

WEST VIRGINIA EDITION



FREE WRITING LESSONS

TO START THE YEAR

Top Score Writing

A large, stylized yellow pencil is oriented horizontally across the bottom of the page. The pencil has a black outline, a black eraser at the right end, and a pink band near the eraser. The words "GRADE 5" are written in large, bold, black, sans-serif capital letters across the yellow body of the pencil.

GRADE 5

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 in any genre of writing. It is extremely important to understand that students need to learn the structure and “parts” of an essay before attempting text-based writing. Once students are taught Section 1 and can understand the components, they will not need this foundational instruction in the future. The subsequent sections build on this groundwork and systematically enhance the writing skills of the students.



SECTION 1

Pre-Test and Assessment Resources

PRE-TEST

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

1. Explain to students that on today’s writing test they are only allowed 60 minutes to write.
2. They can use 5 minutes for planning and 55 minutes for writing.
3. Hand out the “Pre-Test.”
4. Remind students of the time restriction.
5. Allow them to start writing.
6. After 5 minutes, tell them planning time is over and they should start writing.
7. When they have 10 minutes left, give them a 10-minute warning.
8. After 60 minutes, have them put their pencils down.
9. Collect and grade using the Section 1 Non-Text-Based Expository Rubric located in the Assessment Resources.
10. Record scores on the Section 1 Non-Text-Based Expository Skill Tracker.

Pre-Test

Name: _____

***We all know about famous people.
Before you begin to write, think about one famous person who you really admire.
Write to explain who your favorite famous person is and why.***

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

[illegible]

[illegible]

[illegible]

SECTION 1

NON-TEXT-BASED EXPOSITORY

RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• 5 clearly indented paragraphs • 3+-sentence introduction (hook, 3 reasons, closing) • 3+-sentence conclusion (summary, 3 reasons, thought/feeling) • Complete topic sentences in each middle paragraph (transition, central idea, reason) • Essay consistently focused on the central idea	• Each middle paragraph has A/B subtopics • 3-4 A • 3-4 B • Support sentences are specific details or examples	• Precise, domain-specific vocabulary consistently used • Consistent command of English grammar, punctuation, capitalization, and spelling • Errors do not affect meaning and there are no patterns of errors
3 Proficient	• Clear organizational structure but may not indent each paragraph • 2-sentence introduction (hook, 3 reasons) • 2-sentence conclusion (3 reasons, summary OR thought/feeling) • Topic sentences present but may be only partially complete • Essay mostly focused on the central idea	• Most middle paragraphs have A/B subtopics • 2-3 A • 2-3 B • Support sentences are mostly specific details or examples but may be general at times	• Precise, domain-specific vocabulary used at times • Grammar, punctuation, capitalization, and spelling are mostly correct • Errors do not affect meaning in a significant way and there may be a pattern of errors of one type
2 Approaching Proficiency	• Inconsistent organizational structure • Introduction and conclusion may be present but repetitive, simplistic, ineffective, or brief (one sentence) • Topic sentences attempted but ineffective or confusing • Essay insufficiently focused on the central idea	• Middle paragraphs do not have A/B subtopics • 2-3 sentences of support per paragraph • Support mostly general or vague (“fluff”)	• Vocabulary and word choice are mostly imprecise and basic • Inconsistent use of grammar, punctuation, capitalization, and spelling • Multiple distracting grammar, punctuation, capitalization, and spelling errors
1 In Need of Development	• No organizational structure • Introduction and conclusion missing, unrelated to the central idea, or confusing • Topic sentences missing or unrelated to paragraphs • Central idea absent, demonstrating a lack of awareness of the task	• Support absent or lacking; middle paragraphs are too brief • Support unrelated or confusing	• Vocabulary and word choice may be vague, unclear, or confusing • A great deal of a variety of grammar, punctuation, capitalization, and spelling errors that often obscure meaning

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

Date: _____ Text Set: _____

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WRITING: LESSON 1

Today the students will learn how to identify the keywords in an expository prompt and understand what it is asking them to write about.

1. Expository writing is writing to explain or inform the reader about something.
2. Go over examples of expository prompts with students:
 - ***Everyone has a favorite holiday. Think about your favorite holiday. Now explain why this holiday is your favorite.***
 - ***Most people have a best friend. Think of your best friend. Now explain why this person is your best friend.***
 - ***Sometimes when you watch television or read books, you learn about different characters. Before you begin to write, think about one character that you like the most. Now explain why you like this one character so much.***
3. Explain the keywords of expository writing to students.
The keywords for expository are: *explain* or *inform*
4. Using the prompts above, circle the keywords and explain that this is how to identify the keywords in a prompt for an expository essay.
5. Let's take it a step farther and explain how to understand what the prompt is asking us to write about.

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

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

6. Let's try another example:

*Example: **Most people have a best friend. Think of your best friend. Now explain why this person is your best friend.***

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

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

What exactly are they asking us to write about? ***Our best friend!***

For this prompt, we will choose our best friend and then pick three reasons why that person is our best friend.

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

*Example: **There are many great books to read. Some people prefer fiction, while others like nonfiction. Before you write, think about a great book you have read. Now explain why this book is a must-read.***

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

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 “Skill Check - Quiz.” This should be completed independently and quietly.
10. Collect the quizzes, grade them, and record the results on the Section 1 Non-Text-Based Expository Skill Tracker.

Guided Practice Answers:

1. Keyword: Explain – write about my favorite movie.
2. Keyword: Explain – write about an animal I like.
3. Keyword: Inform – write to explain why smoking is a bad habit.
4. Keyword: Explain – write about a job I want to do when I am older.
5. Keyword: Explain – write about an item I collect.

Skill Check - Quiz Answers:

1. Keyword: Explain – write about my favorite app.
2. Keyword: Explain – write about a chore that is helpful.
3. Keyword: Explain – write about my favorite celebrity.
4. Keyword: Explain – write about a team I want to be on.
5. Keyword: Explain – write about a summer activity I like to do.

Guided Practice

Name: _____

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

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

2. ***In science class, we have learned a lot about animals. Before you write, think about one animal you have learned about that you like the most. Now explain why you like this animal so much.***

3. ***Smoking cigarettes is a bad habit. Think about how many people smoke cigarettes in this world. Now write to inform your reader why smoking is a bad habit.***

4. ***There are many jobs you can do when you grow up. Think about what you want to do when you grow up. Now explain to your reader why you would want to do this job.***

5. ***Many kids have a collection. Think of an item that you collect. Explain why you collect this item.***

Skill Check - Quiz

Name: _____

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

1. ***Children love to download and play with many apps on their phones and tablets. Think about the best app you have downloaded. Now explain to your reader why you enjoy this app so much.***

2. ***There are many chores you can do to help around the house. Think about a chore that you do to help out. Now explain why doing this chore is so helpful to your family.***

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

4. ***There are many different teams kids can be a part of. Some kids play on a soccer team, while others play on a chess team. Before you write, think about a team you would like to be on. Now explain why you want to be on this team.***

5. ***Children have the entire summer off to play and have fun. Before you write, think about one activity you enjoy during the summer. Now explain why you enjoy this activity so much.***

WRITING: LESSON 2

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

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

I _____
R1 _____
R2 _____
R3 _____
C _____

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

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

5. Ask students, "What is the first thing we do?" (Circle the keyword)
6. Then we do what? (Decide what the prompt is asking us to write about)
7. The keyword is "explain," and the prompt is asking us to write about our favorite time of the year. We need to pick our favorite time of the year and then three reasons why we like this time of the year.
8. Today we will write about summer.
9. Write "summer" on the I and C lines.

I summer
R1 _____
R2 _____
R3 _____
C summer

10. Now we have to come up with three reasons why we like summer.
11. We will write these reasons on the R1, R2, and R3 lines.
12. As students are coming up with reasons, explain that we only want to write one or two words on the lines, so we don't waste too much time planning. We need all the time we can get to write our essay. So, instead of writing "summer is when we go on vacation," we will just write "vacation."
13. Fill in the lines with the three reasons why they like summer.
14. Remind them that these must be good reasons. They want to keep the reader interested, so make sure they pick good reasons to write about.
(example reasons: no school, summer camp, and vacations).

I summer
R1 no school
R2 summer camp
R3 vacation
C summer

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

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

16. Have students come up with a holiday and then three reasons why they like that holiday.
(Ex. Christmas: 1. snow 2. presents 3. decorations)
17. Then hand out the blank "IRC Outline" to students. Tell them to choose a partner and work on this together. Write this prompt on the board:

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

18. Tell students they will have 10 minutes to plan for this prompt.
19. Walk around the classroom and make sure they are doing the following three things:
 1. Writing their best friend's name on the I and C lines
 2. Writing three reasons why they like that friend
 3. Make sure the reasons are good
20. Hand out the "Quiz."
21. Grade the quizzes and take note of students who may need extra help.
22. Recap today's lesson.

IRC Outline

Name: _____

I _____**R1** _____**R2** _____**R3** _____**C** _____

Quiz

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

R2 _____

R3 _____

C _____

WRITING: LESSON 3

Today the students will practice planning for more expository prompts. They will continue to fill out the IRC outline but this time they will add A and B subtopics.

1. On the board/document camera, draw the regular IRC outline.
2. Explain that they will be adding A and B subtopics next to R1, R2, and R3.
3. These A and B subtopics will help them to write long paragraphs.
4. Write the A and B subtopics on the IRC outline.

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

5. Now let's do an example with our favorite activity.
6. For today's lesson, we will use basketball.
7. Our reasons will be 1. shoot 2. dribble 3. win
8. Fill in the IRC outline with basketball and the three reasons.

I	basketball	
R1	shoot	
R2	dribble	
R3	win	
C	basketball	

9. Now explain how the A and B subtopics work. We have "shoot" as our first reason. Now we have to come up with two things we like about shooting a basketball. We will fill these in next to A and B for "shoot."
10. Let's think of two details about shooting a basketball that we want to explain to the reader. You can shoot a 3-pointer and dunk the ball. For A, we will write "3-pointer," and for B, we will write "dunk."
11. Let's do the same for dribble and win.

12. Here are some examples to use:

Dribble: down the court and under our legs (A. court B. legs)

Win: win the championship and a trophy (A. championship B. trophy)

The finished outline should look like this:

I basketball

R1 shoot a. 3-pointer b. dunk

R2 dribble a. court b. legs

R3 win a. championship b. trophy

C basketball

13. Hand out the “Practice” worksheet and do it together with the students.
14. Remind students to pick three good reasons and then two subtopics/details about each.
15. Once finished, check their work.
16. Answer any questions.
17. Give the “Skill Check - Quiz.” Once students complete it independently, grade and record the results on the Section 1 Non-Text-Based Expository Skill Tracker.

Practice

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Skill Check - Quiz

Name: _____

Directions: Plan for the following prompt.

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 4

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

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

Here are some great planning examples:

Favorite place:

Fair	R1. games	a. car	b. Pac-Man
	R2. rides	a. roller coaster	b. teacups
	R3. food	a. funnel cakes	b. hot dogs

Favorite person:

Mom	R1. funny	a. laugh	b. jokes
	R2. buys things	a. toys	b. games
	R3. cleans	a. house	b. room

Favorite time of year:

Christmas	R1. presents	a. toys	b. clothes
	R2. snow	a. angels	b. snowman
	R3. decorations	a. house	b. tree

Favorite item:

Computer	R1. type	a. reports	b. work
	R2. games	a. Solitaire	b. racing
	R3. music	a. download	b. CD

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

Planning Practice

Name: _____

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

I _____

R1 _____

a. _____

b. _____

R2 _____

a. _____

b. _____

R3 _____

a. _____

b. _____

C _____

WRITING: LESSON 5

Today the students will learn how to write the introduction (“I”) paragraph for an expository essay. The “I” paragraph is three simple sentences. Students will set their “I” paragraph up the same way for every prompt.

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

“I” Paragraph

Hook

3 reasons

Closing statement

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

2. Let’s start with the first sentence. This is called the hook. This is where we want to “hook” the reader and catch their attention. If we start with a boring sentence, the reader is not going to be interested. There are many different types of hooks we can use when writing an expository essay. Today we are going to keep it simple and discuss a few ways to start an essay.
3. Write on the board:
Different Types of Hooks
 1. Question
 2. Anecdote
 3. Onomatopoeia
 4. Startling Statistic
 5. Riddle
4. Hand out the “Hooks Sheet.”
5. Look at the prompt and review the different ways to write a hook. Remind students that they can ask a question in many different ways.
 - What is your favorite place?
 - Do you have a favorite place?
 - What place do you like to visit most?

6. Now let's write about our favorite place and do the following plan: (Show on the board or document camera.)

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	

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

7. Which hook do you want to use? Pick one hook to use and write it as the first sentence in the introduction.
8. The next sentence for "I" is the 3 reasons sentence. This is where we state our three reasons. What are our three reasons? (Students should answer – *rides, food, and games.*)
9. Our second sentence will look like this – *My favorite place is Disney World because of the rides, food, and games.*
10. Let's look at our last sentence. This is called the closing statement. This is just a general statement about the topic. Let me give you some examples:
 -This is why Disney World is the best place on Earth!
 -Disney World is amazing!
 -Going to Disney World is like winning the lottery!
 -I love this place more than anywhere in the world!
11. As a class, let's decide what our closing statement is going to be.
12. Now let's put it all together and check it.
 -Do we have a hook?
 -Did we state our 3 reasons?
 -Do we have a closing statement?

Here is an example of what our final "I" paragraph should look like:

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.

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

Example:

I Christmas

R1 presents a. toys b. clothes

R2 food a. dessert b. ham

R3 snow a. play b. sled

C Christmas

What is your favorite time of the year? Christmas is my favorite because of the presents you get, the food you eat, and the snow. Christmas is amazing.

16. Then have students work on the "Guided Practice" worksheet.
17. Assist students in planning and writing the "I" paragraph (as needed) for this prompt.

Hooks Sheet

Different Types of Hooks

1. Question
2. Anecdote
3. Onomatopoeia
4. Startling Statistic
5. Riddle

Prompt:

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

Question Hook: Do you have a favorite place?

Anecdote Hook: Last summer, my mom took me to the best place on earth. Disney World!

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

Startling Statistic: Over 10 million people visit Disney World each year!

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

Model/Work Together

Name: _____

“I” Paragraph

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

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Now write the “I” paragraph:

Guided Practice

Name: _____

“I” Paragraph

*Everyone has a favorite game they like to play. Think about your favorite game.
Now explain why this game is your favorite.*

I _____

R1 _____ a. _____

b. _____

R2 _____ a. _____

b. _____

R3 _____ a. _____

b. _____

C _____

Now write the “I” paragraph:



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ITC Outline

Use to plan for an
informative/expository essay

I central idea

T1 topic 1 **a.** detail or example

b. detail or example

T2 topic 2 **a.** detail or example

b. detail or example

T3 topic 3 **a.** detail or example

b. detail or example

C central idea

Top Score Writing

Introduction Paragraph

I Disney World

R1 rides a. roller coaster
 b. teacups

R2 food a. hot dogs
 b. pizza

R3 games a. basketball
 b. balloon dart

C Disney World

Where is your favorite place to go?

My favorite place is Disney World because of the rides, food, and games. Disney World is an amazing place.

Key

Hook

Central idea/3 topics

Closing statement



Topic Sentence

The first sentence in a middle paragraph

First, dogs are my favorite animal
because they are very cute. Some dogs
have big, bulgy eyes. Other dogs have
curly tails.

Central idea



First, dogs are my favorite animal because
they are very cute.



Transition



Reason



Middle Paragraph

First, I like basketball because you can shoot the ball. One way to shoot is by making a 3-pointer. You have to make sure you stand behind the white 3-point line. Then shoot it with a lot of force so it will make it into the basket. You can also make a shot by dunking. First you have to run fast across the court. Then jump as high as you can and push it through the net.

I basketball

R1 shoot a. 3-pointer
 b. dunk

R2 dribble a. court
 b. legs

R3 win a. championship
 b. trophy

C basketball

Key
Topic sentence
3A
3B



Conclusion Paragraph

In conclusion, alligators are very interesting to learn about. Alligators are remarkable because there are two different species, they are a type of reptile, and they live in various habitats. I think everyone should learn more about alligators so they can understand this mysterious creature.

I alligators
T1 species
T2 type of reptile
T3 habitats
C alligators

Key
Summary
Restate central idea/3
topics
Thought or feeling



Transitions

Use within paragraphs to help organize and connect ideas in writing

To show order:

first
second
third
next
last
finally

To add more ideas:

also
and
in addition
another

To explain why:

because
so
since
for example

To compare:

alike
similar
unlike
different
but





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