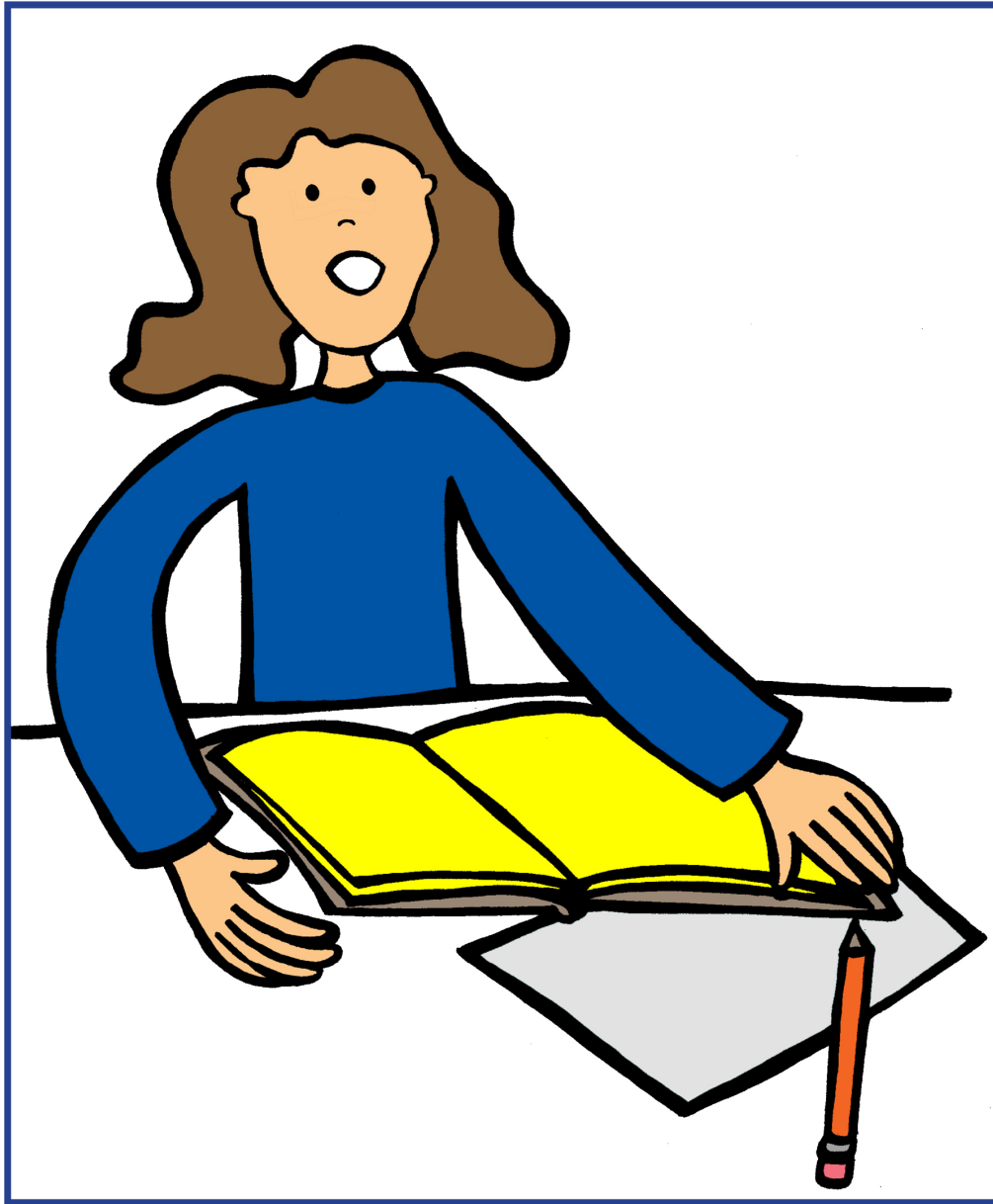


# Nancy Fetzer's Writing Connections



## K-6 Scope and Sequence



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# Chapter 1

## Overview

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# Overview: Types of Writing

**Genres of Writing:** The Common Core State Standards include three domains of writing:

1. Narrative (personal and imaginative)
2. Informative/ Explanatory (to inform, describe, explain, or analyze)
3. Opinion/ Argument/ Persuasive.

## Narrative

**Personal Narratives:** The author tells a true story about him/herself because it is memorable.

**Imaginative Narrative:** A person, animal, or imaginary character goes through unusual actions, actions, actions to get something, or to solve a problem.

## Informative/ Explanatory (IDEA)

**I = Inform:** Categorize or sort information into parts, types, kinds, things, ways, or attributes.

**D = Describe:** Vividly describe the subject and tell the function of its parts: how they work, what they do, or why they are important.

**E = Explain:** Sequence information to explain steps, how to, or to tell what happened.

**A = Analyze:** To Analyze the Subject for a Specific Outcome or Conclusion using cause & effect, similarities (compare), or differences (contrast).

## Opinion (K-5)/ Argument (6)

**Opinion:** The writer expresses an opinion about a topic or story and backs it up by presenting and analyzing evidence.

**Argument:** The writer argues for or against a claim, issue, or truth backed by relevant reasons and credible evidence.

# Overview: K-6 Schoolwide Graphic Organizers

**Genres:** There are three major domains of writing in the Common Core Standards. These include: 1. Narrative (personal and imaginative); 2. Informative/Explanatory (to inform, analyze, describe, or explain); and 3. Opinion/Argument/Persuasive.

**Organizers:** For K-6 instruction, this unique and dynamic program utilizes three basic organizers to plan and write these three genres. Below are descriptions of the three organizers. The descriptions include the amount of writing (from one sentence to five paragraphs), the grade-levels, and the types of writing.

**Free Downloadable:** Go to [nancymfetzer.com](http://nancymfetzer.com) to download a free copy of Nancy Fetzter's Common Core Writing At-A-Glance Booklet. Educators can utilize this guide for assesment, articulation, and planning of the CCSS within and across grade-levels.

|  |
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## 1-Sentence, Multiple Sentences, or Paragraph Organizer

Grades K-3:  
Narrative,  
Informative/Explanatory,  
or Opinion Writing.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## 1-Paragraph to Multiple Paragraphs Organizer

Grades K-6:  
Movie Scripts

Grades 2-6:  
Narrative Writing.

|  |  |  |
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|  |  |  |

## 1-Paragraph to 5-Paragraph Organizer

Grades K-6:  
Lecture Notes

Grades 2-6:  
Narrative,  
Informative/Explanatory,  
or Opinion Writing.

## Overview: At-A-Glance Organizers for Each Genre

**At-A-Glance Pages:** The at-a-glance pages provide administrators and teachers with a schoolwide tool for articulation, assessment benchmarks, and planning. **This guide has four different chapters for the writing genres:**

## Chapter 2: Narrative

Chapter 3: Informative/Explanatory

## Chapter 4: Opinion

## Chapter 5: Argument

Each of these chapters begin with at-a-glance pages that display the organizers, brief descriptions, and suggested grade-levels. For example, At the beginning of the Narrative Chapter, the at-a-glance pages (below) provide a quick snapshot of the organizers utilized in K-6 narrative writing instruction. Notice each organizer is matched to specific grade-levels and assigned a writing stage. There are a total of eight narrative writing stages for K-6. Once teachers have assessed their students to a writing stage, they then go to the Nancy Fetzter Writing Institutes direct instruction lessons that are aligned to these stages. This provides a format for instruction to follow assessment.

## At-A-Glance Narrative Organizers (K-6)

|  |  |
|--|--|
| <b>Stage: 1</b><br><b>Kinder-First Grades</b>        |  |
|  |  |
| <b>Content: One Sentence</b><br><b>Story Opening</b> |  |

|  |  |
|--|--|
| <p align="center"><b>Stage: 2</b><br/><b>Kinder-First Grades</b></p> |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Content: Sentences/Paragraph**

Story Opening

Actions

Story Closing (Ending Reaction)


## At-A-Glance Narrative Organizers (K-6)


**Stage: 5**  
**Second-Third Grades**

|            |  |                 |
|------------|--|-----------------|
| S      C → |  |                 |
|            |  |                 |
|            |  | T      C      R |

**Content: 1-3 Paragraphs**

- Beginning
- Story Opening (Secret Formula)
- Action (A happening to start story)
- Reaction (Dialogue/Thoughts)
- Middle
- Actions and Reactions
- End
- Actions and Reactions
- Story Closing: Reflection (Secret Formula)

| Stage: 6  |                  |
|---|------------------|
| Third-Sixth Grades  |                  |
|    | <div>T C R</div> |
| <p><b>Content: 1-3 Paragraphs</b></p> <p><u>Beginning</u></p> <p>Hook: Secret Formula/Dialogue/Thoughts</p> <p>Come Alive Box</p> <p>Problem</p> <p><u>Middle</u></p> <p>Actions and Reactions to Solve Problem</p> <p>End</p> <p>Solution: Actions and Reactions</p> <p>Story Closing: Reflection (Secret Formula)</p> |                  |

| <div>Stage: 3</div> <div>First Grade</div> |   |
|--|---|
| S  | C  |
|  |   |
|  |   |
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|  |   |

**Content: Paragraph**

Story Opening  
(Secret Formula)

Actions w/Transitions

Story Closing  
(Ending Reaction)


| <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 5px;"> <b>Stage: 4</b> </div><br><b>First-Third Grades</b> |   |   |
|---|---|---|
| S   | C |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
| T   | C | R |

**Content: Paragraph**

Story Opening  
(Secret Formula)

Actions and Dialogue  
w/Transitions

Story Closing  
(Secret Formula)

| Stage: 7<br><b>Fourth-Sixth Grades</b>   |  |  |
|--|--|--|
|   |  | <div style="text-align: center; margin-top: 100px;"> <u>T</u>    <u>C</u>    <u>R</u> </div> |
| <b>Content: 1-3 Paragraphs</b><br><u>Beginning</u><br>Hook<br>Come Alive Box<br>Problem<br><u>Middle</u><br>Actions, Dialogue, Thoughts, and<br>Descriptions that lead to the solution.<br><u>End</u><br>Solution: Actions and Reactions<br>Story Closing: Reflection or Theme |  |  |

| <b>Stage: 8</b><br><b>Fifth-Sixth Grades</b>   |       |   |
|--|-------|---|
| X  | ~~~~~ | ✓ |
| <div style="border: 1px solid black; width: 40px; height: 40px; margin-bottom: 10px; float: left; margin-right: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px;"></div> </div> <div> <p style="margin: 0;"><b>Content: 5 or more Paragraphs</b></p> <p style="margin: 0;"><u><b>Introduction</b></u></p> <p style="margin: 0;">Hook</p> <p style="margin: 0;">Come Alive Box</p> <p style="margin: 0;"><u><b>Problem and Goal</b></u></p> <p style="margin: 0;">Actions, Dialogue, Thoughts, and Descriptions that lead to the problem.</p> <p style="margin: 0; text-align: center;"><b>Plot</b></p> <p style="margin: 0;">Actions: Obstacles, Crisis, Tragedies, Twists</p> <p style="margin: 0;">Reactions: Dialogue, Thoughts, Descriptions</p> <p style="margin: 0;">Climax: Most suspenseful event, last chance</p> <p style="margin: 0; text-align: center;"><u><b>Resolution</b></u></p> <p style="margin: 0;">Solution: Actions, Dialogue, Thoughts, Descriptions</p> <p style="margin: 0; text-align: center;"><u><b>Theme</b></u></p> <p style="margin: 0; text-align: center;">Theme: Problem and Solution</p> </div> |       |   |

# Overview: Stages of Writing Assessment

Stages of Writing Assessment: Also included in the genre chapters are detailed descriptions of the different writing stages. Each page (sample below) identifies the characteristics of good writing: Content and Organization, Sentences, and Mechanics. Along with these descriptors are exemplar organizers and writing samples. Utilize these pages to assess student writing, and determine teaching points for writing lessons.

### Narrative: Stage Four (Grades 1-3)

Narratives

| Content and Organization  | Sentences                      | Mechanics  |
|---|--------------------------------|--|
| <b>Story Opening:</b> Secret Formula (Setting + Character + Action)   | Expand Sentences.              | Capitals and Stops.  |
| <b>Events:</b> Sequenced actions and reactions (dialogue/ thoughts/ emotions with quotation marks); Transitions signal event order. | Different Sentence Beginnings. | Commas: After common transitions, series, conjunctions, and dates. |
| <b>Story Closing:</b> The main character's reaction after the experience. What did the character feel, think, or wish?              | Adjectives                     | Quotation Marks  |
| Transitions (temporal words to signal event order)  |                                |  |

#### Organizer

#### Sample Writing

The Scarey Night

On a dark windy night, I was sleeping like a baby in my cozy bed. Suddenly, I woke up when I heard a loud banging on my window. I screamed at the top of my lungs, "Help!" Quickly, my parents race into my room to save me. They shouted, "What's wrong?" I cried, "Someone is breaking in!" My brave dad raced to the window and opened the curtains only to find a branch! Looking back, I decided to only wear earplugs during stormy night weather.

### Personal Narrative: Stage Five (Grades 2-3)

Personal Narrative  
(real experiences)

#### Stage 5 Personal Narrative (real experiences)

**Content and Organization**

**Beginning**  
Story Opening (Secret Formula: Setting + Character + Action)  
Actions and Reactions (dialogue/ thoughts/ feelings) related to the start of the story.

**Middle**  
One well-elaborated event or short sequenced events using details to describe the Actions and Reactions (dialogue/ thoughts/ feelings).

**End**  
Actions and Reactions  
Story Closing: Reflection (Transition + Character + Reflection)

**Sentences**

Different Sentence Beginnings and Important Words  
Expand Sentences  
Effective and Accurate Word Choices:  
Nouns (precise, specific nouns)  
Adjectives (modify important nouns)  
Figurative Language (makes images pop)  
Verbs (tell how action is performed)  
Transitions (temporal words to signal order of events)

**Mechanics**

Capitals and Stops  
Commas in a Series, Conjunctions, and Dates  
Commas after Transitions (if needed)  
Quotation Marks

#### Organizer

#### Sample Writing

My Kind Dad

Last Saturday night, I grab my softest pillow and sleeping bag, then headed out the door to my friends slumber party. When I left, I shouted, "I'm leaving! I hope I can stay up all night!" As fast a lightning, I raced to his house smiling and giggling. Knock, knock! There I was taping my foot, but noone answered. After awhile my friends mom opened the door and asked, "Why are you here?" Suddenly crocodile tears fell down my face because I came on the wrong night. Later that evening back at home, my amazing dad put up a tent so we could sleep in the backyard. Forever after I thought, "I'm lucky to have a great dad!"

**Rubrics:** Elk Grove Unified School District has developed Common Core State Standard Writing Rubrics that can be downloaded from the following site: <http://blogs.egusd.net/ccss/2012/01/12/ccss-aligned-rubrics-k-12/>

Rubrics are highly recommended to grade student work. For ease of use, most rubrics are printed on one-page leaving little room for detailed descriptions. I suggest teachers use my stages of writing assessment pages as a resource for more specific understanding of standards-based writing.

# Overview: Stages of Writing

**Directions:** The table (below) identifies the three domains of writing for grades K-6 and their Stages of Writing levels. Use this table to identify your grade-level stages, then flip to the listed pages for detailed descriptions. The content, organization, sentences, and mechanics are described at each stage, along with completed organizers and writing samples. Use these detailed descriptions to assess and determine each student's writing stage.

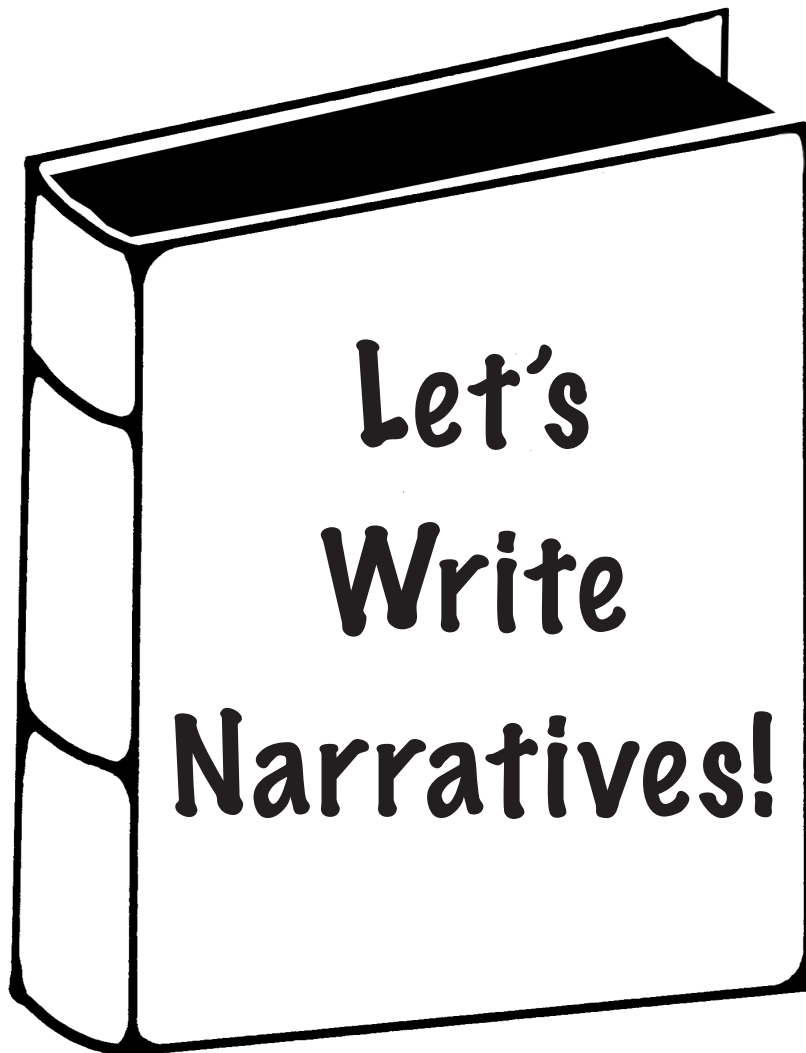
**Instruction:** Assessment needs to drive assessment. After identifying a student's Stage of Writing, the matching Stage of Writing lesson is utilized for instruction. These are highly-engaging direct instruction lessons that teach students how to plan their writing on their organizers. Organization and ideas, word choice, sentence fluency, and voice as well as mechanics are integrated into these lessons. (See Nancy Fetzter's Online Writing Training for the lessons.)

## Writing Stages Aligned to Common Core State Standards (K-6)

| Grade        | Narrative                  | Informative/<br>Explanatory | Opinion (K-5)<br>Argumentative (6) |
|--------------|----------------------------|-----------------------------|------------------------------------|
| Kindergarten | Stages: 1-2<br>(pp. 14-15) | Stages: 1-2<br>(pp. 32-33)  | Stages: 1-2<br>(pp. 52-53)         |
| Grade One    | Stages: 1-4<br>(pp. 14-17) | Stages: 1-4<br>(pp. 32-35)  | Stages: 1-4<br>(pp. 52-55)         |
| Grade Two    | Stages: 4-5<br>(pp. 17-19) | Stages: 3-6<br>(pp. 34-37)  | Stage: 5<br>(pp. 56-57)            |
| Grade Three  | Stages: 4-6<br>(pp. 17-21) | Stages: 3-8<br>(pp. 34-39)  | Stages: 5-6<br>(pp. 56-59)         |
| Grade Four   | Stages: 6-7<br>(pp. 20-23) | Stages: 7-11<br>(pp. 38-45) | Stages: 7-8<br>(pp. 60-63)         |
| Grade Five   | Stages: 6-8<br>(pp. 20-25) | Stages: 7-11<br>(pp. 38-45) | Stages: 7-8<br>(pp. 60-63)         |
| Grade Six    | Stages: 6-8<br>(pp. 18-25) | Stages: 7-11<br>(pp. 38-45) | Stages: 9-10<br>(pp. 68-71)        |

# Chapter 2

Narrative Writing:  
Organizers and Stages 1-8



# At-A-Glance Narrative Organizers (K-6)

## Stage: 1 Kinder-First Grades

|  |  |
|--|--|
|  |  |
|--|--|

**Content: One Sentence**  
Story Opening

## Stage: 2 Kinder-First Grades

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Content: Sentences/Paragraph**  
Story Opening  
Actions  
Story Closing (Ending Reaction)

## Stage: 3 First Grade

|   |   |   |
|---|---|---|
| S | C | → |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

**Content: Paragraph**  
Story Opening  
(Secret Formula)  
Actions w/Transitions  
Story Closing  
(Ending Reaction)

## Stage: 4 First-Third Grades

|   |   |   |
|---|---|---|
| S | C | → |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
| T | C | R |

**Content: Paragraph**  
Story Opening  
(Secret Formula)  
Actions and Dialogue  
w/Transitions  
Story Closing  
(Secret Formula)



# At-A-Glance Narrative Organizers (K-6)

## Stage: 5 Second-Third Grades

|   |   |  |       |
|---|---|--|-------|
| S | C |  | T C R |
|   |   |  |       |
|   |   |  |       |

**Content: 1-3 Paragraphs**

### Beginning

Story Opening (Secret Formula)  
Action (A happening to start story)  
Reaction (Dialogue/Thoughts)

### Middle

Actions and Reactions

### End

Actions and Reactions  
Story Closing: Reflection (Secret Formula)

## Stage: 6 Third-Sixth Grades

|  |  |       |
|--|--|-------|
|  |  | T C R |
|  |  |       |
|  |  |       |

**Content: 1-3 Paragraphs**

### Beginning

Hook: Secret Formula/Dialogue/Thoughts  
Come Alive Box  
Problem

### Middle

Actions and Reactions to Solve Problem

### End

Solution: Actions and Reactions  
Story Closing: Reflection (Secret Formula)

## Stage: 7 Fourth-Sixth Grades

|  |  |       |
|--|--|-------|
|  |  | T C R |
|  |  |       |
|  |  |       |

**Content: 1-3 Paragraphs**

### Beginning

Hook  
Come Alive Box  
Problem

### Middle

Actions, Dialogue, Thoughts, and Descriptions that lead to the solution.

### End

Solution: Actions and Reactions  
Story Closing: Reflection or Theme

## Stage: 8 Fifth-Sixth Grades

|   |  |   |
|---|--|---|
| X |  | ✓ |
|   |  |   |
|   |  |   |

**Content: 5 or more Paragraphs**

### Introduction

Hook  
Come Alive Box

### Problem and Goal

Actions, Dialogue, Thoughts, and Descriptions that lead to the problem.

### Plot

Actions: Obstacles, Crisis, Tragedies, Twists  
Reactions: Dialogue, Thoughts, Descriptions  
Climax: Most suspenseful event, last chance

### Resolution

Solution: Actions, Dialogue, Thoughts, Descriptions

### Theme

Theme: Reflection and Pledge

# Narrative: Stage One

## (Grades: K-1)

### Narratives: One Sentence

#### Content and Organization

**Story Opening:** Character + Action  
Picture matches story sentence.

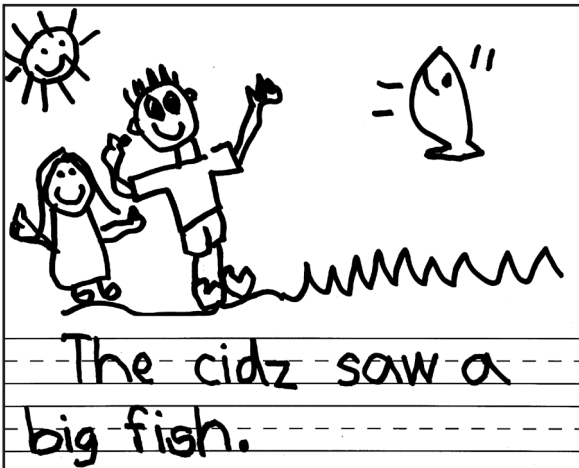
#### Sentences

One complete sentence.  
Adjectives (optional)

#### Mechanics

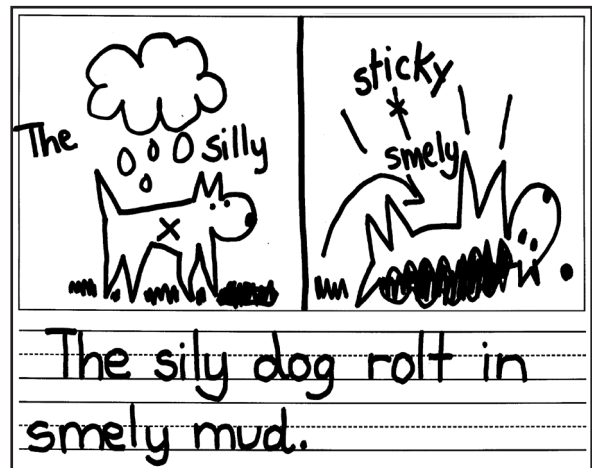
Capitals: Beginning of sentence and "I".  
Uses end punctuation.  
Spaces between words.  
Letters printed correctly and snugged in words.

#### Kinder Organizer and Sample Writing



Kinders draw pictures,  
form one-sentence stories, then write.

#### First Grade Organizer and Sample Writing



Students make their own organizers  
to plan their sentences, then write.

A Note to Kindergarten Teachers: Developmentally, Kindergartners have great difficulty utilizing organizers to plan their own stories. Hence, the organizers are utilized ONLY for teacher modeling, interactive writing, or \*Beginner-Level writing lessons. In these writing lessons, the teacher draws the organizers to plan stories. These organizer lessons expose students to the explicit steps to write narratives, with support from the teacher. They also expose students to the organizers, so they have the background and experience of using them when entering first grade.

During their own personal writing, most Kinders first plan their stories by drawing pictures on their writing papers, orally rehearse their sentences, then write.

\*Beginner-Level Writers have the skills to write independently one or more sentences.

# Narrative: Stage Two (Grades: K-1)

## Narratives: Sentences and Simple Paragraphs

### Content and Organization

**Story Opening:** Character + Action

**Events:** Sequenced actions. Reactions optional (emotions and dialogue / thoughts without quotation marks)

**Story Closing:** The main character's reaction after the experience. What did the character feel, think, or wish?

### Sentences

Different sentence beginnings.

Adjectives

Transitions (optional)

### Mechanics

Capitals: Beginning of a sentence and "I"

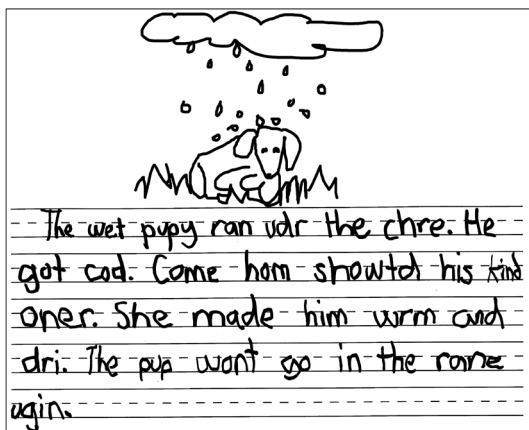
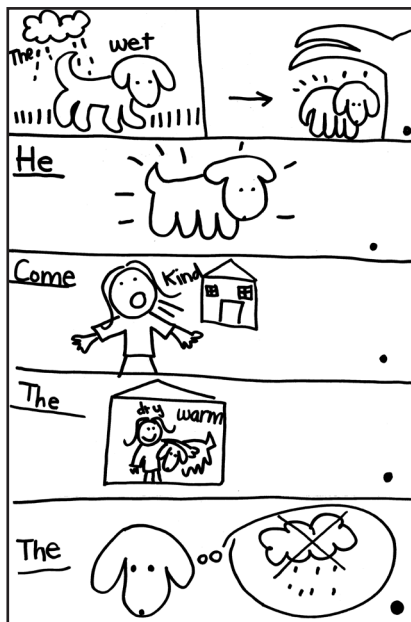
End Punctuation

Spaces between words.

Letters snuggled in words.

## Kinder Organizer and Sample Writing

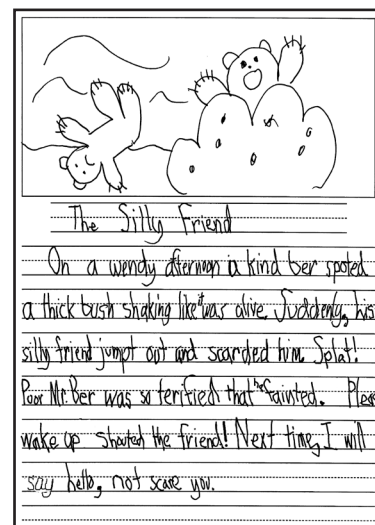
Teacher draws organizer for modeling, interactive writing, or for Beginner-Level writing lessons.



A Beginner-Level student wrote the story, then drew a picture to match.

## First Grade Organizer and Sample Writing

Students draw their own organizers to plan their stories, then write (sample below).



# Narrative: Stage Three (Grade 1)

## Narratives

### Content and Organization

**Story Opening:** Secret Formula (Setting + Character + Action)

**Events:** Sequenced actions and reactions (dialogue/thoughts/emotions without quotation marks)

**Story Closing:** The main character's reaction after the experience. What did the character feel, think, or wish?

### Sentences

Different Sentence Beginnings.

Simple & Compound Sentences

Adjectives

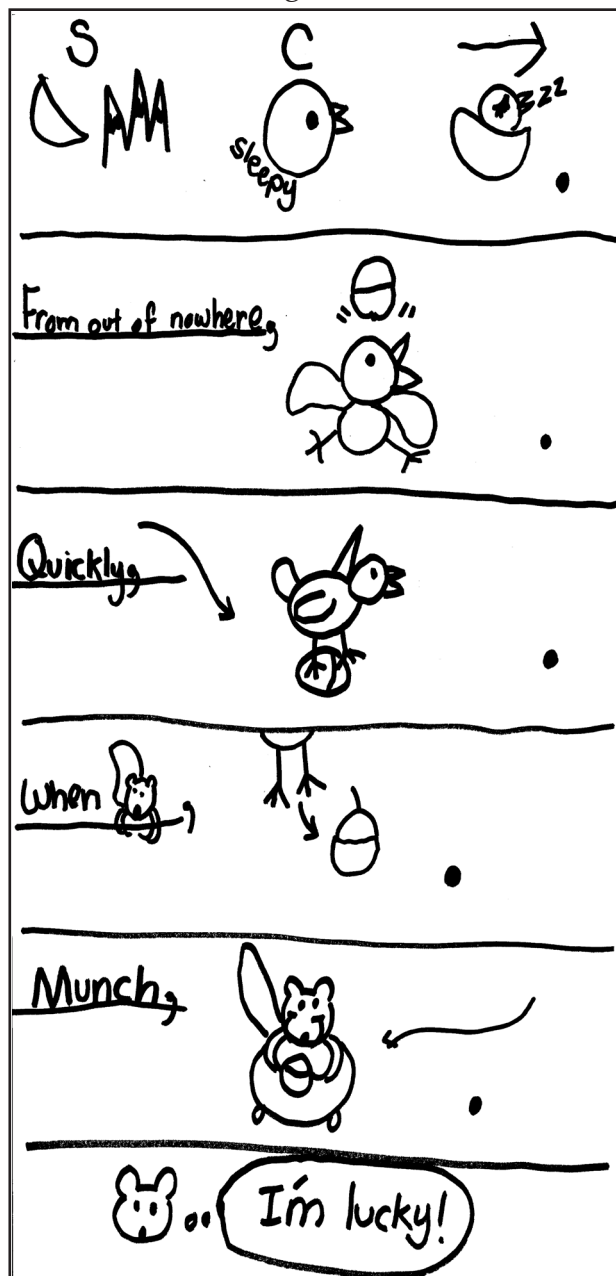
Transitions (temporal words to signal event order)

### Mechanics

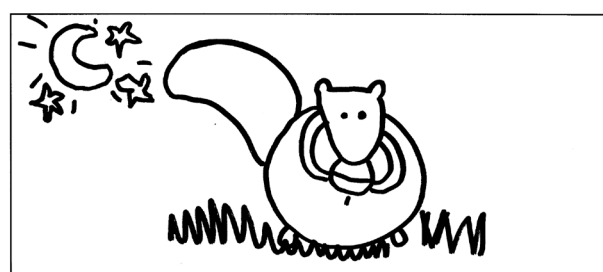
Capitals: Beginning of sentences, proper nouns, "I", dates.

Commas: After common transitions (when needed).

### Organizer



### Sample Writing



### Luky Squirrel

On a worm nite near the mowtuns a sleepy bird was snoring in his cosy nest. From out of nowhere, a hard egcorn hit him on the hed. Quickly, the bird flew to the seed to carry it back to his nest. When he flew by a squirrel, he aksidntly dropt the egcorn. Munch, the squirrel ran out and ate the nut. He that he was one lucky giy.

# Narrative: Stage Four (Grades 1-3)

## Narratives

### Content and Organization

**Story Opening:** Secret Formula (Setting + Character + Action)

**Events:** Sequenced actions and reactions (dialogue/thoughts/emotions with quotation marks); Transitions signal event order.

**Story Closing:** The main character's reaction after the experience. What did the character feel, think, or wish?

### Sentences

Expand Sentences.

Different Sentence Beginnings.

Adjectives

Transitions (temporal words to signal event order)

### Mechanics

Capitals and Stops.

Commas: After common transitions, series, conjunctions, and dates.

Quotation Marks

### Organizer

### Sample Writing

The Scarey Night

On a dark windy night, I was sleeping like a baby in my cozy bed. Suddenly, I woke up when I heard a loud banging on my window. I screamed at the top of my lungs, "Help!" Quickly, my parents race into my room to save me. They shouted, "What's wrong?" I cried, "Someone is breaking in!" My brave dad raced to the window and opened the curtains only to find a branch! Looking back, I decided to only wear earplugs during stormy night weather.



# Personal Narrative: Stage Five (Grades 2-3)

## Stage 5

### Personal Narrative (real experiences)

#### Content and Organization

##### **Beginning**

Story Opening (Secret Formula:

Setting + Character + Action)

Actions and Reactions (dialogue/ thoughts/ feelings) related to the start of the story.

##### **Middle**

One well-elaborated event or short sequenced events using details to describe the Actions and Reactions (dialogue/ thoughts/ feelings).

##### **End**

Actions and Reactions

Story Closing: Reflection

(Transition + Character + Reflection)

#### Sentences

Different Sentence Beginnings and

Important Words

Expand Sentences

Effective and Accurate Word Choices:

Nouns (precise, specific nouns)

Adjectives (modify important nouns)

Figurative Language (makes images pop)

Verbs (tell how action is performed)

Transitions (temporal words to signal order of events)

#### Mechanics

Indent Paragraph(s)

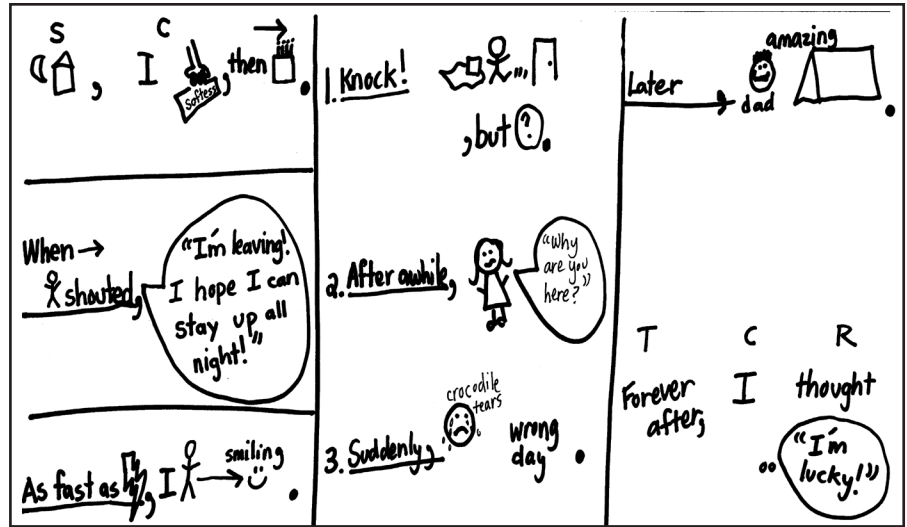
Capitals and Stops

Commas in a Series, Conjunctions, and Dates

Commas after Transitions (if needed)

Quotation Marks

## Organizer



## Sample Writing

### My Kind Dad

Last Saturday night, I grabt my softess pillow and sleeping bag, then heded out the door to my friends slumer party. When I left, I shouted, "I'm leaving! I hope I can stay up all night!" As fast a lighting, I raced to his house smiling and gigling. Knock, knock! There I was taping my foot, but noone asered. After awhile my friends mom opened the door and asked, "Why are you here?" Suddenly crocodile tears fell down my face because I came on the rong night. Later that evening back at home, my amazing dad put up a tent so we could sleep in the backyrd. Forever after I thought, "I'm lucky to have a great dad!"

# Imaginative Narrative: Stage Five (Grades 2-3)

## Stage 5 Imaginative Narrative

### Content and Organization

#### Beginning

Story Opening (Secret Formula:

Setting + Character + Action)

Actions and Reactions (dialogue/ thoughts/ feelings) related to the start of the story.

#### Middle

One well-elaborated event or short sequenced events using details to describe the Actions and Reactions (dialogue/ thoughts/ feelings).

#### End

Actions and Reactions

Story Closing: Reflection

(Transition + Character + Reflection)

### Sentences

Different Sentence Beginnings and Important Words

Expand Sentences

Effective and Accurate Word Choices:

Nouns (precise, specific nouns)

Adjectives (modify important nouns)

Figurative Language (makes images pop)

Verbs (tell how action is performed)

Transitions (temporal words to signal order of events)

### Mechanics

Indent Paragraph(s)

Capitals and Stops

Commas in a Series, Conjunctions, and Dates

Commas after Transitions (if needed)

Quotation Marks

### Organizer

|  |   |   |
|--|---|---|
|  | <ol style="list-style-type: none"> <li>1. Quickly, a giantic mouse</li> <li>2. Suddenly, a long pointy snake</li> <li>3. As fast as the mouse, the snake is barely escaping.</li> <li>4. Upset and livid, the snake raced.</li> <li>5. He wondered where that varmint was going?</li> <li>6. Near a cactus, the mouse stopped.</li> <li>7. Angry, the snake circled.</li> </ol> | <p>Before he realize, Snake was tangled around a prickly cactus. Pitter-patter, that tricky mouse fooled Snake. From that day on, Snake only ate day-old road kill.</p> |
|--|---|---|

### Sample Writing

It was the moment when day meets dusk across the arid desert as the famished snake preyed on a big, fat mouse. The terrific rodent thought, "Oh no! I'm going to be sneaky serpent's dinner!" Snake hissed, "Ssss! I love mouse dinners!" Quickly, because mouse always did things fast, he ran behind a gigantic bolder. Snap! Snake's tongue popped out of his mouth almost catching the helpless rodent. Mouse barely escape what was a sore death. Upset and livid, Snake raced to catch the mouse and thought, "I wonder where that varmint is going?" As mouse approached a cactus, he stuck out his tongue at Snake. Angry, Snake chase Moose is circles. Before he realize what happened, Snake was tangled around a prickly cactus. Pitter-patter, that tricky mouse fooled Snake. From that day on, Snake only ate day-old road kill.

# Personal Narrative: Stage Six (Grades 3-6)

## Stage 6 Personal Narrative (real experiences)

### Content and Organization

#### Beginning

Hook: Dialogue, Thoughts, or Secret Formula (Setting + Character + Action).

Come Alive Box to establish the situation, and introduce narrator and/or characters.

Problem/Want/Need established if a part of the story.

#### Middle

Sequenced Event with Descriptive Actions and Reactions (dialogue/ thoughts/ feelings) that develop the experiences, events, and responses of the characters to the situations.

Transitions include temporal words or phrases

#### End

Actions and Reactions

Story Closing: Reflection

(Transition + Character + Reflection)

### Sentences

Uses correct and varied sentence structures

Different Sentence Beginnings and Important Words

Expand Sentences

Effective and Accurate Word Choices:

Nouns (precise nouns)

Adjectives (modify important nouns)

Figurative Language (makes images pop)

Verbs (tell how action is performed)

Transitions (cohesive and coherent phrases)

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

### Organizer

1. Struck match

2. Stood on tippy-toes

3. Lit 50 candles

4. Before I knew...

5. Whaash, whaash

6. Splat

"Here I Come! Sing, sing, sing!"

"Happy birthday to you!"

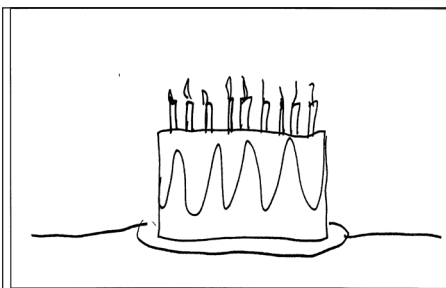
"Whew! I almost fell!"

"I ruined everything!"

Quickly

Looking back, I wish all birthday cakes...

### Sample Writing



#### Chunks of Cake

Last Sunday at my Granny's house, I was honored to be chosen to light the candles on my Dad's birthday cake. When I struck the match, my Mom said, "Good job!" That's when my smile spread across my face and my heart started pounding like a drum. I stood on my tippy-toes to reach all 50 candles. "Wow! It looks like a forest fire!" I yelled. Mom's brown eyes sparkled and she started to laugh.

One the bonfire was lit, I picked up the cake and demanded, "Here I come! Sing, sing, sing!" My whole family sang happy birthday. As I walked towards the table I had to step over my baby cousins because they were sleeping on the floor. I said, "Whew! I almost fell!" Before I knew what happened I tripped on my shoelace. Whaash, woosh the cake sailed through the air. Splat, the chunks and pieces splattered all over my family. I cried, "I ruined everything!" Quickly my dad picked up a piece of cake and threw it. Food Fight! Looking back, I always wish I could have a food fight with all my cakes. Splat!



# Imaginative Narrative: Stage Six (Grades 3-6)

## Stage 6 Imaginative Narrative

### Content and Organization

#### Beginning

Hook: Dialogue, Thoughts, or Secret Formula (Setting + Character + Action).  
Come Alive Box to establish the situation, and introduce narrator and/or characters.  
Problem/Want/Need established if a part of the story.

#### Middle

Sequenced Event with Descriptive Actions and Reactions (dialogue/thoughts/feelings) that develop the experiences, events, and responses of the characters to the situations.  
Transitions include temporal words or phrases

#### End

Actions and Reactions  
Story Closing: Reflection  
(Transition + Character + Reflection)

### Sentences

Uses correct and varied sentence structures  
Different Sentence Beginnings and Important Words  
Expand Sentences  
Effective and Accurate Word Choices:  
Nouns (precise nouns)  
Adjectives (modify important nouns)  
Figurative Language (makes images pop)  
Verbs (tell how action is performed)  
Transitions (cohesive and coherent phrases)

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning

## Organizer

## Sample Writing

### Brave Mrs. Puffin

It was a dark overcast day, on a small isolated island when Mrs. Puffin landed then floated on the high rolling swells of the salty chilly ocean. Off in the distance were crashing waves pounding on the rocky cliffs of the small piece of land. A blanket of white bubbles spread across the shore after each wave smashed on the small coastline. High above the shore were towering cliffs speckled with jagged rocks. Flapping her wings, Mrs. Puffin took off from the sea and soared to the open land in the center of the island covered with long, silky grass and rows of stout bushes. When she landed, she hopped towards a long, dark burrow to check on her egg. Deep in the narrow tunnel lay her egg on a bed of grass. Suddenly, she started hopping around

and flapping her wings shouting, "Where are you, Mr. Puffin?" Off in the distance she heard loud splashing then spotted a vicious shark trying to attack her husband. Terrified she cried, "No! Leave him alone! You barbarian!" Mrs. Puffin flew high up into the sky and then shot down towards the shark and bopped him on the head. That's when her husband got away! Shark turned toward Mrs. Puffin, sneered and showed its sharp teeth and yelling, "How dare you interrupt my meal!" Mrs. Puffin shouted, "That meal is my husband!" Quickly the happy bird couple flew back to their home, hoping their baby egg was still safe. Immediately, when they landed they looked into the burrow, but no egg was to be found. What happened? Out popped baby puffin! What a wonderful surprise! Mr. Puffin smiled and stated, "Welcome my baby bird! You are the son of a brave mommy!" From that day on, the Puffin family learned never to fly alone.

# Narrative: Stage Seven (Grades 4-6)

## Personal Narratives or Imaginative Narratives

### Content and Organization

#### Beginning

Hook: Secret Formula/Dialogue/Thoughts  
Come Alive Box to establish the situation,  
and introduce narrator and/or characters.  
Introduce a Problem/Need/Want

#### Middle

Sequenced Events with Descriptive Actions  
and Reactions (dialogue/thoughts/feelings)  
that vividly convey the experiences, events, and  
responses of the characters.  
Transitions include a variety of transitional words  
and phrases that smoothly sequence the events.

#### End

Solution: Actions, Reactions, and Descriptions  
Story Closing/Conclusion: Character's  
reflection after the experience (Transition +

### Sentences

Uses correct and varied sentence structures

Different Sentence Beginnings

Different Important Words

Expand Sentences

Effective and Accurate Word Choices:

Nouns (precise nouns)

Adjectives (sensory details that modify  
important nouns)

Figurative Language (makes images pop)

Verbs (tell how action is performed)

Transitions (cohesive and coherent phrases)

### Mechanics

Demonstrates grade level  
appropriate conventions;  
errors are minor and do not  
obscure meaning

## Organizer

Sylvia scolded her [5] "Hush! You're ruining this scenic moment!" squeaky

1. Terrified, yet prepared,
- 2.
- 3.
4. Panicked and confused,
5. Suddenly I stopped and thought,
6. Carefully
7. When spotted

Without a second's thought

Bounding

safe calm campsite

hightailed

Zippering shirt tent door

Cuddling warm cozy sleeping bag felt like a warm hug

laying weary head soft pillow

T C R

Before closing her ∞, Sylvia thank her lucky ☆ that she made it back by the skin of her teeth.

# Narrative: Stage Seven

## Sample Writing

### Panic in the Woods

"Hush! You're ruining this scenic moment! Sylvia blasted as she wagged her finger and snarled her upper lip at her squeaky shoes. Even though she was alone in the foothills of the majestic Sierra mountains, she spoke to objects without a second thought.

After her brief, one-sided argument she decided to turn her morning stroll into an adventure. Quickly, she turned down a narrow, dusty path smiling, humming, and gazing. Her pesty boots did not cooperate. They continued to moan and squeak at every step. Her cushy jacket and thick pants protected her from the thicket as she walked deeper into the woods. She marveled aloud, "The lush valleys and the crisp air make me feel alive! I feel like I am in heaven!"

Suddenly, from out of nowhere a little bunny dashed out from a low dense bush. Surprised and frightened, Sylvia bent over trying to catch her breath, and yowled, "My goodness, you silly little varmint! You scared the stuffing out of me!" After a few moments of terror, she pulled her wits together, took a deep breath, chuckled and thought, "It was only a bunny. Get a hold of yourself!"

She continued down the path, determined to enjoy the experience. Up ahead around the turn on the trail she spotted group of small trees shaking and stirring. Snap! Branches started breaking and leaves flew threw the air. Determined to quell her fear, she convinced herself it was another rabbit. Whoosh! Sharp, pointy claws flashed towards her face.

Terrified, yet prepared to save herself, she vaulted over a large rock, bolted through a stand of trees, then disappeared into a deep, dark cave. Splash! She wailed, "Oh no! Ewww! I'm wet and sticky!" Unknowingly, she landed in a pool of smelly mud situated in the middle of the cave. High above her, icy-cold droplets that felt like shards of glass landed on her face. After wiping her cheeks, dozens of bats darted past her, but one caught its wings in her hair as she cried, "Get off me you flying mouse!" Luckily the bat unfurled itself from her tangled locks. Panicked and confused, she lurched, flailed, and darted all around. After colliding in the wall of the cave, she stopped and thought, "I need to calm down!"

Carefully, she felt her way to the opening of the cave and exited relieved, but unaware of the ferocious bear lurking nearby. When she spotted the beast, she reacted like a pro. Quickly, she grabbed a sweet apple and succulent meat from her backpack and threw it at the bear to devour. Without a second's thought she hightailed it back to her safe and calm campsite. Bounding into her tent she promised herself, "I will never hike alone again. What was I thinking?"

Zippping her tent door shut, she tucked her weary body into her warm sleeping bag, laid her head on her soft pillow, and sighed with relieve. Before she closed her eyes, Sylvia thanked her lucky stars that she made it back by the skin of her teeth.



# Narrative: Stage Eight (Grades 5-6)

## Personal Narratives or Imaginative Narratives

### Content and Organization

#### Introduction

**Hook:** Pulls reader into story.

**Come Alive Box:** Establishes the situation. Develops the mood, and introduces narrator and/or characters (APE = Appearance, Personality, & Emotions)

#### Problem and Goal

**Conflict:** Actions, Dialogue, and Thoughts that lead to the problem, need, or want.

**Descriptions:** Change Mood, Create Images

#### Plot

**Events:** Sequenced events (filled with actions, reactions, and descriptions) that lead to the resolution. Obstacles, Crisis, Twists, or Tragedies may also be included.

**Pacing:** A rhythm or beat created by interesting and convincing actions. The result creates a build-up, tension, and intrigue to the climax.

**Reactions:** Dialogue, Thoughts

Transitions include a variety of transitional words, phrases, or clauses that smoothly signal changes in time or place of the action or event.

**Descriptions:** Change Mood, Create Images

**Climax:** Most suspenseful event, last chance.

#### Resolution

**Solution:** Actions, Reactions, and Descriptions

**Conclusion:** Reflection and Pledge

#### Theme

**Theme:** A Reflection and Pledge reveals the message of the story.

#### Sentences

Different Sentence Beginnings

Different Important Words

Expand Sentences

Effective and Accurate Word Choices:

Nouns (precise nouns)

Adjectives (sensory details that modify important nouns)

Figurative Language (makes images pop)

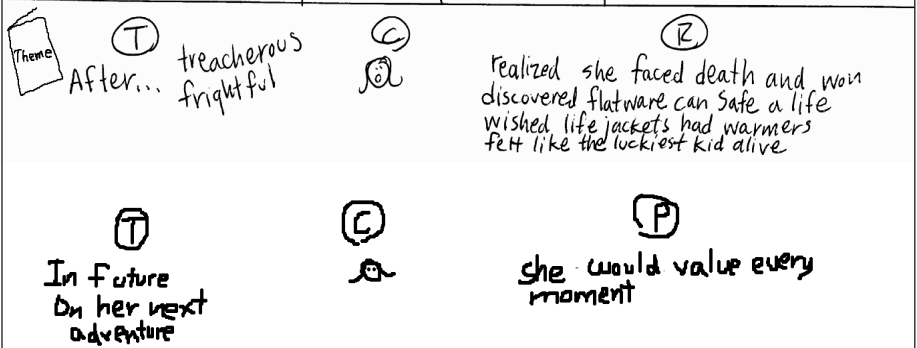
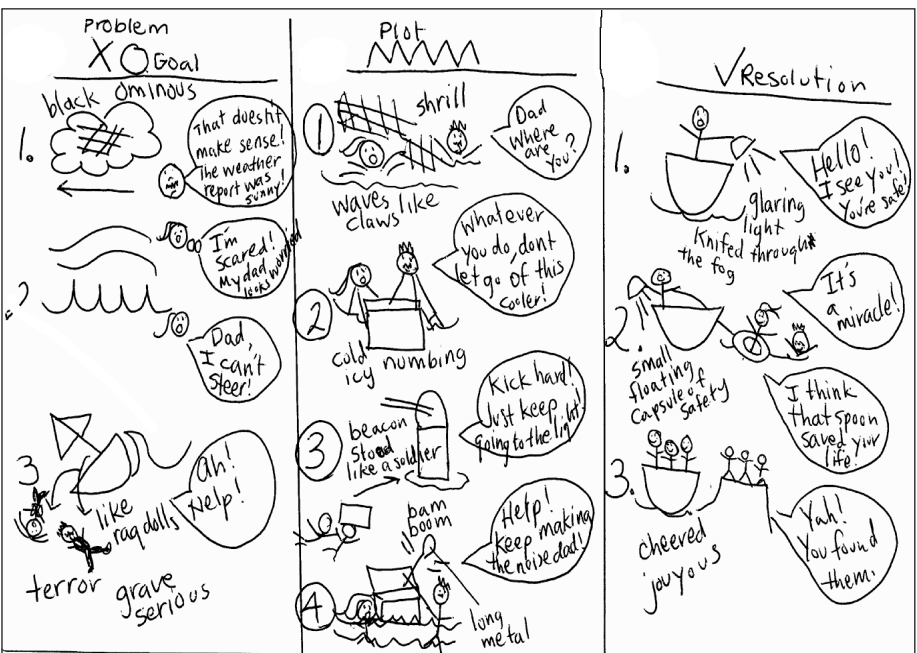
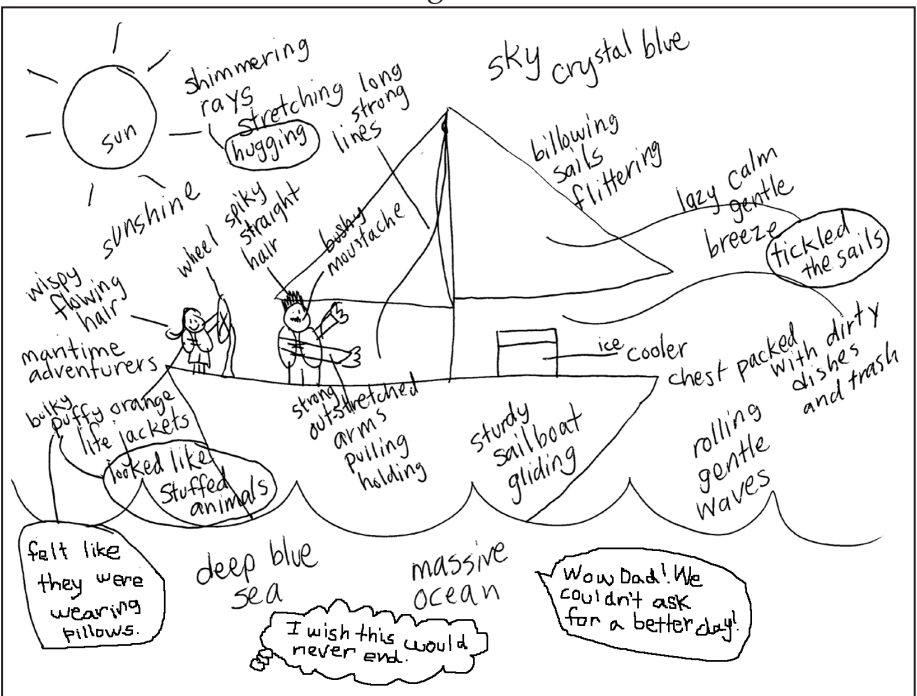
Verbs (tell how action is performed)

Transitions (cohesive and coherent phrases)

#### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning

### Organizer



# Narrative: Stage Eight : Sample Writing

## A Hero at Sea

It was a sunny afternoon out on the gentle rolling waves of the ocean, where an excited young girl and her father were gliding across the deep blue sea in their swift sailboat. Stretching from the crystal-blue sky were warm, shimmering rays of sunlight that seemed to reach down and hug the two maritime adventurers. Mary, standing proudly at the helm, gleefully asked her father, "Dad, do you think we can stay out longer?"

Zip-zip, whoosh! The father's outstretched arms pulled lines from the mast as he answered, "Of course, it's a beautiful day!" As Mary smiled from the good news, a gentle breeze tickled the sails and combed through her long brown hair.

After a bit, black ominous clouds filled the sky turning it from bright blue to dreary gray. Dad scratched his head and mumbled, "This doesn't make sense. The weather forecast was sunny and warm." Then out of nowhere the main sail boom shook and shuddered as a gale of wind and crashing waves whacked the boat. Whoo, whoo went the wind. The screaming sound of the monstrous storm made the girl shudder with fear as she thought, "I'm scared and dad looks worried!"

Splash! Without warning, a claw-like wave reached at their deck flinging their bodies into the treacherous ocean. When they landed in the icy water, salty sprays of seawater whipped across their faces. Both grabbed, clutched, and seized floating objects to try and stay afloat. Teeth chattering, the girl looked around, and panicked as she wailed, "Dad! Where are you?"

Through the darkness her dad grabbed her frozen, frail body with his strong arms, and pushed her up onto a floating cooler. Staring his daughter straight in the eyes, he demanded, "Whatever you do, don't let go!"

Off in the distance a lighthouse stood on the edge of the land like a soldier shining its bright light in their direction. It scanned and roamed, but didn't stop.

Immediately, the dad ordered, "Kick hard! Just keep swimming to the lighthouse!" Huff-puff the current was too strong, keeping the two from moving.

"Oh no Dad," the girl cried, "What's going to happen? They can't see us and we can't move!" At that moment, the dad's eyes popped out of his head like two fists, then he lifted the lid on the cooler, pulled out a big metal spoon, and started beating on the floating cooler.

At once, they both gathered deep gulps of air in their lungs, then shrieked, "Help! Help!"

Within minutes their disaster ended. Through the thick fog, they heard a motor racing towards them, and saw a light peeking through the haze. A loud, yet comforting voice shouted, "I see you! You're safe!"

Although every inch of the girl's body felt like an ice cube, her heart was warm with love and gratitude. When the man pulled them into his boat, he joked, "I think that spoon saved your lives!"

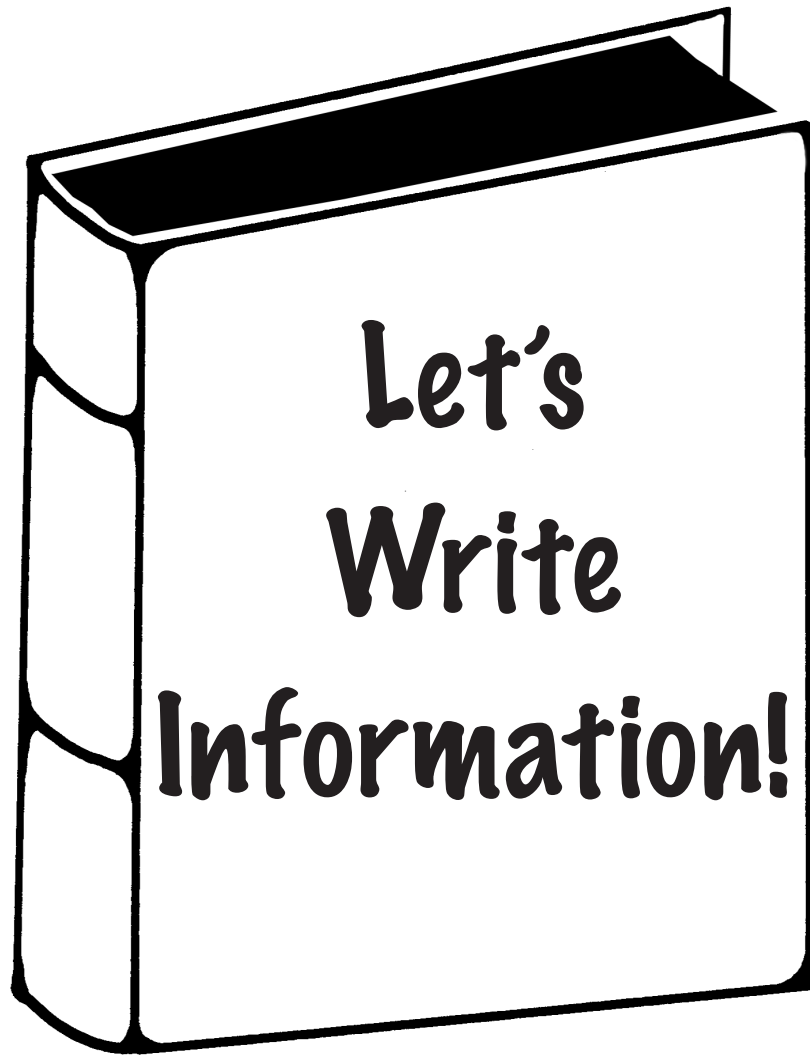
On the shore crowds of people cheered and shouted with joy as the boat landed. "Yah, they're safe!"

After that treacherous day, the girl realized she looked death straight in the eyes and won. Never again would she take life for granted. Instead she decided she was going to make every day the most important day of her life. She would treat her life like she only had a day to live.



# Chapter 3

Informative/Explanatory Writing:  
Organizers and Stages 1-11



# At-A-Glance Informative/Explanatory Organizers (K-6)

## Stage: 1 Kinder-First Grades

|  |  |
|--|--|
|  |  |
|--|--|

**Content: One Sentence**  
Big Idea

## Stage: 2 Kinder-First Grades

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



**Content: Sentences/Paragraph**  
Big Idea  
Information (about big idea)

## Stage: 3 First-Third Grades

|          |          |   |
|----------|----------|---|
| <b>S</b> | <b>S</b> |  |
|----------|----------|---|

**Content: One Sentence**  
Topic Sentence  
(Secret Formula)

## Stage: 4 First-Third Grades

|          |          |   |
|----------|----------|---|
| <b>S</b> | <b>S</b> |  |
| <hr/>    |          |   |
| <hr/>    |          |   |
| <hr/>    |          |   |
| <hr/>    |          |   |
| <b>S</b> |          |  |

**Content: Paragraph**  
Topic Sentence  
(Secret Formula)  
Details  
(Information that tells about the Big Idea)  
Conclusion  
(Secret Formula)



# At-A-Glance Informative/Explanatory Organizers (K-6)

## Stage: 5 Second-Third Grades

### Categories Organizer

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| S |   | S |   | 💡 |  |
| ① | ② | ③ | ④ |   |  |
|   |   |   |   |   |  |
| S |   |   |   | 💡 |  |

#### Content: Content: Paragraph

Topic Sentence  
(Secret Formula)

Details  
(Categorize the Information to tell about the Big Idea)

Conclusion  
(Secret Formula)

### Sequence Organizer

|           |  |  |  |        |  |
|-----------|--|--|--|--------|--|
| S         |  | S  |  | 💡      |  |
| Beginning |  | Middle                                       |  | Ending |  |
|           |  | 1. _____<br>2. _____<br>3. _____<br>4. _____ |  |        |  |
|           |  |  |  |        |  |
| S         |  |  |  | 💡      |  |

#### Content: Paragraph

Topic Sentence  
(Secret Formula)

Details  
(Sequence the Information to tell about the Big Idea)

Conclusion  
(Secret Formula)

## Stage: 6 Second-Third Grades

### Description Organizer

|  |  |
|--|--|
| _____ is/are _____.  |  |
| <p>1. Draw a Picture.</p> <p>2. Label the Nouns.</p> <p>3. Add Adjectives</p> <p>4. Add Verb Function Boxes.</p> |  |
| _____ is/are _____.  |  |

#### Content: Paragraph

Topic Sentence  
(Definition of the Subject)




Details  
(Describe the Subject and Tell the Function of its Parts)

Conclusion  
(Repeat the Definition using Different Words)

# At-A-Glance Informative/Explanatory Organizers (K-6)




## Stage: 7 Third-Sixth Grades

### Categories Organizer

|          |          |   |   |   |
|----------|----------|---|---|---|
| <b>S</b> |          | <b>S</b>  |   |  |
| 1. _____ | 2. _____ | 3. _____  | 4. _____  |   |
| <b>S</b> |          |  |  |   |

**Content: Paragraph(s)**  
 Hook  
 Topic Sentence/Big Idea (Secret Formula)  
 Details  
 (Categorize and Expand the Information  
 to tell about the Big Idea)  
 Conclusion  
 (Secret Formula)  
 Snappy Ending



### Sequence Organizer

|           |        |   |   |   |
|-----------|--------|---|---|---|
| <b>S</b>  |        | <b>S</b>  |   |  |
| Beginning | Middle | Ending  |   |   |
| <b>S</b>  |        |  |  |   |

**Content: Paragraph(s)**  
 Hook  
 Topic Sentence/Big Idea (Secret Formula)  
 Details  
 (Sequence and Expand the Information  
 to tell about the Big Idea)  
 Conclusion  
 (Secret Formula)  
 Snappy Ending

## Stage: 8 Third-Sixth Grades

### Description Organizer

|   |  |
|---|--|
|  |  |
| _____ is/are _____.   |  |
|   |  |
| _____ is/are _____.   |  |
|  |  |

**Content: Paragraph(s)**  
 Hook  
 Topic Sentence  
 (Definition of the Subject)  
 Details  
 (Describe the Subject and Tell the Function of its Parts)  
 Conclusion  
 (Repeat the Definition using Different Words)  
 Snappy Ending

# At-A-Glance Informative/Explanatory Organizers (K-6)

|   |          |  |
|---|----------|--|
| <b>Stage: 9</b><br><b>Fourth-Sixth Grades</b>                       |          |  |
| <b>S</b>  | <b>S</b> |  |
| <b>Content: One Sentence</b><br>Thesis Sentence<br>(Secret Formula) |          |  |

|   |          |  |
|---|----------|--|
| <b>Stage: 10</b><br><b>Fourth-Sixth Grades</b>  |          |  |
| <b>S</b>  | <b>S</b> |  |
|   |          |  |
| <b>S</b>  |          |  |
| <b>Content: Essay</b><br><u>Introduction</u><br>Hook (Grab reader's attention and provide a general observation)<br>Thesis Statement (If needed, include a definition and description)<br><br><u>Body</u><br>Main Idea Paragraphs or Sections<br>(If needed, include Headings and Graphics)<br><br><u>Conclusion</u><br>Repeat Thesis Statement<br>(Use different words)<br>Snappy Ending |          |  |

|  |  |  |   |
|--|--|--|---|
| <b>Stage: 11</b><br><b>Fourth-Sixth Grades</b>   |  |  |   |
| <b>Cause &amp; Effect Organizer</b>  |  | <b>Compare or Contrast Organizer</b>                                     |   |
| Hook:<br>Big Idea: <b>S S</b>  |  |  |   |
| <u>Before</u><br><br>Describe or Explain<br>What was Before<br>the Change:   | <u>What Caused Change?</u><br><br>List Issues or Events:<br>1. _____<br>2. _____<br>3. _____<br>4. _____ | <u>After</u><br><br>Describe the Change:<br><br><br>Explain the Effects: | <u>Attribute</u><br><br>Compare<br><br><br><u>Effects</u> |
| A: _____<br><br>E: _____   |  | A: _____<br><br>E: _____   |   |
| A: _____<br><br>E: _____   |  | A: _____<br><br>E: _____   |   |
| Conclusion: <b>S</b> + <b>Results</b><br>Snappy Ending:  |  |  |   |
| <b>Content: 1-Paragraph or Multiple Paragraph Essay</b><br><u>Introduction:</u> Hook, Topic Sentence or Thesis Statement<br><u>Body:</u> Details or Main Idea Paragraphs. Choose Organizer.<br><u>Conclusion:</u> Repeat Topic Sentence or Thesis Statement, and a Snappy Ending |  |  |   |

# Informative/Explanatory: Stage One (Grades: K-1)

## Big Idea Sentence

### Content and Organization

**Information Sentence:** Form sentence by naming the Subject and Big Idea.

**Subject:** Who/What is the information about?

**Big Idea:** What information did you learn about the (subject)?

Picture matches information sentence.

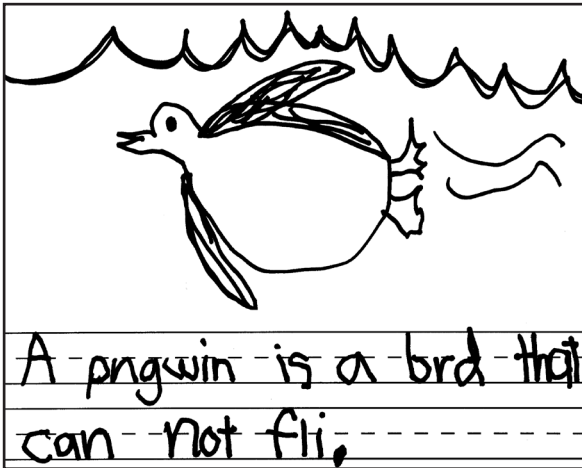
### Sentences

One complete sentence.  
Adjectives (optional)

### Mechanics

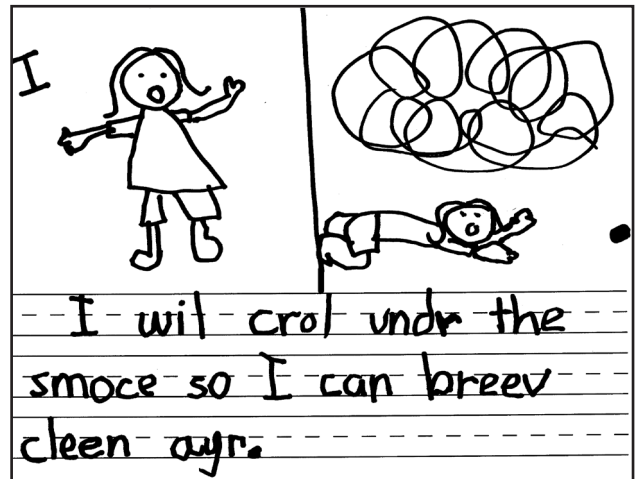
Capitals: Beginning of sentence and "I".  
Uses end punctuation.  
Spaces between words.  
Letters printed correctly and snugged in words.

## Kinder Organizer and Sample Writing



Kinders draw a picture,  
forms a sentence, then writes.

## First Grade Organizer and Sample Writing



Students make their own organizers  
to plan their sentences, then write.

A Note to Kindergarten Teachers: Developmentally, Kindergartners have great difficulty utilizing organizers to plan their own text. Hence, the organizers are utilized ONLY for teacher modeling, interactive writing, or \*Beginner-Level writing lessons. In these writing lessons, the teacher draws the organizers to plan information. These organizer lessons expose students to the explicit steps to write informative/explanatory text, with support from the teacher. They also expose students to the organizers, so they have the background and experience of using them when entering first grade.

During their own personal writing, most Kinders first plan their information by drawing pictures on their writing papers, orally rehearsing their sentences, then writing.

\*Beginner-Level Writers have the skills to write independently one or more sentences.

# Informative / Explanatory: Stage Two

## (Grades: K-1)

### Big Idea Sentence and Details

#### Content and Organization

**Topic Sentence:** State the Big Idea about the Information. Tell the Subject + Big Idea.

**Details:** The information sentences that tell about the Big Idea. These detail sentences are organized in a sequence or categories.

#### Sentences

Different sentence beginnings.

Adjectives

Transitions (optional)

#### Mechanics

Capitals: Beginning of a sentence and "I"

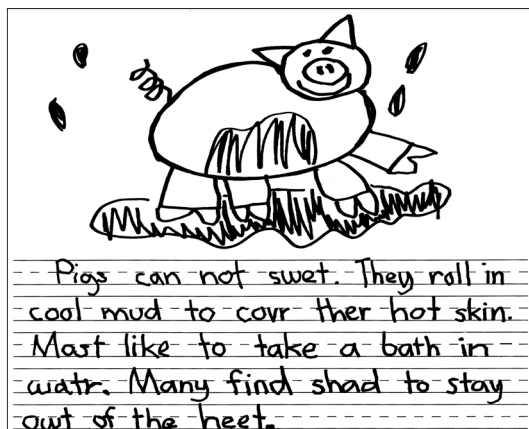
End Punctuation

Spaces between words.

Letters snuggled in words.

### Kinder Organizer and Sample Writing

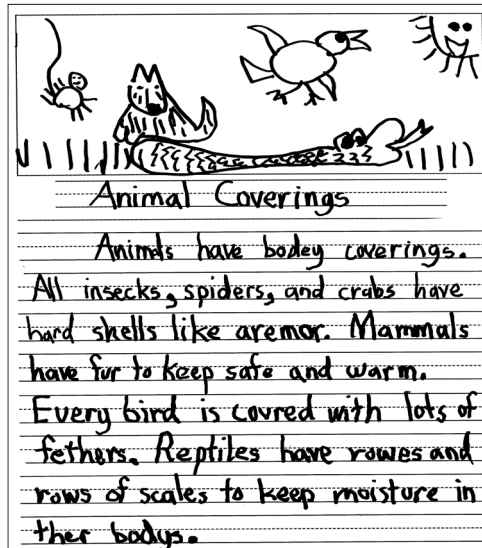
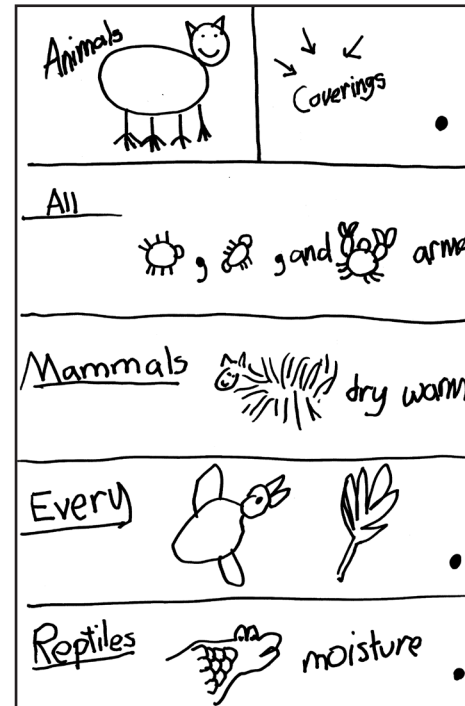
Teacher draws organizer for modeling, interactive writing, or for Beginner-Level writing lessons.



A Beginner-Level student wrote the information, then drew a picture to match.

### First Grade Organizer and Sample Writing

Students draw their own organizers to plan their stories, then write (sample below).



# Informative/Explanatory: Stage Three (Grades 1-3)

## Topic Sentence

### Content and Organization

**Topic Sentence:** Secret Formula (Setting + Subject + Big Idea)

Setting = Time and Place

Subject = Who/What is the information about?

Big Idea = What about the (subject)? What information is the paragraph telling about the (subject)?

### Sentences

Different Sentence Beginnings.

Simple & Compound Sentences

Adjectives

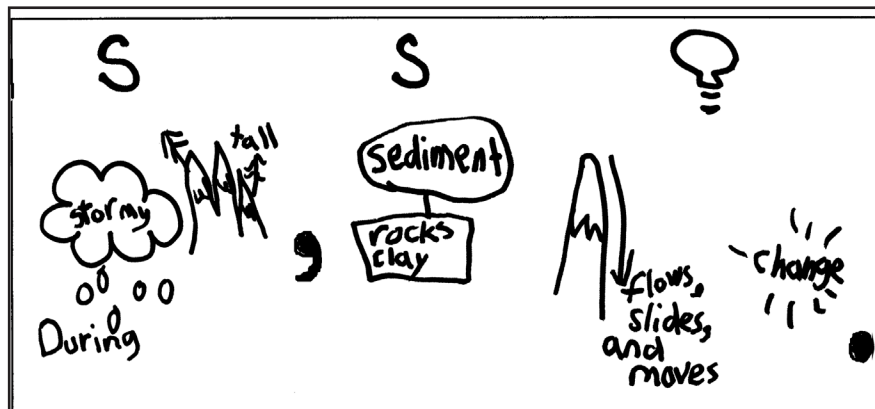
Transitions (Temporal words to signal order of events, Category words to signal different details.)

### Mechanics

Capitals: Beginning of, sentences, proper nouns, "I", dates.

Commas: After common transitions (when needed).

## Organizer



During stormy weather in the  
tall mountains, sediment flows,  
slides, and moves down the hills  
causing landforms to change.

# Informative/Explanatory: Stage Four (Grades 1-3)

## Topic Sentence, Details, and Conclusion

### Content and Organization

**Topic Sentence:** Big Idea of Information: Setting + Subject + Big Idea

**Details:** Information is about the big idea, and organized in a sequence or categories.

**Expand Details:** Add more information to sentences by telling more, why or how about details.

**Conclusion:** Repeat the Topic Sentence (Subject + Big Idea) using different words. (Setting usually omitted.)

### Sentences

Expand Sentences.

Different Sentence Beginnings.

Adjectives

Transitions (Temporal words to signal order of events, Category words to signal different details.)

### Mechanics

Capitals and Stops.

Commas: After common transitions, series, conjunctions, and dates.

Quotation Marks

### Organizer

⑤ All coastal shores, erosion changes •

Day after day, violent waves crash against the land. •

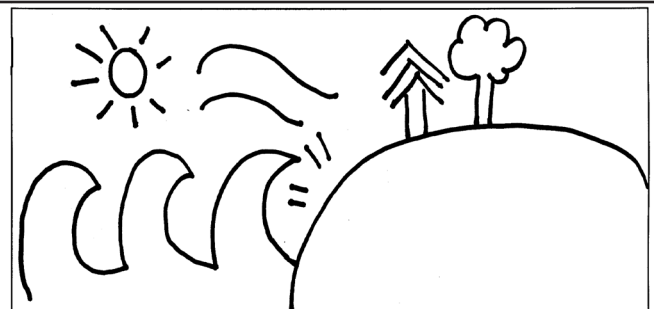
The turbulent surf devours hillsides like a steam shovel! •

Whoosh, sizzle! The baking strong sun and strong winds break away sediment of rocks, pebbles, and plants. •

Finally, large chunks of land weaken and crack, then fall into the sea. •

⑤ Erosion transforms the ocean lands. •

### Sample Writing



## Coastal Erosion

All year long on the coastline, erosion changes the landforms. Day after day, violent waves crash against the land. The turbulent surf devours hillsides like a shovel scooping up dirt. Whoosh, sizzle! The baking sun and strong winds break away sediment of rocks, pebbles, and plants. Finally, large chunks of land weaken and crack, then fall into the sea. Erosion transforms the ocean lands.



# Informative/Explanatory: Stage Five (Grades 2-3)

## Categories or Sequencing Paragraph: Topic Sentence, Details, and Conclusion

### Content and Organization

**Topic Sentence:** Tells the big idea of the information. Use the Secret Formula:

Setting + Subject + Big Idea.

**Body:** Information or the details about the big idea (topic sentence). Identify the text structure for the details (categories or sequence). Draw the organizer and label details.

**Details:** Decide what information needs to be written about each detail. Types of information about details:

1. Define It
2. Describe It
3. Tell About It
4. Back It Up (examples)

**Expand Details:** Add more information to sentences by telling more, why or how about each detail sentence.

**Conclusion:** Repeat the Topic Sentence (Subject + Big Idea) using different words. (Setting usually omitted.)

### Sentences

**Different Sentence Beginnings and Important Words**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (Temporal words to signal order of events, Category words to signal different details.)

**Linking Words** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

### Mechanics

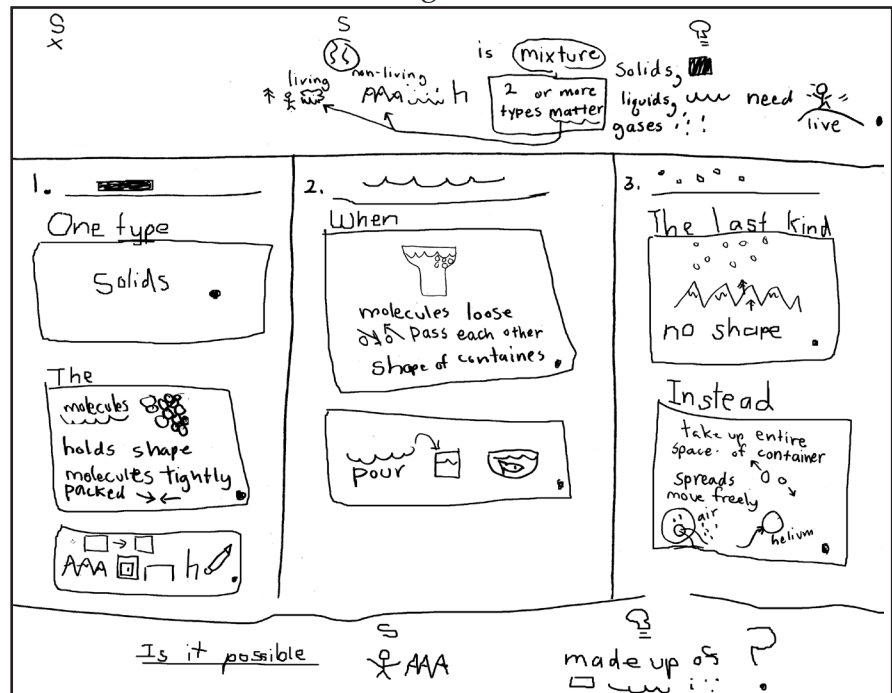
Capitals and Stops

Commas: In a Series, Conjunctions, and Dates

Commas after Transitions (if needed)

Quotation Marks

### Organizer



### Sample Writing

|   |  |
|---|--|
| <p><u>Matter</u></p> <p>The planet earth is a mixture of solids, liquids and gases. One type of matter is a solid. The molecules are tightly packed so it keeps its shape. When molecules are moving loosely past each other and take the same shape as the container then it's a liquid. The last type of matter is gas because it has no shape.</p> | <p>Instead, it takes up the entire space of its container and moves freely. Is it possible that all living and non-living things are made up of liquids, solids and gases?</p> |
|---|--|

**Please Note:** Write paragraphs to stand on their own, or write paragraphs with headings and graphics to make books about the topic.



# Informative/Explanatory: Stage Six (Grades 2-3)

## Description Paragraph: Topic Sentence, Details, and Conclusion

### Content and Organization

**Topic Sentence:** Tells a definition of the Subject. Use the Secret Formula:

Subject = Define It.

**Body:** Draw a picture of the subject, label the important parts, describe each part, then tell the function of the parts.

**Functions:** Types of information about each part of the subject:

1. How the part works
2. What the part does
3. Why the part is important

**Expand Details:** Add more information to sentences.

**Conclusion:** Repeat the Topic Sentence (Subject = Define It) using different words.

### Sentences

**Different Sentence Beginnings and Important Words**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (Temporal words to signal order of events, Category words to signal different details.)

**Linking Words** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

### Mechanics

Capitals and Stops

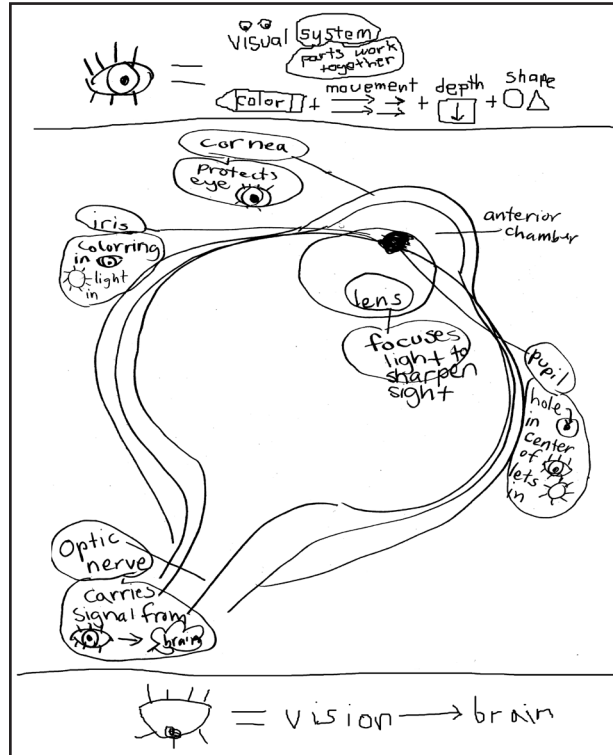
Commas: In a Series, Conjunctions, and Dates

Commas after Transitions (if needed)

Quotation Marks

**Please Note:** Write paragraphs to stand on their own, or write paragraphs with headings to make books about the topic.

### Organizer



### Eyes

The eye is a system of parts that work together to see color, movement, depth, and shape. The cornea covers the front of the eye and protects it from germs and dust. The iris is the colored circle of the eye. It's made of muscle to open or close the pupil or hole in the eye. Next is the lens. It focuses the light to sharpen sight. The optic nerve carries signals to the brain. The amazing eyeballs give vision to the brain.

# Informative/Explanatory: Stage Seven (Grades 3-6)

Categories or Sequencing Paragraph(s): Hook, Topic Sentence, Details, and Conclusion, Snappy Ending

## Content and Organization

**Hook:** Grabs the reader's attention.

**Topic Sentence:** Tells the big idea of the information. Use the Secret Formula:

Setting + Subject + Big Idea.

**Body:** Information or the details about the big idea (topic sentence). Identify the text structure for the details (categories or sequence). Draw the organizer and label details.

**Details:** Decide what information needs to be written about each detail. Types of information about details:

1. Define It (Definitions)
2. Describe It (Concrete and Vivid)
3. Tell About It (e.g. Facts, Explanations)
4. Back It Up (e.g. Examples, Quotes)

**Expand Details:** Add more information to sentences by telling more, why or how about each detail sentence.

**Conclusion:** Repeat the Topic Sentence (Subject + Big Idea) using different words. (Setting usually omitted.)

**Snappy Ending:** Interesting Ending.

## Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

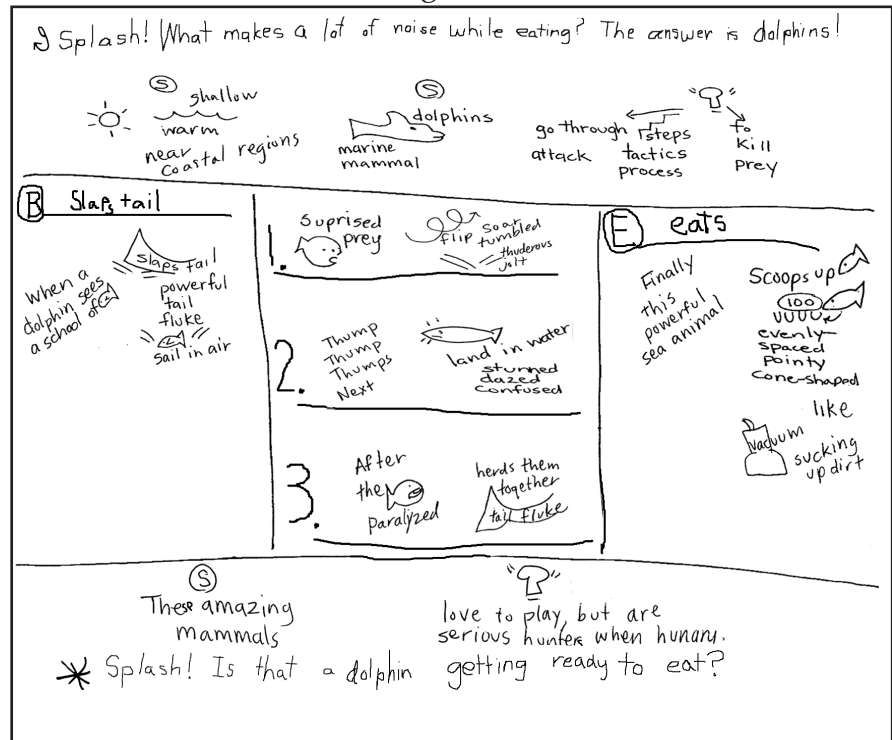
**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

## Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

## Organizer



## Sample Writing

Dolphin Dinner  
 Splash! What makes a lot of noise when eating? The answer is dolphins. Everyday in the coastal regions these crafty creatures have a clever way to kill their prey. When dolphins spot schools of fish, they slap them with their tail flukes so the fish soar in the air. Once they land back in the water, they become dazed

and paralyzed. Now that the fish can't move the dolphins easily herd them together into a floating meal. Finally, these playful sea animal are all business when they scoop up the fish with their evenly spaced teeth. These amazing mammals love to play, but are serious hunters. Splash! Is that a dolphin getting ready to eat?

# Informative/Explanatory: Stage Eight (Grades 3-6)

Description Paragraph(s): Hook, Topic Sentence, Details, and Conclusion, Snappy Ending

## Content and Organization

**Hook:** Grabs the reader's attention.

**Topic Sentence:** Tells a definition of the Subject. Use the Secret Formula:  
Subject = Define It.

**Body:** Draw a picture of the subject, label the important parts, describe each part, then tell the function of the parts.

**Functions:** Types of information about each part of the subject:

1. How the part works
2. What the part does
3. Why the part is important

**Expand Details:** Add more information to sentences.

**Conclusion:** Repeat the Topic Sentence (Subject = Define It) using different words.

**Snappy Ending:** Interesting Ending.

## Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word**

**Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

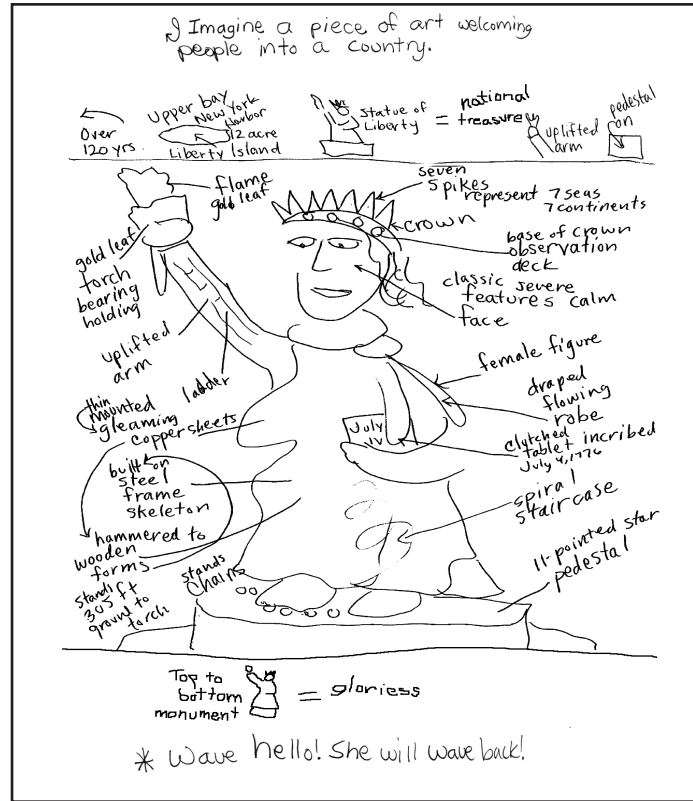
**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

## Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

## Organizer



The Statue of Liberty  
Imagine a piece of art  
welcoming people into a country.  
For over one hundred twenty years  
in New York Harbor, the Statue of  
Liberty is a national treasure that  
always greets visitors with  
an uplifted arm while standing  
on a pedestal made of concrete  
and granite. Under Lady Liberty's  
foot is a chain symbolizing freedom.  
Clutched in her left hand is  
a tablet with July 4, 1776 written  
on it for the signing of the constitution.

on it for the signing of the constitution.  
She wears a flowing robe  
around her figure and a seven  
spiked crown for the seven  
seas and continents in the  
world. Raised in her right  
hand is a torch coated in  
gold leaf. From the bottom  
to the top, this national  
monument is glories. Wave  
hello! She will wave back!

# Informative/Explanatory: Stage Nine (Grades 4-6)

## Thesis Statement

### Content and Organization

**Thesis Statement:** Secret Formula (Setting + Subject + Big Idea)

Setting = Time and Place

Subject = Who/What is the information about?

Big Idea = What about the (subject)? What information is the paragraph telling about the (subject)?

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

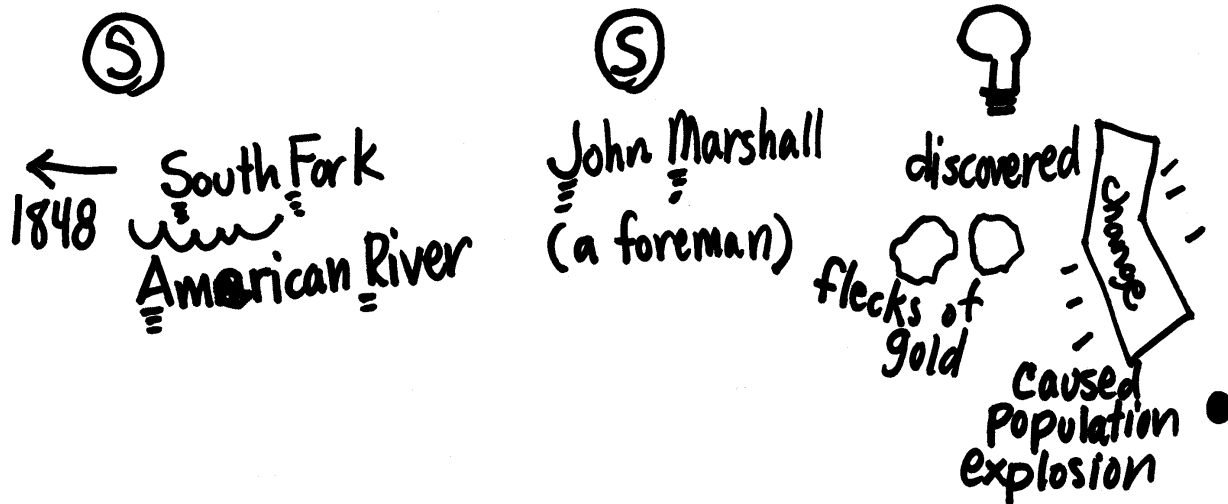
**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

## Organizer: Formal Thesis Statement



*In the year 1848 along the South Fork of the American River, John Marshall (a foreman) discovered gold that caused a population explosion, forever changing the state of California.*



# Informative/Explanatory: Stage Nine (Grades 4-6)

## Thesis Using Inquiry Questions

### Content and Organization

**Thesis:** Three questions formed from the inquiry question starters. The description question is always first (if needed).

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

## Organizer: Inquiry Questions for Thesis

**Choose three inquiry questions about the Subject or Topic:**

**DESCRIBE IT:** What does (subject) look like? or What is/are (subject)?

**TELL WHERE:** Where do/does...?

**TELL WHEN:** When do/does...?

**TELL WHAT:** What if...?

**EXPLAIN WHY:** Why do/ does (subject)....?

**EXPLAIN HOW:** How can or do/does...?

**Inquiry Questions formed about comets:**

1. What is a comet made of?
2. Where do they come from?
3. What if Earth collided with a comet?

# Informative/Explanatory: Stage Ten (Grades 4-6)

Essay: Introduction, Body (Categorize or Sequence) Paragraphs, Conclusion

## Content and Organization

### Introduction

**Hook:** Grabs the reader's attention.

**Thesis Statement:** Tells the big idea of the information. Use the Secret Formula:

Setting + Subject + Big Idea.

### Body

**Organization:** Paragraphs organized by Description, Categories, Sequence, Cause and Effect, Compare/Contrast. Draw the organizer and main ideas.

**Details:** Decide what information needs to be written about each detail. Types of information about details:

1. Define It (Definitions)
2. Describe It (Concrete and Vivid)
3. Tell About It (e.g. Facts, Explanations)
4. Back It Up (e.g. Examples, Quotes)

**Expand Details:** Add more information to sentences by telling more, why or how about each detail sentence.

### Conclusion

**Repeat the Thesis Statement:**

(Subject + Big Idea) using different words.

(Setting usually omitted.)

**Snappy Ending:** Interesting Ending.

## Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

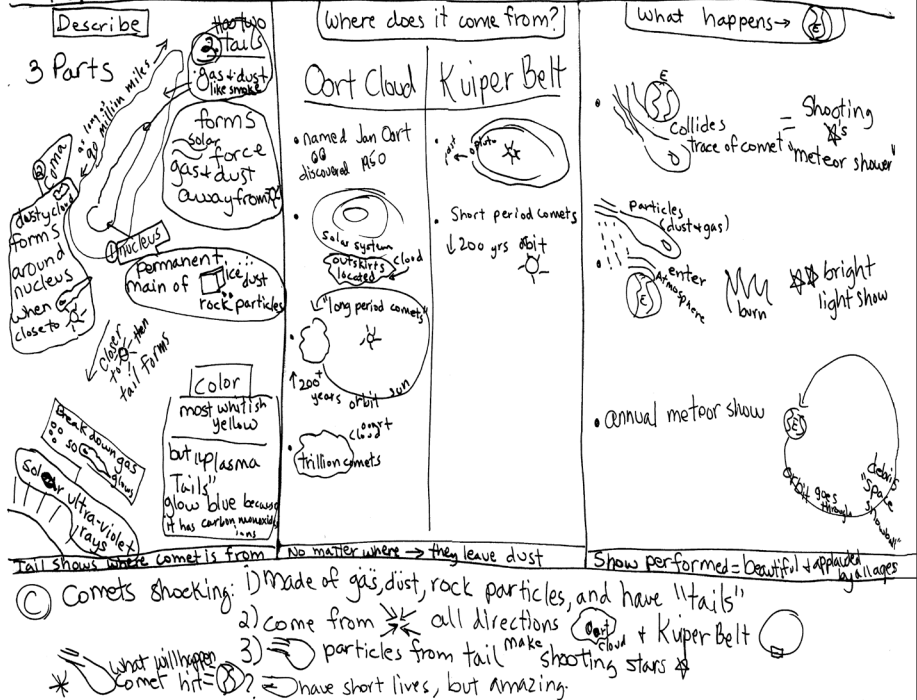
## Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

## Organizer

I see comets! They're everywhere! <sup>See</sup> faint, small & fuzzy.

① What is comet made of? Where do they come from? What would happen if a comet hit Earth?



# Informative/Explanatory: Stage Ten

(Grades 4-6)

Essay: Writing Sample

## Comets

I see comets! They're everywhere! Most comets can be seen with the naked eye. Although, they often appear very faint. They can look like a small, fuzzy object in the sky. However, someone might ask, "What is a comet made of? Where do they come from?" or "What would happen if the Earth went through the trace of a comet?" Comets are made of many things, and they come from two main places in space. Also, scientists do know what will happen if the Earth goes through a trail of dust left by a comet.

Some people know that comets are made of a few simple ingredients. These are frozen gases, dust, and rock particles. Although, when comets get too close to the Sun, they can develop "tails." The tails are made of gas and dust. A "dust tail" looks whitish/yellow. It's made of tiny particles that are about the size of the particles in smoke. "Plasma tails" often look blue because they contain carbon monoxide ions. Solar ultra violet light breaks down the gas molecules, making the tails glow. No matter what direction the comet is moving, the tail always points away from the Sun. The interesting tails can show us the way the comet is moving, which might tell us where it came from.

Comets are observed to come to the Solar System from all directions of two main places, the Oort Cloud and the Kuiper Belt. The Oort Cloud was named after Jan Oort who suggested its existence in 1950. This cloud is placed on the outskirts of the Solar System. Although, some comets come to the Solar System from closer in. This place is called the Kuiper Belt, which is located past the orbit of Pluto. Long period comets (which take

more than 200 years to completely orbit the Sun) come from the Oort Cloud. The Oort Cloud may hold as many as a trillion comets! Short period comets take less than 200 years to orbit the Sun, and they come from the Kuiper Belt. No matter where comets come from or how long they take to orbit the Sun, they're all comets leaving trails of dust.

What will happen when Earth gets caught colliding with the trace of a comet? Shooting stars! (Also known as a meteor shower) The particles from the dust and gas enter the Earth's atmosphere and most burn in a bright, lovely light show. However, some meteor showers happen annually. This happens when the orbit of Earth takes it through the path of debris left by the "space snowball." In the end, the show performed by meteors is very beautiful, and often applauded by people of all ages.

Comets are shocking in so many ways - they are made of many things, including dust, gases, rock particles, and "tails." They come from all directions from the Oort Cloud or the Kuiper Belt, and the particles in the trails become "shooting stars" when hit by the Earth. It's so amazing how comets go through so many things in their short lives. However, what do you think would happen if a comet itself hit Earth?



# Informative/Explanatory: Stage Eleven (Grades 4-6)

## Compare/Contrast Paragraphs: Hook, Topic Sentence, Details, and Conclusion, Snappy Ending

### Content and Organization

**Hook: (Optional)** Gets reader's attention.

**Topic Sentence:** Tell the big idea of the information (to determine which is best or to explain similar or different outcomes.). Use the Secret Formula: Setting + Subject + Big Idea.

**Body:** Information or the details that tell about the change or why the event occurred.

**Details: Each Box Includes:**

**Attributes:** List characteristics to compare/contrast about the big idea.

**Compare/Contrast:** Use a T-Graph to list differences for each attribute.

**Effects:** Explain which is better, and why, or Explain outcomes for each attribute.

**Expand Details:** Add more information to sentences by telling more, why or how about each detail sentence.

**Conclusion:** Repeat the Topic Sentence (Subject + Big Idea) using different words, then state the results of the similarities or differences.

**Snappy Ending:** Interesting Ending.

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

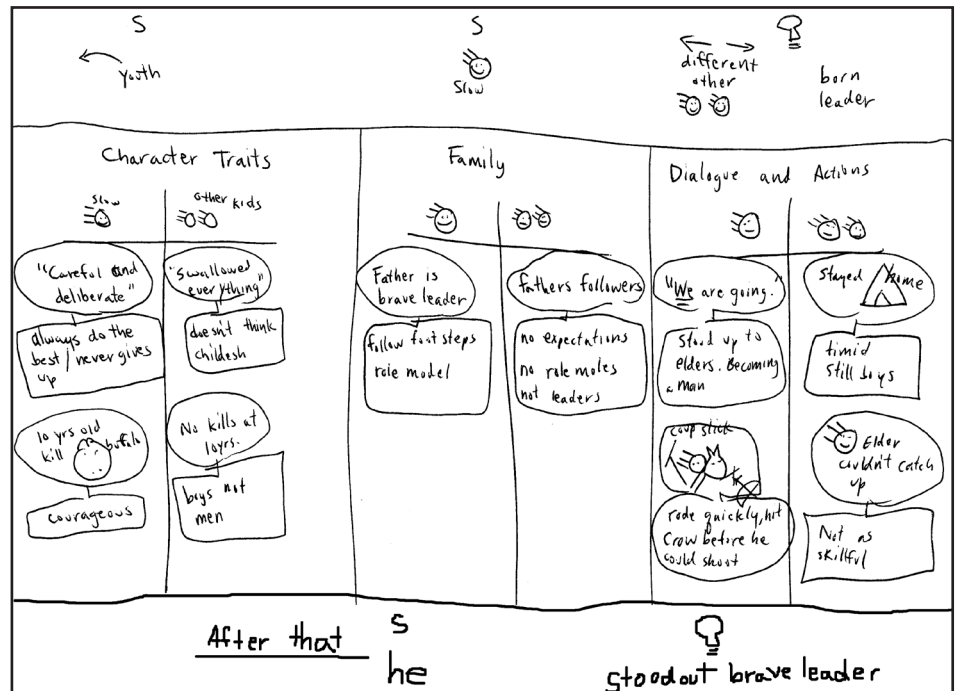
**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

### Organizer



Hooks and Snappy Endings are planned separately.

### Sample Writing

Young Sitting Bull was a Leader

Young Sitting Bull was very different from the boys in his tribe because he was a born leader. Everything he did was "careful and deliberate". Leaders always do their best and try to do things correctly. They are also brave like when he killed a buffalo at 10 years old. No other brave had done this. Again he stood out. Sitting Bull's father was the chief. Most sons follow in the father's footsteps because their fathers show them how to lead. The other braves fathers were followers, so there were no expectation to lead. In the story Sitting Bull's actions were very different from the other tribal members. Slow announced he would join the elders on a raid. He stood up to the grown men, and they respected him like a leader. Other boys his age stayed home. They didn't dare go out to fight. The final act the showed his leadership and made his different from the rest was when he hit the Crow warrior with a coup stick. After that, he always stood out as a special brave warrior, a leader.

Please Note: Write paragraphs to stand on their own, or write paragraphs with headings and graphics to make books about the topic.

# Informative/Explanatory: Stage Eleven (Grades 4-6)

## Cause and Effect Paragraphs: Hook, Topic Sentence, Details, and Conclusion, Snappy Ending

### Content and Organization

**Hook: (Optional)** Gets reader's attention.

**Topic Sentence:** Tells the big idea of the information (to explain a change, or why an event happened). Use the Secret Formula: Setting + Subject + Big Idea.

**Body:** Information or the details that tell about the change or why the event occurred. Draw the Cause & Effect organizer and label "Before", "What caused the change?", and "After".

#### Details:

**"Before" Box:** Describe conditions before the change; or Tell what was happening before the event.

**"What caused the change?" Box:** List the issues or sequence the events that led to the change or the event.

**"After" Box:** What are the consequences or the effects of the change or the event?

**Expand Details:** Add more information to sentences by telling more, why or how about each detail sentence.

**Conclusion:** Repeat the Topic Sentence (Subject + Big Idea) using different words. (Setting usually omitted.)

**Snappy Ending:** Interesting Ending.

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

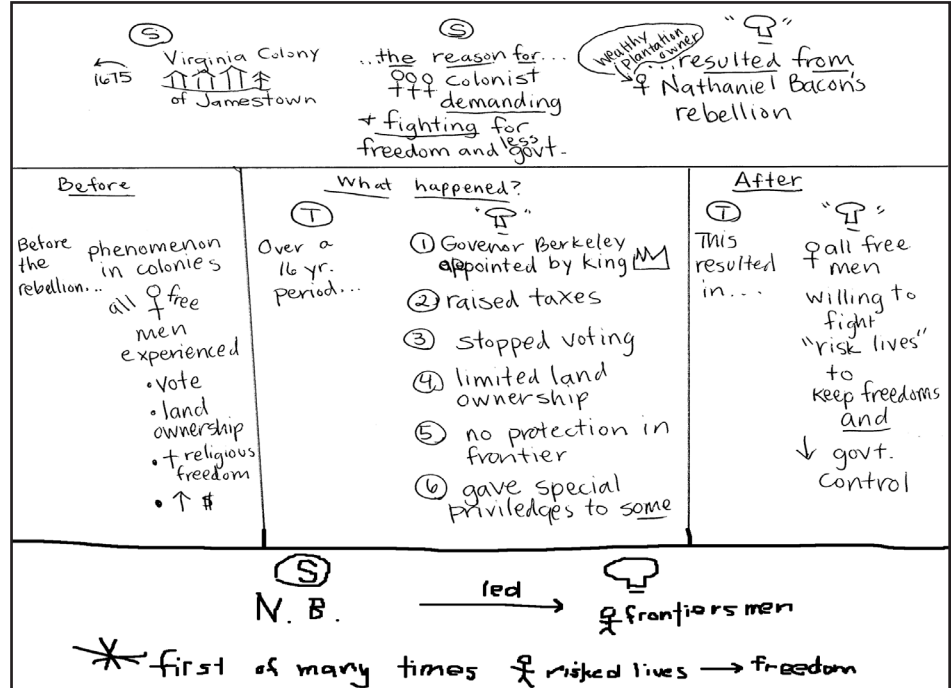
**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

### Organizer



Hooks and Snappy Endings are planned separately.

### Sample Writing

#### Bacon's Rebellion

Back in 1675 in the Virginia settlement of Jamestown, frontier settlers were willing to fight for freedom and less government control due to the rebellion led by Nathaniel Bacon, a wealthy plantation owner. Before the rebellion, an increasing number of commoners were experiencing a phenomenon in the colonies. Free men had many privileges not available to them in Britain: They voted, owned land, freely worshiped, and increased their wealth. Over a sixteen year period, Governor Berkeley, elected by the King, greatly decreased or stopped these freedoms. He raised taxes, ended voting, limited land ownership, and refused protection in the frontier. This drastic change caused the colonists to risk their lives to keep their freedoms, instead of being controlled by the government. Nathaniel Bacon led the frontiersmen in the rebellion. Although the men were unsuccessful in the end, this event was one of the first of many times colonist would risk their lives for freedom.

**Please Note:** Write paragraphs to stand on their own, or write paragraphs with headings and graphics to make books about the topic.



# Chapter 4

Opinion Writing:  
Organizers and Stages 1-8



# At-A-Glance Opinion Organizers (K-5)

## Stage: 1 Kinder-First Grades

**What's Your Opinion and Back It Up!**  
Draw a picture about your favorite part of the book.

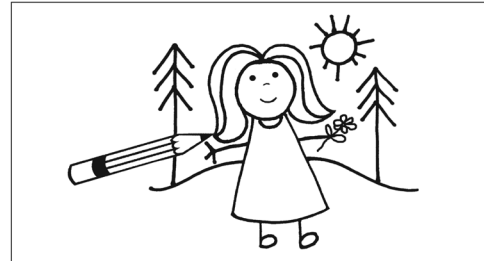
**Title:** \_\_\_\_\_

### Content

Picture: Opinion and Reason  
Writing: Title

## Stage: 2 Kinder-First Grades

**What's Your Opinion and Back It Up!**  
Draw a picture and write about your favorite part of the book.



My favorite book is \_\_\_\_\_  
Title! Underline it!

One of the parts is when  
(best, funniest, most interesting, saddest, etc.)

Back It Up! Tell about your favorite part of the book.

### Content: 2-3 Sentences

Picture: Opinion  
Writing: Title, Opinion, Reason

## Stage: 3 First Grade

**What's Your Opinion and Back It Up!**  
After reading your book, fill-in the boxes below.

Write the Author's Name.  
\_\_\_\_\_

Write the Title of the Book.  
\_\_\_\_\_  
Capitalize the first word and all the important words in the title. Don't forget to Underline it!

**Opinion!**  
  
Circle how you felt or what you thought about the book: interesting, funny, exciting, sad, scary, etc.

**Back It Up!**  
Draw a picture of your favorite part.  
  
\_\_\_\_\_

**Make a Connection!**  
Draw a picture of your connection.  
  
\_\_\_\_\_

### Content

Picture: Opinion, Reason, Connection  
Writing: Author, Title

## Stage: 4 First Grade

I read \_\_\_\_\_  
Title

In my opinion, \_\_\_\_\_  
Story: Tell what you think of the story or a character.  
Information: Tell what you think of the subject or information.

Choose:  
To start,  
To begin,  
First,

Choose:  
Next,  
Also,  
Then,

I think \_\_\_\_\_  
Repeat your opinion, but use different words.

### Content: 1-Paragraph

Introduce Book: Title  
Topic Sentence: Tell Opinion  
Details: 1-2 Reasons that Support Opinion  
Conclusion: Repeat Opinion

# At-A-Glance Opinion Organizers (K-5)

## Stage: 5 Second-Third Grade

### Content: 1-Paragraph

**Topic Sentence:** Tell Opinion about a Topic

**Details:** Three Reasons that Support Opinion

**Conclusion:** Repeat Opinion

I think \_\_\_\_\_  
Tell what you think or feel about the topic, issue, or event.

\_\_\_\_\_ for many reasons.

---

Choose:  
To start,  
To begin,  
First,

\_\_\_\_\_.

---

Choose:  
Next,  
Also,  
Additionally,

\_\_\_\_\_.

---

Choose:  
Finally,  
Last,  
In the end,

\_\_\_\_\_.

---

Choose:  
All in all,  
In conclusion,  
To sum up,  
On the whole,

\_\_\_\_\_, I think \_\_\_\_\_  
Repeat what you think or feel about a topic, issue, or event using different words.

### Content: 1-Paragraph

**Introduce Book:** Author and Title.

**Topic Sentence:** Opinion

**Details:** Three Reasons that Support Opinion

**Conclusion:** Repeat Opinion or  
Give a Recommendation of Book.

\_\_\_\_\_ wrote \_\_\_\_\_  
Author's Full Name Title

I think \_\_\_\_\_ for many reasons.  
Story: Tell what you think of the story or a character.  
Information: Tell what you think of the subject or information.

---

Choose:  
To start,  
To begin,  
First,

\_\_\_\_\_.

---

Choose:  
Next,  
Also,  
Additionally,

\_\_\_\_\_.

---

Choose:  
Finally,  
Last,  
In the end,

\_\_\_\_\_.

---

This book is/will \_\_\_\_\_  
Tell what your audience will do or think about the story or information.

Ideas for an "is" ending:  
is superb,  
is a must read!  
awesome.

Ideas for a "will" ending:  
will make your side split.  
will fill your heart with love.  
will make your socks roll up and down.

# At-A-Glance Opinion Organizers (K-5)

|   |             |             |
|---|-------------|-------------|
| <b>Stage: 6</b><br><b>Third Grade</b>           |             |             |
| Book: Quick Summary or Topic: Hook + Background |             |             |
| Opinion:  |             |             |
| Transition:                                     | Transition: | Transition: |
| Reason:   | Reason:     | Reason:     |
| Expand:   | Expand:     | Expand:     |
| Conclusion:                                     |             |             |
| Snappy Ending:                                  |             |             |

**Content: 1-3 Paragraphs**

**Introduction:** Book Summary or Topic Background  
Opinion

**Body:** Three Expanded Reasons to Support Opinion

**Conclusion:** Repeat Opinion  
Connection, Reflection, or Recommendation

|  |  |
|--|--|
| <b>Stage: 7</b><br><b>Fourth-Fifth Grades</b>  |  |
| <p><b>Content: 1-2 Paragraphs</b></p> <p>S: Summary</p> <p>O: Opinion</p> <p>T: Transition</p> <p>E: Evidence</p> <p>A: Analysis</p> <p>M: Make a Connection</p> | <p style="text-align: center;">OTEAM! What is Your Opinion?</p> <p><b>QS:</b></p> <p><b>O:</b></p> <p><b>T:</b></p> <p><b>E:</b></p> <p><b>A:</b></p> <p><b>M:</b></p> |



# At-A-Glance Opinion Organizers (K-5)

**Stage: 8**  
**Fourth-Fifth Grades**

|   |  |  |
|---|--|--|
| <b>S = Quick Summary of the Book or Topic</b><br><b>O = Opinion</b> |  |  |
| <b>T:</b><br><br><b>E:</b><br><br><b>A:</b><br><br><b>M:</b>        | <b>T:</b><br><br><b>E:</b><br><br><b>A:</b><br><br><b>M:</b> | <b>T:</b><br><br><b>E:</b><br><br><b>A:</b><br><br><b>M:</b> |
| <b>C = Conclusion:</b><br><b>R = Reflection</b>                     |  |  |

## Content: 5-Paragraph Essay

### Introduction

S: Quick Summary  
O: Opinion

### Body

T: Transition  
E: Evidence  
A: Analysis  
M: Make a Connection

### Conclusion

C: Conclusion  
R: Reflection

# Opinion: Stage One

## (Grades: K-1)

Opinion Picture about a Topic or Text

### Content and Organization

Picture: Opinion and Reason

Writing: Title

### Sentences

n/a

### Mechanics

Capitals: Title of a Story / Text

## Organizer and Sample Writing

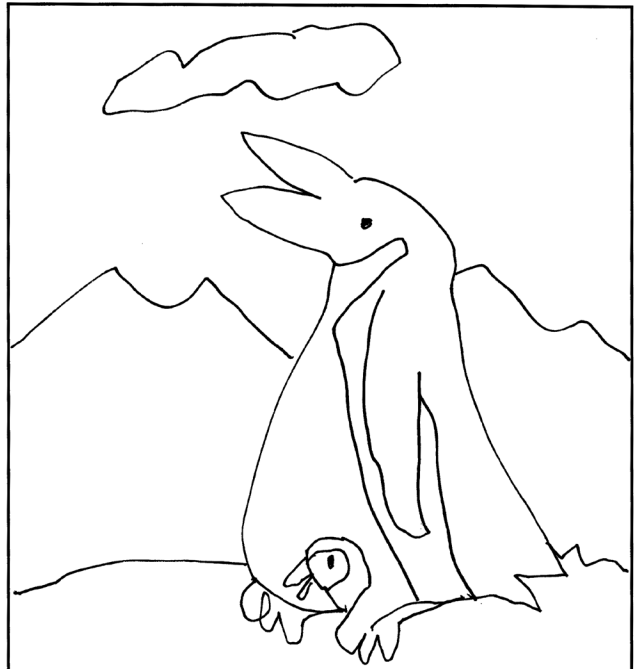
**What's Your Opinion and Back It Up!**

Draw a picture about your favorite part of the book.

Title: \_\_\_\_\_

**What's Your Opinion and Back It Up!**

Draw a picture about your favorite part of the book.



Title: \_\_\_\_\_

penguins!

# Opinion: Stage Two

## (Grades: K-1)

### Opinion and Proof about a Topic or Text

#### Content and Organization

Title of the Book

State Opinion or Preference about the book.

#### Sentences

Different sentence beginnings.

Adjectives

Transitions (optional)

#### Mechanics

Capitals: Title of a Story / Text.

Beginning of a sentence and "I"

End Punctuation

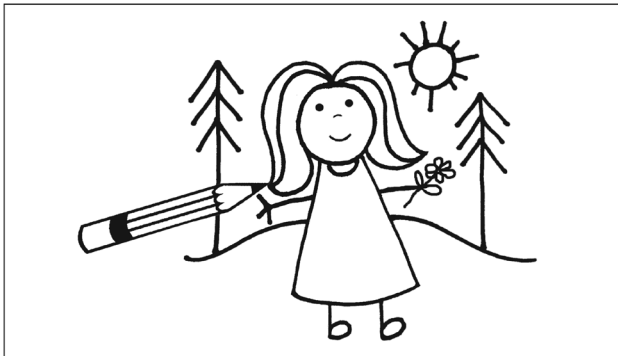
Spaces between words.

Letters snuggled in words.

### Organizer and Sample Writing

#### What's Your Opinion and Back It Up!

Draw a picture and write about your favorite part of the book.



My favorite book is \_\_\_\_\_.

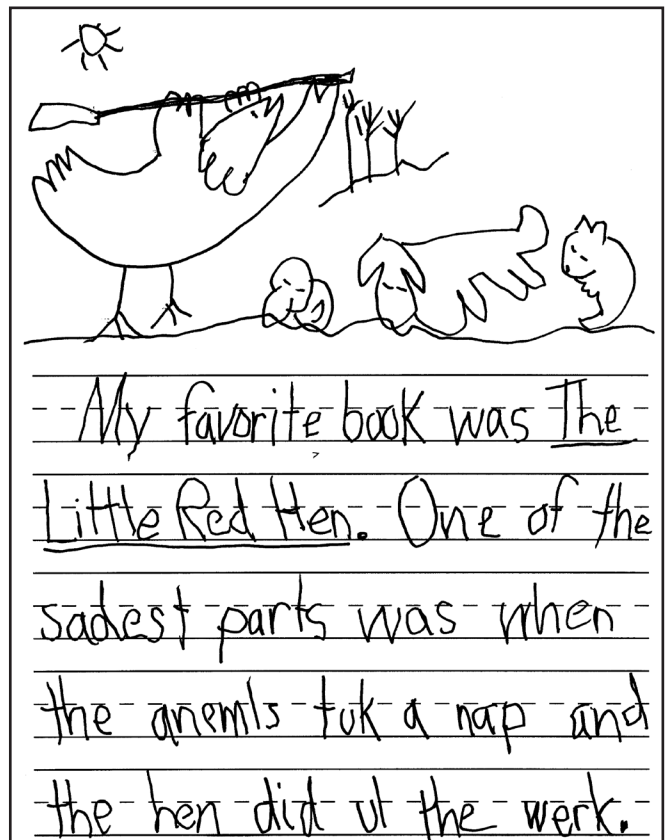


Title! Underline it!

One of the  parts is when  
(best, funniest, most interesting, saddest, etc.)



Back It Up! Tell about your favorite part of the book.



# Opinion: Stage Three (Grades 1)

## Opinion, Reason, and Connection Pictures

### Content and Organization

Write: Author's Name and Title of Text

Pictures: Opinion, Reason, Connection

### Sentences

n/a

### Mechanics

Capitals: Beginning of, sentences, proper nouns, "I", dates, titles.

Commas: After common transitions (when needed).

## Organizer and Sample Writing

### What's Your Opinion and Back It Up!

After reading your book, fill-in the boxes below.

Write the Author's Name.



Write the Title of the Book.



Capitalize the first word and all the important words in the title. Don't forget to Underline it!

Opinion!



Circle how you felt or what you thought about the book: interesting, funny, exciting, sad, scary, etc.

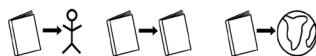
Back It Up!

Draw a picture of your favorite part.



Make a Connection!

Draw a picture of your connection.



### What's Your Opinion and Back It Up!

After reading your book, fill-in the boxes below.

Write the Author's Name.



Helen Lester

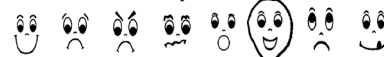
Write the Title of the Book.



Tacky the Penguin

Capitalize the first word and all the important words in the title. Don't forget to Underline it!

Opinion!



Circle how you felt or what you thought about the book: interesting, funny, exciting, sad, scary, etc.

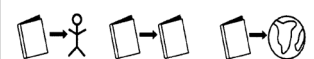
Back It Up!

Draw a picture of your favorite part.



Make a Connection!

Draw a picture of your connection.



# Opinion: Stage Four (Grades 1)

## Opinion Paragraph about a Topic or Text

### Content and Organization

Introduce Topic/Title of Book

Topic Sentence: State Opinion

Details: Two Reasons to Support Opinion

Conclusion: Provide a Sense of Closure  
(Repeat Opinion using different words, or give final thoughts of topic/text.)

### Sentences

Expand Sentences.

Different Sentence Beginnings.

Adjectives

Transitions: Temporal words to signal order of events, Category words to signal different details. Linking words to connect opinion, reasons, and conclusion.

### Mechanics

Capitals and Stops.

Commas: After common transitions, series, conjunctions, and dates.

Quotation Marks

## Organizer and Sample Writing

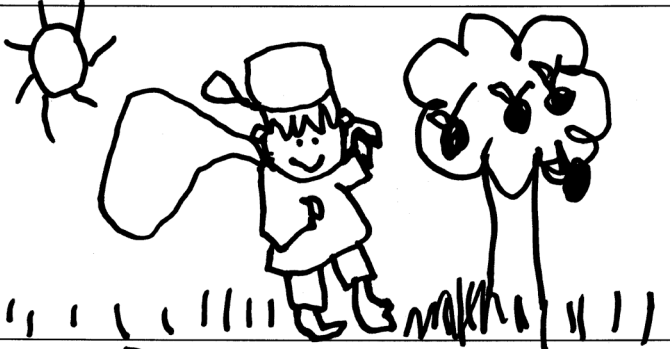
I read Johnny Appleseed.  
Title

In my opinion, Xiii loved Johnny.  
Story: Tell what you think of the story or a character.  
Information: Tell what you think of the subject or information.

To start \_\_\_\_\_,  
Choose:  
To start,  
To begin,  
First,

Also \_\_\_\_\_,  
Choose:  
Next,  
Also,  
Then,

I think Johnny was nice man.  
Repeat your opinion, but use different words.



I read Johnny Appleseed. In my opinion, the pepl and animals loved Johnny. To start, the ber let him walk in the forest and didnt eat him. Also, the Indens helpetd him find roots and plants to eat. I think Johnny was a nice man so evere won loved him.

# Opinion: Stage Five (Grade 2-3)

## Opinion Paragraph about a Topic

### Content and Organization

State an Opinion about a Topic

List Three Reasons to Support Opinion

Conclusion: Repeat Opinion using different words

### Sentences

Different Sentence Beginnings and Important Words

Expand Sentences

Effective & Accurate Word Choices:

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (Temporal words to signal order of events,  
Category words to signal different details.)

**Linking Words** Words or phrases  
(e.g., also, another, and, more, but)  
to expand sentences or add new  
sentences to details.

### Mechanics

Capitals and Stops.

Capitalize Titles and

Proper Nouns


Commas: After common  
transitions, series,  
conjunctions, and dates.

Quotation Marks

In my opinion, the Pilgrims had  
Tell what you think or feel about the topic, issue, or event.

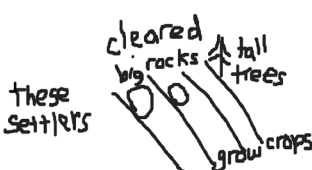
very difficult lives for many reasons.

---

To start,  plank house by hand.


Choose:  
To start,  
To begin,  
First,

---

Also,  cleared big rocks and tall trees.  
these settlers grow crops.

Choose:  
Next,  
Also,  
Additionally,

---

Finally,  many died from starvation, cold, and disease.

Choose:  
Finally,  
Last,  
In the end,

---

On the whole, I think Pilgrims had tough times.

Choose:  
All in all,  
In conclusion,  
To sum up,  
On the whole,

Repeat what you think or feel about a topic, issue, or event using different words.

The Pilgrims

In my opinion, the Pilgrims had very difficult lives for many reasons. To start, they built their plank houses by hand. Also, these settlers cleared big rocks and tall trees before they grew crops. Finally, many died from starvation, cold, and diseases. On the whole, I think Pilgrims had tough lives.

# Opinion: Stage Five

## (Grade 2-3)

### Opinion Paragraph about Text

#### Content and Organization

Identify the Author and Title  
 State an Opinion  
 List Three Reasons to Support Opinion  
 Conclusion: Repeat Opinion and Give a Recommendation.

#### Sentences


Different Sentence Beginnings and Important Words  
 Expand Sentences  
 Effective & Accurate Word Choices:  
 Nouns (precise, specific nouns)  
 Adjectives (modify important nouns)  
 Figurative Language (images pop)  
 Verbs (tell how action is performed)  
 Transitions (Temporal words to signal order of events, Category words to signal different details.)  
 Linking Words Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.


#### Mechanics


Capitals and Stops.  
 Capitalize Titles and Proper Nouns  
 Commas: After common transitions, series, conjunctions, and dates.  
 Quotation Marks

Judy Naylor wrote Digging Dinosaurs .  
Author's Full Name Title

I think dinosaurs were fascinating creatures for many reasons.  
Story: Tell what you think of the story or a character.  
 Information: Tell what you think of the subject or information.

To begin , some  
Choose:  
 To start,  
 To begin,  
 First,  

 only ate plants .

Additionally ,  
Choose:  
 Next,  
 Also,  
 Additionally,  

 Carnivores sharp teeth big brains walked on 2 legs .

Last ,  
Choose:  
 Finally,  
 Last,  
 In the end,  

 Some dinosaurs skin .

I feel these giant lizards are interesting .  
Repeat your opinion, but use different words.

This book ~~x~~ will make you dino smart .  
Tell what your audience will do or think about the story or information.

My Book Review

Judy Naylor wrote Digging Dinosaurs. I think these creatures were fascinating for many reasons. To begin, some of the biggest ones only ate plants. Additionally, the carnivores had sharp teeth, big brains, and walked on two feet and legs. Last, some of the dinosaurs could fly even when their wings were made of skin. I feel these giant lizards are interesting. This book will make you dino smart!



# Opinion: Stage Six (Grade 3)

Opinion 1 or 3 Paragraphs about a Text

## Content and Organization

### Introduction

#### Quick Summary of the Text:

Narrative: Title, author, main character

and the problem or main event of story.

Information: Title, author, subject and big idea of the information.

**Topic Sentence:** Tells the big idea of the information. Use the Secret Formula:

Subject + Big Idea.

### Body

**Details:** List Reasons that Support Opinion

**Expand Details:** Add more information to sentences by telling more, why or how about each detail sentence.

### Conclusion

#### Repeat the Thesis Statement:

(Subject + Big Idea) using different words.

**Snappy Ending:** End with a connection, reflection, or recommendation.

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

### Mechanics

Capitals and Stops

Capitalize Titles of Text

Commas: In a Series, Conjunctions, and Dates

Commas after Transitions (if needed)

Quotation Marks

## Organizer and Sample Writing

(Book: Quick Summary) or Topic: Hook + Background

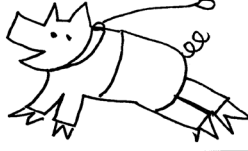
Angela Johnson wrote "Julius!"

Opinion: In the story, Julius is a funny pig.

Transition:

Often,

Reason:



Expand:

, then chases



Transition:

At the store,

Reason:



Expand:

because he is so fat

Transition:

Also,

Reason:



Expand:



Conclusion:

That pig is hilarious!

Snappy Ending: If you want to tickle your funny bone, then read this story!



My Opinion

Angela Johnson wrote "Julius"

This book is about a girl

named Maya who got a pig. In

the story, Julius is a funny pig.

Often, he acts like a dog,

then chases cats. At the store,

Julius dresses in a big stretchy

dress because he is so fat.

Also, he dances with Maya

by swinging her around like

a tornado. That pig is hilarious.

If you want to tickle your funny

bone then read this story!

# Opinion: Stage Six (Grade 3)

Opinion 1 or 3 Paragraphs about a Topic

## Content and Organization

### Introduction

**Hook + Background:** Grabs the reader's attention, then tells about the event, problem, issue, trend, idea, rule, claim, or value that led to the opinion.

**Topic Sentence:** Tells the big idea of the information. Use the Secret Formula:

Subject + Big Idea.

### Body

**Details:** List Reasons that Support Opinion

**Expand Details:** Add more information to sentences by telling more, why or how about each detail sentence.

### Conclusion

**Repeat the Thesis Statement:**

(Subject + Big Idea) using different words.

**Snappy Ending:** End with a connection, reflection, or recommendation.

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., also, another, and, more, but) to expand sentences or add new sentences to details.

### Mechanics

Capitals and Stops

Commas: In a Series, Conjunctions, and Dates

Commas after Transitions (if needed)

Quotation Marks

## Organizer and Sample Writing

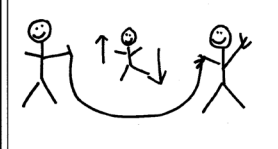
Book: Quick Summary or Topic: Hook + Background

Did you know kids need to exercise everyday?  
Opinion: I think my class should get equipment.

Transition:

To begin,

Reason:



Expand:



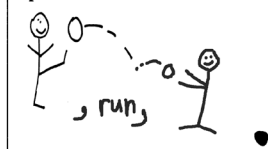
Transition:

Also,

Reason:



Expand:



Transition:

Finally,

Reason:



Expand:



Conclusion:

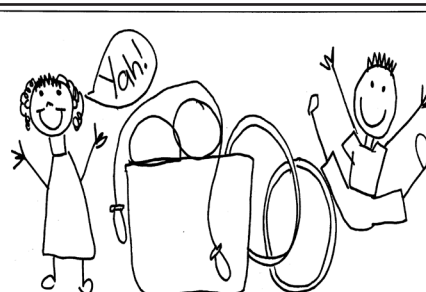
I know my class needs toys.

Snappy Ending:

I hope our equipment tub fills up with fun stuff!

Opinion Organizer: 1-3 Paragraphs

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### Recess Fun

Did you know kids need to exercise? I think my class should get more equipment to play with at recess so we can get healthy.

To begin, we need more jump ropes so we can sing songs and do tricks while we jump.

Also, we need tons of balls, but make sure they are not flat. Bouncing balls means kids will kick, run, and catch. Finally, we want hula hoops to spin around and around on our bodies and arms.

I know my class needs these toys to get healthy. I hope our equipment tubs gets packed with fun stuff!

# Opinion: Stage Seven

## (Grades 4-5)

### Opinion Paragraph about a Text

#### Content and Organization

- QS: Quick Summary
- O: Opinion
- T: Transition
- E: Evidence
- A: Analysis
- M: Make a Connection

#### Sentences

##### Different Sentence Beginnings and Important Words (Domain-Specific)

##### Expand Sentences

##### Effective and Accurate Word Choices:

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., for instance, in order to, in addition) to expand sentences or add new sentences to details.

#### Mechanics

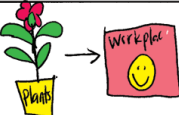
Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

### Organizer and Sample Writing

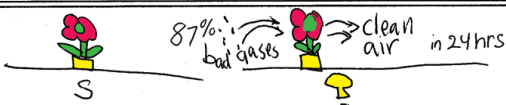
#### Back It Up! Back It Up! SO-TEAM!






**S:** Judy Allerusza (Co-host Garden Time #1show)  
"Prescription for a Healthy Home"

**O:** I am convinced 

**T:** One compelling reason Nasa research

**E:** 

**A:** If  remove bad gases, then  healthy work  pretty

**M:** Often, discoveries improve 

#### Plants and the Workplace

Judy Allerusza, the co-host of a top-rated gardening show, wrote the article, "Prescription for a Healthy Home" to tell her readers about plants in the workplace. After reading this material, I am convinced that plants can transform unhealthy work environments into healthy, productive settings.

One compelling reason that backs my opinion, is the research conducted by NASA. The author explained how this government agency discovered that plants remove 87% of bad indoor gases, and replace them with clean air. Did I mention that this occurs every twenty-four hours? That's amazing! Let's think about the benefits. If plants remove the pollutants, then people will be healthier and more productive. Isn't it incredible how often discoveries can improve people's lives and our world. Now bring on the plants!

# Opinion: Stage Seven (Grades 4-5)

## Opinion Paragraph about a Topic

### Content and Organization

- QS: Quick Summary
- O: Opinion
- T: Transition
- E: Evidence
- A: Analysis
- M: Make a Connection

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words or phrases (e.g., for instance, in order to, in addition) to expand sentences or add new sentences to details.

### Mechanics


Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

## Organizer and Sample Writing

### Back It Up! Back It Up! SO-TEAM!




**S:** Some people may think... *1st boat passage Grand Canyon*  
*raging rapids* *crazy* *Starvation*

**O:** *John Wesley Powell*  
 *Role model* *follow* *dreams*  
*never give up*

**T:** The most important factor

**E:** *grueling expedition* *crashed* *lost supplies*  
*S* *kept going*

**A:** Beyond a doubt this shows how  
*Powell's*  *"Can do"*

**M:** Surely, *face danger* *cause* *honor*  
*look up*

### John Wesley Powell

Some people may think it impossible for a one-armed man to battle raging rapids and starvation, but it is true. Back in the late 1860's, the first boat expedition through the passage of the Grand Canyon was led by such a man. In my opinion, John Wesley Powell is a role model of a person who follows his dreams no matter the obstacles.

The most important factor to support this claim are his actions during the dangerous trip. The expedition became grueling when a boat crashed and sank, taking with it many supplies. Many of his men deserted the group, but Powell believed in his journey and kept going until he reach the Grand Canyon. Let's face it! Beyond a doubt, Powell could have easily quit. No one would have blamed him. As a matter of fact, some of his men (all of them had both arms) left when things got rough. Yet, Powell with his "can-do" attitude didn't even consider quitting. He was determined to reach his goal. Surely, people today should honor, admire, and learn from a person who looked danger in the eye in order to make a dream come true.



# Opinion: Stage Eight (Grades 4-5)

## Opinion Essay about a Topic or Text

### Content and Organization

#### Introduction

QS: Quick Summary

O: Opinion

#### Body

T: Transition

E: Evidence

A: Analysis

M: Make a Connection

#### Conclusion

C: Conclusion

R: Reflection

### Sentences

Different Sentence Beginnings and Important Words (Domain-Specific)

Expand Sentences

Effective and Accurate Word Choices:

Nouns (precise, specific nouns)

Adjectives (modify important nouns)

Figurative Language (images pop)

Verbs (tell how action is performed)



Transitions (appropriately clarify the relationships among ideas and concepts.)





Linking Words: Words or phrases (e.g., consequently, specifically) to expand sentences or add new sentences to details.

### Mechanics



















Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

## Organizer

J+B: Imagine making a mistake or hurt  strange men  befriended us

O:  "I believe"  go leave or  our people  

T: One compelling reason freedom

E:                     

## Opinion: Stage Eight

### Sample Writing

#### *Stop the Explorers!*

*Imagine making a mistake that will hurt our people until the end of time? Recently, strange men sailed into our world, landed on our shores, and offered us friendship. As time has gone by, they are now turning into foes, not friends. My brave tribe, I believe we should turn these strangers away and tell them to leave, or they will destroy our people.*

*One compelling reason why these explorers should go is something we never questioned, our freedom. They don't think of us as equals. Instead, they will enslave us, and force us to feed, shelter, and cloth all them. Some of our people have been captured and now work in their fields growing food and collecting wood, or carrying heavy bricks to build their missions. As a rule, every one of our people have always made their own decisions and choices. Yet, these outsiders want total power over us all. Why can't these visitors treat us the way they want to be treated, with respect?*

*While the thought of slavery is terrible, their smallpox is a lethal weapon. These men bring strange illnesses that we can not see. Hence, germs will kill more of our people than their weapons. These germs can hide on clothing, blankets, even in these men's sneezes. Once the germs find us, we will die a slow, painful death. Please understand that this invisible killer may cause our people to disappear from our mother earth forever.*

*An additional point for rejecting these strangers is our beloved land. We are the caretakers of our world, not owners. However, the explorers have traveled all over the world killing others for land. What makes us feel they won't kill us. If any of us do survive, we will lose rights to live and go where we please. As a rule, we hunt, sleep, and travel where we choose because the land belongs to no one. In contrast, these men will control the land and our people because they believe they have the right. Definitely, their different point of view will change how things are done in our world. No teamwork. No understanding. They will never accept our ways.*

*I know we should turn our backs on these strangers, or we are doomed. Sometimes, change can destroy a group. Beware of outsiders who don't listen or cooperate.*





# Chapter 5

Argumentative Writing:  
Organizers and Stages 9-10



# At-A-Glance Argument Organizers (Grade 6)

Stage: 9  
Sixth Grade

Pick a Side! Now Start Arguing!



**B: Background: Why should I care?**  
Introduce the issue and why it is important.

**A: Argument: Pick a side!**

Choose and state your debatable argument:

1. POLICY: Argue for/against a policy:  
*Due to the (explain problem), (proposed action) should be...*
2. CLAIM: Argue the causes or effects of what happened:  
*(Name the person, place or thing) caused (name what thing or event happened.)*
3. ISSUE: Argue the value of something:  
*(Name the subject of the argument) is (give your opinion).*
4. FACT: Argue if something is a fact:  
*Although many people believe (fact from opposition), actually (your claim about fact).*



**T = Transition:**



Smooth transition!  
Words that smoothly transition to the paragraph.

**R = Reason:**



This better make sense!  
Give a relevant reason for the argument.

**E = Evidence:**



Back it up! Back it up!  
What credible evidence backs up your reason?

**E = Explain:**



What does that evidence mean?  
How does it support your argument?

Pick a Side! Now Start Arguing!

**B:**

**A:**

**T:**

**R:**

**E:**

**E:**

Citation:

**Content: 1-2 Paragraphs**

B: Background

A: Argument

T: Transition

R: Reason

E: Evidence

E: Explain

# At-A-Glance Argument Organizers (Grade 6)

## Stage: 10 Sixth Grade

### Introduction:



Hook: Grab the reader's attention to read the essay.



Background: Who cares? Why should I have to know this?  
Introduce the issue and tell why it is important.



Thesis Statement: Argument + 3 Reasons)

### Body (Repeat for all 3 Reasons):

The Body includes T.R.E.E. paragraphs that show the evidence and research that support the thesis statement or argument.



T = Transition: Words that smoothly transition to the paragraph.

R = Reason: Give a relevant reason for the argument (claim or issue).



E = Evidence: Back the reason up with credible evidence.



E = Explain: Explain how the evidence supports the claim or issue.

### Conclusion:

Restate why the claim is important to the reader.



Conclusion: Restate the Thesis using different words. Highlight the reasons and evidence from the Body.



Snappy Ending: End with a general warning of the consequences if the reader does not support the claim and the benefits if the reader does support the claim.

**B = Background. Start with a Hook!**

**A = Argument**

**T:**

**R:** \_\_\_\_\_

**E:**

**E:**

**T:**

**R:** \_\_\_\_\_

**E:**

**E:**

**T:**

**R:** \_\_\_\_\_

**E:**

**E:**

**C = Conclusion**

**S = Snappy Ending**

## Content: 5-Paragraph Essay

### Introduction

B: Background

A: Argument

### Body

T: Transition

R: Reason

E: Evidence

E: Explain

### Conclusion

C: Conclusion

R: Reflection

# Argument: Stage Nine (Grade 6)

## Argument Paragraph about a Topic

### Content and Organization

- B: Background
- A: Argument (Claim)
- T: Transition
- R: Reason
- E: Evidence
- E: Explain

### Sentences

**Different Sentence Beginnings and Important Words (Domain-Specific)**

**Expand Sentences**

**Effective and Accurate Word Choices:**

**Nouns** (precise, specific nouns)

**Adjectives** (modify important nouns)

**Figurative Language** (images pop)

**Verbs** (tell how action is performed)

**Transitions** (appropriately clarify the relationships among ideas and concepts.)

**Linking Words:** Words, phrases and clauses to clarify the relationships among claim(s) and reasons.

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

## Organizer and Sample Writing

### Pick a Side! Now Start Arguing!



**B: Background: Why should I care?**  
Introduce the issue and why it is important.

### **A: Argument: Pick a side!**

Choose and state your debatable argument:

1. POLICY: Argue for/against a policy:  
*Due to the (explain problem), (proposed action) should be...*
2. CLAIM: Argue the causes or effects of what happened:  
(Name the person, place or thing) *caused* (name what thing or event happened.)
3. ISSUE: Argue the value of something:  
(Name the subject of the argument) *is* (give your opinion).
4. FACT: Argue if something is a fact:  
*Although many people believe (fact from opposition), actually (your claim about fact).*

**T = Transition:** Smooth transition!  
Words that smoothly transition to the paragraph.

**R = Reason:** This better make sense!  
Give a relevant reason for the argument.

**E = Evidence:** Back it up! Back it up!  
What credible evidence backs up your reason?

**E = Explain:** What does that evidence mean?  
How does it support your argument?

### Pick a Side! Now Start Arguing!

Why is it that, when people are hungry they often turn to fast food to feed their cravings? These meals are inexpensive, save time, and are quite tasty.

**B:** As a matter, The National Restaurant Association reports, "Americans spend well over \$100 billion a year on this type of nourishment." But, one must wonder if this type of food is detrimental?

**A:** Although most people think fast food is unhealthy, actually it has many nutritious benefits.

**T:** One convincing reason people should continue this diet  
**R:** is the increase in the number of salads on the most popular restaurants' menus.

**E:** Angela Ogunjimi from the National Institute of Health reports, "According to the New York Times, McDonald's sells more salads than any restaurant in the country."

**E:** This news report demonstrates that high numbers of people still eat fast food, but their choices are changing from greasy, fatty foods to healthy choices.

Citation: Advantages and Disadvantages of Fast Food. 15 Decemebr 2012.  
[www.livestrong.com](http://www.livestrong.com)

# Argument: Stage Ten (Grade 6)

## Argument Essay about a Topic

### Content and Organization

#### Introduction

B: Background  
A: Argument

#### Body

T: Transition  
R: Reason  
E: Evidence  
E: Explain

#### Conclusion

C: Conclusion  
R: Reflection

### Sentences

Different Sentence Beginnings and Important Words (Domain-Specific)

Expand Sentences

Effective and Accurate Word Choices:

Nouns (precise, specific nouns)

Adjectives (modify important nouns)

Figurative Language (images pop)

Verbs (tell how action is performed)


Transitions (appropriately clarify the relationships among ideas and concepts.)

Linking Words: Words, phrases and clauses to clarify the relationships among claim(s) and reasons.

### Mechanics

Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.

## Organizer

**B =**  Something amazing is coming! The 21<sup>st</sup> Century but same archaic tools are used for preparing the future. Budget problems and no training hinders classrooms from reaching the future.

**A =** Cell phones are valuable educational tools. 1. Save money, 2. increase teaching time, and 3. increase parent participation.

**T:** The first benefit

**R:** educator's pocketbooks

**E:** Merriam-Webster's website, the average cost of a hardback dictionary is slightly over \$20<sup>00</sup>.

C+R research, 22 percent of young children and 60 percent of tweens own a cell phone.

**E:** Cell phones have aps for dictionaries, thesauri, calculators, and so much more.

Updates keep cell phones up-to-date while paper tools become filled with out-of-date info.

**T:** While monetary costs compelling

**R:** increase instructional minutes

The Journal of Educational Research, E: Leonard states, "Limiting the number of intrusions into the classroom setting is essentially protecting the learning environment from potential negative effects of the supporting environment."

TESOL journal, Weschler and Pitts found "Our students could look up words 23% faster with electronic devices."

**E:** Decrease lost time when students need to get up and get learning tools. Also avoid behaviors problems. Cell phones are small and can be stored in desk to quickly retrieve.

**T:** The most exciting and convincing reason

**R:** home-school partnerships.

**E:** New Common Core State Standards "Technology allows for 24/7 access to information, constant social interaction, and easily spread digital content."

**E:** Parents can easily access digital information.

Blogs can be used to communicate with teacher.

Paper assignments easily lost and don't come with easy access to the teacher or sites to assist parents.

**C = Conclusion** All teachers should promote cell phones as a valuable learning aide, to increase learning time, and parent partnerships.

**S = Snappy Ending** Don't go backwards, leap forward into the future. Become classrooms that prepare students for <sup>\*\*</sup>21<sup>st</sup> Century, not the 20<sup>th</sup> century.

# Argument: Stage Ten

## Sample Writing

### Cell Phones in the Classroom

The 21st Century is coming! No, wait! Believe it or not, that time is now. Yet, walk into classrooms across America and students are using the same archaic tools to prepare for their futures. Budget problems and lack of professional development hinder classrooms from operating like futuristic learning centers. A simple and effective solution to this problem comes in a small package. Cell phones are valuable educational tools. These amazing devices will save teachers money, increase their teaching time, and develop home-school partnerships.

The first benefit immediately affects educators' pocketbooks. Most teachers spend a great deal of personal funds purchasing learning aides and tools for their students. According to the Merriam-Websters' website, the average cost of a hardback dictionary is slightly over twenty-dollars. To equip one class set of the necessary reference tools (thesaurus, atlas, etc.) exceeds hundreds of dollars, possibly closer to one-thousand dollars. These are essential resources every student utilizes on a daily basis. Yet, many classrooms lack these aides or have out-of-date copies. The cell phone, on the other hand, includes these common resources as well as calculators, and the internet. Imagine students utilizing the most up-to-date learning tools every year with no monetary cost to the teacher. Teachers don't need to imagine because the tools are already available. According to the marketing company C&R Research, "...22 percent of young children (ages 6 to 9) own a cell phone and 60 percent of tweens (ages 10 to 14) own a cell phone." These devices, not only provide students with learning aides, but also supply instant updates. This is a must for every twenty-first century. Without this modern tool in the classroom, students are forced to utilize out-of-date materials, or educators will need to fork-out big bucks to stock their classrooms with more current editions.

While the monetary costs are compelling, the increase in instructional minutes is a cogent reason for this tool. The time students waste retrieving reference tools and other aides is alarming. As a matter fact, in *The Journal of Educational Research*, author Lawrence Leonard states "Limiting the number of intrusions into the classroom setting is essentially protecting the learning environment from potential negative effects of the supporting environment." Cell phones are hand held devices easily stored in student's desks. These tools will virtually eliminate the wasted time students spend to retrieve resources from book shelves. Another time



## Argument: Stage Ten

### Sample Writing

saver is the phone itself. In a TESL journal publication, authors Weschler and Pitts conducted an experiment to measure the differences between paper dictionaries and electronic dictionaries. They reported, "Our students could look up words about 23% faster with electronic dictionaries." This tool provides every teacher with more instructional time and less hassles from transitions.

The most exciting and convincing reason for cell phones is the home-school partnerships they will build. National researcher and advisor, Tanya Roscorla reports, "In English language arts, the standards call for students to use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others. This includes writing blog posts and commenting on blogs..." Parents will be thrilled to access digital information and communicate via classroom blogs eliminating the hassles and confusions caused by paper assignments. Parents and teachers can easily partner in the education of their students.

All teachers should promote cell phones as valuable learning aides to increase learning time and home-school connections. The time is now to take advantage of this valuable tool that most students already own. Don't take baby steps into 21st Century learning. Instead, soar through the process with these valuable tools.

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