

WEST VIRGINIA EDITION



FREE WRITING LESSONS

TO START THE YEAR

Top Score Writing

GRADE 9-12

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.

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 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.

Model:

1. Review expository writing – writing to explain or inform your reader about something.
2. Go over examples of expository prompts with students:
 - ***If you could travel back in time and live there for a period of one month, which time period would you go to and why? Inform the reader of your answer.***
 - ***Which is the most vital of all the five senses? Write to explain your reasoning.***
 - ***Write to describe the happiest moment you can remember with your family, or a specific family member.***
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 you 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: With a greater push toward social media, the internet, and globalization, it is becoming increasingly important to know and speak more than one language. Write to explain why learning more than one language is important.

We know the keyword is ***explain***. But what is the prompt asking us to write about? The prompt is asking us to explain why learning more than one language is important. To answer this prompt, we will have to pick three reasons why we think learning more than one language is important.

6. Let's try another example:

Example: As we move from youth to adulthood, career choices begin to take shape in a student's mind. What is the soundest method of choosing a career path? Describe your methodology.

What is the keyword? *Describe!*

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

What exactly are they asking us to write about? *The process of choosing a career path!*

So for this prompt, we will decide a method of choosing a career path, and then outline that method.

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

Example: Advancements in medical research are constantly being made to help people fight disease and illness to be able to live longer than ever. How do you feel about this? Explain the pros and cons of living a very long life.

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

Practice Time:

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

Guided Practice Answers:

1. Keyword: Inform – Write about how cell phones positively and negatively impact your daily life.
2. Keyword: Describe – Write about how you would change the world in one way.
3. Keyword: Explain – Write about decision to have children based on earth's future.
4. Keyword: Inform – Write about qualities of a good teacher and how it affects student's success.
5. Keyword: Explain – Write about family traditions and how they've shaped you.

Quiz Answers:

1. Keyword: Describe – Write about what the world will look like in 100 years.
2. Keyword: Explain – Write about the most valuable course you've ever taken.
3. Keyword: Explain – Write about the pros and cons of a STEAM based education.
4. Keyword: Inform – Write about the most serious problems of your generation.
5. Keyword: Describe – Write about your dominant emotion.

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. ***The increased use of cell phones is a controversial topic. On one hand, they provide for quicker, more simplistic communication. On the other hand, they detract from face-to-face human interaction. Write to inform how cell phones both negatively and positively impact you in your daily life.***

2. ***If you could change the world in one way – and only one way – how would you change it? Describe how you would change it.***

3. ***As the ramifications of humans’ treatment to the Earth become increasingly apparent, many people believe that in order to stop the human footprint to the Earth, we need to stop populating the Earth altogether. Explain how this statement will or will not affect your own decision to have children and why.***

4. ***What are the most important qualities of a good teacher? Does a teacher’s “effectiveness” contribute to a student’s success? Inform your reader of your rationale.***

5. ***Traditions are often passed down through generations from family member to family member. Explain how traditions are important to you and describe which familial traditions have helped to shape you.***

**Writing Prompts
Quiz**

Name: _____

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

1. **Many dystopian novels such as 1984 and The Hunger Games describe futuristic societies that offer an interpretation of what our world might look like in 100 years. Write to describe what you think the world might look like in 100 years.**

2. **What is the most valuable class or course you've ever taken? Explain why you feel the way you do.**

3. **There has been a big push toward STEAM (Science, Technology, Engineering, Art, and Math) studies. Write to explain the pros or cons of learning a STEAM-based curriculum.**

4. **Your generation faces many problems initiated by past generations. Inform the reader on what you think is the most serious of these issues and describe ways in which your generation can take steps to rectify the issue.**

5. **All human beings face various emotions at different points in their lives. Describe your "dominant" emotion and how it affects your daily life.**

WRITING: LESSON 2

Expository Planning

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

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

I _____
R1 _____
R2 _____
R3 _____
C _____

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

***Friends often experience conflicts that can either strengthen or sever the relationship.
Explain how you handle conflicts between friends and how the result has affected
your way of approaching future relationships.***

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 about***)
9. Once they have identified the prompt as an expository essay, explain to them that we need to decide how we handle conflicts and then list three reasons why we handle them the way we do.
10. Tell students that today we will write about "handling conflicts."
11. Write "conflict" on the I and C lines.

12. Now tell students that we have to come up with 3 reasons why we handle conflicts in friendships the way we do.
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 "resolving conflicts through honest dialogue helps me repair issues in conflicts easily," just write "honest dialogue."
15. Fill in the lines with their 3 reasons why they handle conflict in friendships the way they do.
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: honest dialogue, empathy, forgive and forget)

I handling conflicts
R1 honest dialogue
R2 empathy
R3 forgive and forget
C handling conflicts

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

Everyone has a person in their life, real or fictitious, who they admire and strive to be like. Think about a person in your life or in a book/movie that models the kind of behavior you'd like to exhibit. Now explain why you admire this person.

18. Have students come up with a person and then three reasons why they like that person.
(Example: Holden Caulfield 1. self-preservation 2. independence 3. empathy)
19. 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.

It is said that possessions are important to us not always for the act of having "stuff" but because they hold particular sentimental value. Describe an item that holds sentimental value for you and explain why it carries this level of importance.

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 most valuable item on the I and C lines.
 2. Writing 3 reasons why it is important to them.
 3. Making sure the reasons are big ideas and the students have a lot to say about them.
22. After checking, review good examples and non-examples.

23. Hand out the quiz.
24. Grade and take note of students who may need extra help.
25. Recap today's lesson.

Partner Practice
IRC Outline Planning

Name: _____

I _____

R1 _____

R2 _____

R3 _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

It is said that “A leader is someone who has the clarity to know the right things to do, the confidence to know when she’s wrong and the courage to do the right things even when they’re hard” (Darcy Eikenberg). Describe someone who exhibits these characteristics of leadership and why you feel the way you do.

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.

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, R3.
3. These As and Bs will help them to write long paragraphs.
4. Draw the As and Bs on the IRC outline – these are their supporting details.
5. Let's do an example with the following prompt: **Explain what is the most valuable course you have ever taken.**
6. For today's lesson, we will use "the most valuable course you have ever taken" with the answer "art class."
7. Our reasons will be:
 1. self-expression
 2. academic "break"
 3. emotional outlet
8. Fill in the IRC outline with course and the three reasons.

I art class
R1 self expression
R2 academic "break"
R3 emotional outlet
C art class
9. Now explain how the As and Bs work. We have "self-expression" as our first reason. Now we have to come up with two examples about self-expression. We will fill this in our A and B next to "self-expression."
10. Let's think...we want to explain self-expression to our readers. We have to think of two details/examples about self-expression that we want to tell our reader about. You can become inspired when you are doing creative things. So, for A we will write "inspiration." And you can use creativity to show other people who you are and how you feel. So for B we will write "identity."
11. Let's do the same for "academic break" and "emotional outlet."

12. Here are some examples to use:

academic break: With the courses and the workload being so strenuous, art class was valuable because it gave me some downtime and allowed me to put the stress of other classes behind me. (a. downtime, b. de-stress from other classes)

emotional outlet: When in art class, I found that my work helped bring up a lot of things I was feeling about school and home, and then helped me to release any negative emotions I had. (a. surface emotions, b. release of those emotions.)

Complete example plan:

I	art class		
R1	self-expression	a. inspiration	b. identity
R2	break	a. downtime	b. de-stress
R3	outlet	a. surface	b. release
C	art class		

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

Complete example plan:

I	Joy		
R1	smiling	a. natural	b. feels good
R2	positivity	a. for self	b. for others
R3	fortunate life	a. family	b. friends
C	Joy		

18. Answer any questions.
19. Give quiz.

Guided Practice

Name: _____

Directions: Plan for the following prompt.

***All human beings face various emotions at different points in their lives.
Write to explain your most “dominant” emotion, and how it affects your daily life.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Quiz

Name: _____

Directions: Plan for the following prompt.

What are the most important qualities of a good teacher? Does a teacher's effectiveness contribute to a student's success? Inform your reader of your rationale.

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.*

1. Start with an example on the board.
2. Draw the IRC outline with the As and Bs.
3. Tell the students they are going to write about “why it is important for all individuals to vote.”
4. Pass out the “Guided Practice” sheet and complete the IRC outline on the board with students.
5. Make sure the three reasons are strong and the As and Bs are good details of the reasons.
6. Hand out the “Independent Planning Practice.”
7. Have them work on these prompts and plan for them.
8. Give students about 20-30 minutes.
9. Once completed, review the students’ planning.
10. Share examples and non-examples under the document camera.

Here are several completed planning examples:

Vote:

- | | | |
|--------------------|----------------------|------------------------|
| 1. civic duty | a. improve community | b. improve daily life |
| 2. right to do so | a. free country | b. not free everywhere |
| 3. great equalizer | a. rich or poor | b. social equalizer |

Greatest American novel: *Catcher in the Rye*

- | | | |
|---------------|----------------|---------------|
| 1. characters | a. Holden | b. Phoebe |
| 2. themes | a. confusion | b. loneliness |
| 3. setting | a. Pencey Prep | b. Sanatorium |

Most popular holiday: Christmas

- | | | |
|-----------------------------|-------------------|---------------------------------|
| 1. all religions | a. christianity | b. catholicism |
| 2. worldwide | a. most countries | b. global observation (holiday) |
| 3. lead up and preparations | a. decoration | b. presents |

Guided Practice

Name: _____

Directions: Plan for the following prompt.

Time and time again, students across the country are encouraged to vote in civic, state, and national elections, as soon as they are of voting age. Write to inform the reader. Why is it important to vote?

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Independent Practice

Name: _____

Directions: Plan for the following prompt.

Various novels are often touted as the “Greatest American Novel” of all time. Write to describe what you think is the greatest American novel of all time and support your answer.

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, but certain holidays are celebrated globally more than others, while some remain specific to a certain geographical location. Explain what the most important worldwide celebrated holiday is and support your answer.

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 5

“I” Paragraph

Today the students will be learning how to write the Introduction or “I” paragraph. The “I” paragraph is made up of 3-4 simple sentences. The students will set up their “I” paragraph the same way for every prompt in any genre.

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. Of course, at the high school level, the “I” paragraph should not be three sentences long unless it is complicated or thought-provoking in nature. Write the following on the board and make an anchor chart for future reference:

“I” Paragraph

1. Hook
2. 3 Reasons
3. Closing Statement

Teachers: Please note that there are many different ways to write an introduction paragraph. This is just one way. Feel free to call these sentences something different, add sentences, or change the order. The goal is to have 3-5 good sentences and to introduce the topic.

2. Let’s start with the first sentence. This is called your hook. This is where you want to “hook” your reader and catch their attention. If you start with a boring sentence, your reader is not going to be interested. There are many different types of hooks you can use when writing an expository essay. Today we are going to keep it simple and just discuss a few ways to start off your essay.
3. Write on board:
Different Types of Hooks –
 1. Question (as long as it is truly rhetorical – has no answer – and then answer it by the end of the paper.)
 2. Anecdote
 3. Restate the prompt or make a thought-provoking statement
 4. Fact/statistic
 5. Strong statement

* Don’t make up extreme facts and statistics. Only use these hooks if you know they are true from prior knowledge or research.

* 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.
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.

Question hook examples:

- What qualities or traits define what it means to be a hero?
- What literary character do you think demonstrates heroism?

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

It is said that playing on a sports team such as the school volleyball team or basketball team has several benefits. Discuss this statement’s validity and explain your answer.

I Team Sports		
R1 mental	a. verbal	b. psychological
R2 work ethic	a. grit	b. dedication
R3 cooperation	a. patience	b. compromise
C Team Sports		

***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.

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

While school sports are becoming increasingly popular among students in middle and high schools, some parents still question the validity and benefits of spending several evenings a week dedicating time to school sports.

8. The next sentence for “I” is the “3 reasons sentence.” This is where you state your three reasons. What are our three reasons? (They should answer – mental benefits, work ethic, and cooperation.)
9. Our second sentence will look like this: *While the long evening hours may be a problem for some families, school sports are beneficial to students because they provide for a mental release, they encourage a strong work ethic, and they encourage individual and team cooperation.*

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

- *As a result, despite the time and commitment needed for school sports, they are very beneficial to middle and high school students alike.*
- *For these reasons, participation in school sports should be encouraged by both parents and school administration.*
- *Imagine what school would look like if students didn't have the opportunity to learn and grow from school sports!*

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 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:

While school sports are becoming increasingly popular among students in middle and high schools, some parents still question the validity of spending several evenings a week dedicating time to school sports. While the long evening hours may be a problem for some families, school sports are beneficial to students because they provide for a mental release, they encourage a strong work ethic, and they encourage individual and team cooperation. As a result, despite the time and commitment needed for school sports, they are very beneficial to middle and high school students alike.

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

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

15. 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:

- | | | |
|----------|------------------|------------------|
| 1. water | a. conserve | b. don't pollute |
| 2. land | a. protect | b. recycle |
| 3. air | a. electric cars | b. factories |

C Care for the planet

Example introduction paragraph:

If we look at current research, science shows that there is only one planet in our solar system that is capable of sustaining life. Therefore, as the only planet where sustaining life is possible, it could be said that it is crucial that we take better care of Earth, thereby allowing it to sustain life indefinitely. Consequently, measures have been taken to better the health of our planet such as water preservation methods, land protection, and air quality improvements. Time is running out to make the changes necessary to save our great green planet.

- 18. Then 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	iPhone		
R1	educational	a. news	b. programs
R2	entertains	a. games	b. social media
R3	apps	a. useful	b. pleasure
C	iPhone		

- 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 iPhone is the most important invention of the last century because it is educational, it entertains people of all ages in new and innovative ways, and there are many apps and programs for it that can dramatically change its use. Without the iPhone most households today would be “behind the times” and feel incomplete.

Hooks Sheet

Different Types of Hooks

1. Rhetorical question
2. Restate the prompt
3. Anecdote
4. Strong Statement
5. Fact/Statistic

Prompt:

*What are the most important qualities of a good teacher?
Does a teacher's effectiveness contribute to a student's success?
Inform your reader of your rationale.*

Question: We hear much talk about “a good teacher” or a “bad teacher,” but what exactly are the qualities of each?

Restate the prompt: A teacher's effectiveness does, in fact, contribute to a student's success.

Anecdote: I'll never forget Mr. Lendvoy, who believed in my writing when it seemed like no one else did.

Fact/Statistic: Studies show that students who connect with their teachers do better in class than students who did not connect with their teachers.

Guided Practice

Name: _____

Directions: Plan for the following prompt. Then write the introduction paragraph.

To our knowledge, there is only one planet that can sustain human life. If this statement is true, we should then be concerned with how we can preserve our planet to allow this sustainability. 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 _____

Now 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. Consider all of the modern-day inventions you use at home and at school and explain what invention has been the most groundbreaking and why.

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Write the “I” paragraph:



Table of Contents

SECTION 1: Expository Writing (Non-Text-Based)

Assessment Resources

1.	Expository Prompts	10
2.	Expository Planning	14
3.	Expository Planning – With As and Bs	19
4.	More Planning Practice	23
5.	Introduction “I” Paragraph	27
6.	Introduction “I” Paragraph – More Practice	34
7.	T, 3A, 3B.....	39
8.	Longer A and B sentences	48
9.	Expository Test	58
10.	Review/Revise	62
11.	Conclusion “C” Paragraph	70
12.	Reviewing the “I” and “C” Paragraphs	75
13.	Modeling	79
14.	Wrap-Up “W” Sentence	86
15.	Indenting/Writing on Lined Paper	92
16.	Expository Test	97
17.	Expository Transition Words	101
18.	Expository Test	109
19.	Conferences/Revisions	113
20.	Expository Test	117

SECTION 2: Informative/Expository Writing (Text-Based)

Assessment Resources

21.	Analyzing Informative Prompts	122
22.	Analyzing the Prompt Practice	126
23.	Informative Planning.....	130
24.	More Planning Practice	136
25.	Introduction “I” Paragraph	141
26.	Advanced Introduction	146
27.	Referencing Sources	153
28.	Referencing Sources Practice	159

29.	Middle Paragraphs – Overview	163
30.	Topic Sentence	172
31.	Quotes.....	179
32.	Paraphrasing	185
33.	Paraphrasing Practice	191
34.	Own Thoughts and Ideas	197
35.	Own Thoughts and Ideas Practice	205
36.	Wrap-Up “W” Sentence	210
37.	Writing the Middle Paragraphs	215
38.	More Practice – T1, T2, T3.....	221
39.	Conclusion “C” Paragraph	229
40.	Conclusion “C” Paragraph Practice	235
41.	Transition Words	240
42.	Informative Test 1	246
43.	Conferences/Revisions	251
44.	Informative Test 2	255
45.	Conferences/Revisions	260
46.	Checklist/Partner Check	264

SECTION 3: Argumentative Writing (Text-Based)

Assessment Resources

47.	Analyzing the Prompt	278
48.	Analyzing the Prompt Practice	283
49.	Argumentative Planning	288
50.	Argumentative Planning Practice	293
51.	Introduction “I” Paragraph	298
52.	Advanced Introduction	304
53.	Referencing Sources	309
54.	Referencing Sources Practice	315
55.	Middle Paragraphs – Overview	319
56.	Writing a Counterclaim – Overview	330
57.	Topic Sentence	334
58.	Quotes.....	344
59.	Paraphrasing	350
60.	Paraphrasing Practice	356
61.	Own Thoughts and Ideas (Elaboration)	363
62.	Own Thoughts and Ideas Practice	369
63.	Wrap-Up “W” Sentence	374
64.	Counterclaim Practice 1	381
65.	Counterclaim Practice 2	388
66.	Writing the Middle Paragraphs	393
67.	More Practice – R1, R2, R3.....	401
68.	Conclusion “C” Paragraph	403
69.	Argumentative Test 1.....	410
70.	Conferences/Revisions	415
71.	Argumentative Test 2.....	418

72.	Conferences/Revisions	424
73.	Checklist/Partner Check	427

SECTION 4: Writing a Research Paper

74.	Planning	432
75.	Essay Types – Argumentative	437
76.	Essay Types – Persuasive	444
77.	Essay Types – Analytical	450
78.	Essay Types – Compare & Contrast	456
79.	Essay Types – Assessment	464
80.	Thesis Statement	468
81.	Essay Structure – Argumentative/Persuasive	474
82.	Essay Structure – Analytical	478
83.	Essay Structure – Compare & Contrast	485
84.	Introduction	491
85.	Choosing Reputable Sources	502
86.	Research and Body Paragraphs	506
87.	Counterclaim	512
88.	Conclusion.....	517
89.	In-text Citations	524
90.	Bibliography and Works Cited	529

SECTION 5: College Essay Writing

91.	College Application Essays – Overview	534
92.	Essay Questions: Overview.....	539
93.	Essay Questions: Planning	547
94.	Essay Questions: Modeled and Guided Practice	554
95.	Essay Questions: Independent Practice	563
96.	Personal Statement Essay: Overview	568
97.	Personal Statement Essay: Planning	575
98.	Personal Statement Essay: Modeled and Guided Practice	581
99.	Personal Statement Essay: Independent Practice	593
100.	College Application Practice: Essay Questions and Personal Statement	599

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





Have questions about the curriculum, professional development, ordering, implementation, or Top Score Writing?

Our team is here to support you!



www.topscorewriting.com



lisa@topscorewriting.com



(954) 805-5806