighted text and the class essay side by side."

Display the highlighted text alongside the class essay.

"Let's find the keywords. Do we see the word: *penguins*? Yes! How about: *blubber*? Yes! How about: *warm*? Yes! Let's find: *huddle*. Hmm, *huddle* is not in our essay. That is fine. Not every keyword has to appear in the essay. What matters is that we used the important ideas."

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"Now let's make sure we did not copy. I am going to read one sentence from our essay and find where the idea came from in the text."

In the class essay, point to: *They have fat called blubber.*

"The text says: *Penguins have blubber under their skin.* Did we copy that? No! We understood the idea and said it in our own way. That is rephrasing!"

In the class essay, point to: *Once the chick hatches, it gets fish from mom and dad.*

"The text says: *When the chick hatches, the mom and dad bring it fish.* Did we copy that? No! We changed the words and the order of the sentence. That is rephrasing!"

"Now it is your turn. Look at your highlighted text and your own essay side by side. Can you find at least two keywords from the text in your essay? Are your sentences in your own words? If you see a sentence that is too close to the text, try to change it now."

Teacher Note: Circulate as students check that they used words from the text. Use these prompting questions:

- Read this sentence. Now read this part of the text. Are these close? How could you say the same idea in a different way?
- Point to a highlighted word and ask: "Did you write about this? Where?
- Which vocabulary words did you use from the text? Can you find them?

8. Wrap up:

"Today you edited and revised your essay about penguins. You re-read your sentences, checked your capitalization and punctuation, and made sure you used words from the text."

Ask students:

- What is one change you made to your essay during editing?
- How do you know if you rephrased an idea instead of copying it?

"In the next lesson, we are going to read a new passage and start planning another text-based essay!"

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Sentences

Start with a capital letter.

End with a punctuation mark.

Have finger spaces between words.

The cat jumped.

He is big!

Can we play?

Types of Sentences

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

The toy is red.

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

Can I go first?

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

He ran so fast!

Parts of a Sentence

Who part - who or what the sentence is about

Doing part - what it is or what it does

The ball rolls.

The boy eats ice cream.

A girl jumps rope.

PWS Outline

Use to plan for a sentence

Picture

Word

box

Our box has a lot of fun toys.

Sentence

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IRC Outline

Use to plan for an essay

I _____ Introduction

R1 _____ Reason 1

R2 _____ Reason 2

C _____ Conclusion

Paragraph

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

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

Key

Introduction sentence
Detail
Detail
Conclusion sentence

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

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

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