

Giving Second Graders the Write Skills

Grade Level: 2nd Grade

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Length of Unit: Ten one hour lessons – or (suggested) 20 – 40 minute lessons divided where noted in the procedures

I. ABSTRACT

Using the Step Up to Writing model developed by Maureen Auman and select elements of Six Trait Writing, students will be taken through the process of writing a paragraph. Skills are broken down into small parts, and each part is mastered before moving on to the next. Through continued assessments that go beyond the end of this unit, students will become confident in their abilities as writers and will be more prepared for the state mandated writing assessment they will be required to take in the 3rd grade.

II. OVERVIEW

A. Concept Objectives

1. Students develop an awareness of writing for a specific purpose and audience.
2. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
3. Students develop an awareness of organization and planning skills that allow them to create an effective written product.

B. Content from the *Core Knowledge Sequence*

1. Writing, p. 43

C. Skill Objectives

1. Students will learn to improve simple sentences by adding adjectives, adverbs, and prepositions to create a sentence that is more expressive.
2. Students will understand how to prepare a paragraph outline for a given topic.
3. Students will understand the relationship between the topic, ideas, and details of an outline by using color-coding.
4. Students will recognize the organization of topic, ideas, and details in a paragraph with or without color-coded help.
5. Students will be able to produce topic sentences that effectively communicate the topic of a paragraph.
6. Students will be able to choose meaningful ideas to support their topic and write about them in an interesting way.
7. Students will recognize and be able to produce effective details that add interest and depth to a paragraph.
8. Students will demonstrate an ability to produce effective endings to a paragraph.
9. Students will learn some common ways of revising their paragraphs to make them more effective.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Six Trait Writing
2. Step Up to Writing, Maureen Auman
3. Step Up to Writing – 101 Reproducibles for Beginner Writers, Maureen Auman

B. For Students

1. An understanding of basic sentence structure and conventions.

IV. RESOURCES

- A. Step Up to Writing by Maureen Auman
- B. Step Up to Writing, 101 Reproducibles for Beginner Writers, by Maureen Auman
- C. Appendices A-Z

V. LESSONS

Lesson One: Improve a Sentence

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - 2. Lesson Content
 - a. Improving the basic sentence.
 - 3. Skill Objective(s)
 - a. The students will learn to improve simple sentences by adding adjectives, adverbs, and prepositions to create a sentence that is more expressive.
- B. *Materials*
 - 1. An overhead of the improved sentences (Appendix A1)
 - 2. Copies (double-sided) of Appendix A1 for each student
 - 3. A copy for each student of Appendix B – sample sentences of show vs. tell
 - 4. One copy for the teacher of Appendix C – ideas for sentences to improve
 - 5. Notebook paper for each student
 - 6. One copy of Appendix A2 for the teacher's reference
 - 7. An overhead projector
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
 - 1. *At some point before the first lesson, give the students the assignment to write a paragraph about "What I Did Over My Summer Break." This will act as a baseline for you to see what they do or do not know about writing paragraphs and show you their improvement at the end of the year.*
 - 2. Review (on the board) simple sentence structure.
 - a. Capital letters, periods, subject, verb, and makes sense
 - 3. Model improving a sentence on an overhead of the sentence improvement sheet (Appendix A1).
 - a. Begin with a simple sentence from Appendix C, series 1.
 - b. Add adjectives.
 - c. Add adverbs.
 - d. Add prepositional phrase.
 - e. Change the order of sentence.
 - 4. Pass out double-sided copies of Appendix A1 to each student and do a second sentence together as a large group. Call on students for ideas on how to improve it.
 - 5. On the back, let the students improve a third simple sentence on their own. When finished – let them share their final sentences with the group.
 - 6. Model improving a sentence without Appendix A.
 - a. Do it in one shot, not step by step (simple sentence → final improved sentence).

7. Pass out notebook paper to each child. Pick a new simple sentence and let children do it together as a group activity. They will write the improved sentence on their paper.
8. Write a simple sentence on the board and let them improve it individually, then, share their final sentence with the group.
9. Increase the value of a sentence by giving it a monetary value of 5 cents per word. Encourage the students to write sentences worth a set value. (for example: a \$.50 sentence)
 - a. “The cat slept.” (\$.15) improves to “The tiny white kitten slept comfortably in the laundry basket.” (\$.50)
 - b. Practice this a variety of times with different simple sentences on their notebook paper until they are comfortable with it.
10. When previous improvements are mastered, begin series 2 sentences (Appendix C), which are more consistent with what they may write in a paragraph.
 - a. Model it first. Do as a group next. Finally, do individually.
 - i. For example: “She is nice.” \$.15 improves to “My mom is the nicest mom in the world because she always fixes me an after school snack of cookies and milk.” \$1.10.
 - ii. “I like Thanksgiving.” \$.15 becomes “I like Thanksgiving because it is a chance for my whole family to get together and really stuff ourselves.” \$.95.

STOP HERE FOR A 40 MINUTE LESSON

11. Share Appendix B with the students (they each get their own copy) and discuss the differences between sentences that tell and sentences that show.
12. Practice changing sentences that tell to sentences that show on their notebook paper. Use Series 3 on Appendix C.
 - a. Example: John went home. (tells)
 - b. John put on his helmet and carefully steered his bike down the driveway of his best friend Dennis’ house and onto the dirt road that led to his own cozy little home. (shows)
 - c. Communicate to the students that one way to improve a sentence is by making it into three descriptive sentences.
13. Improving a sentence is a skill that needs to be continually developed throughout the rest of the year. On a nightly basis from this point on, give the children a simple sentence and have them improve it and give it a monetary value.
 - a. My students have a spiral that is specifically used for this purpose. They improve the sentence in their spiral and leave it open on their desk for me to check after they have gone home. The best examples are marked with a star, and the students are able to read them out loud to their classmates at a later time.

E. *Assessment/Evaluation*

1. Collect the notebook paper they have been working on and use it as an assessment. The dollar value of each sentence will help you determine whether they have mastered this skill. \$.25 sentences need more work, but \$.50+ on a regular basis shows sufficient improvement.
2. The nightly exercise in their spiral is a daily assessment of this skill.
3. If the children are not developing in this skill, take some extra time before going to the next lesson to continue in this exercise. Don’t be too tough with regard to this. It is a skill that will continue to develop over the course of the year with the nightly exercise being a key part. Check Step Up to Writing – 101 Reproducibles for Beginner Writers, pages 6 and 7.

Lesson Two: Learning to Organize

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students develop an awareness of organization and planning skills that allow them to create an effective written product.
2. Lesson Content
 - a. Organizing ideas for a paragraph
3. Skill Objective(s)
 - a. Students will understand how to prepare a paragraph outline for a given topic.
 - b. Students will understand the relationship between the topic, ideas, and details of an outline by using color-coding.

B. *Materials*

1. Overheads of Appendix D and E
2. Overhead pens – green, yellow, red, black
3. Green, red, and yellow colored pencils for each of the children
4. Copies of Appendix D and E for each of the children
5. A sheet of notebook paper for every child
6. An overhead copy of a sheet of notebook paper
7. An overhead projector

C. *Key Vocabulary*

1. Paragraph – a group of sentences organized to tell about one subject
2. Topic – the subject of a paragraph; what it is talking about
3. Supporting Ideas – the main ideas in a paragraph that tell about the topic
4. Details – the extra things you say that tell about the supporting ideas: who, what, where, when, and why
5. Outline – the plan you make for writing your paragraph; it has the topic, supporting ideas, and details writing as 1-3 word ideas
6. Color-code – to mark something with a color to show us what it means

D. *Procedures/Activities*

1. Introduce the vocabulary you will be talking about.
2. Pass out Appendix D to all the students.
 - a. You should have your overhead and colored pens ready.
3. Read the instructions out loud with your students.
 - a. Note that the topic is in all capital letters and the ideas are in italics.
4. Color code with the students #1 and #2.
 - a. Topic – green, ideas - yellow
5. Discuss the relationship between the topic and ideas.
6. Look at #3 together and brainstorm with the students about what would be good ideas to talk about in the paragraph about School Subjects. Color code together.
7. On #4 let them try individually to list ideas and color code. They can share their answers with the group afterward as you write them on your overhead. Color-code the overhead so they can check their work.
8. #5 – brainstorm as a class and do together, color-coding also.
9. #6 – let them try on their own to write ideas and color code. They can share their answers afterward. Write them onto the overhead so students can check their work.

STOP HERE FOR A 40 MINUTE LESSON.

10. Pass out copies of Appendix E to all the students. It is two pages long.

- a. You should have your overhead copy and pens ready.
11. Read the instructions at the top aloud to your students.
 - a. Note that the details are in bold print.
12. Review the color-coding with the students.
 - a. Topic – green, ideas – yellow, details – red
13. Color code #1 with the students.
 - a. Let them tell you as a group what color to do and then do it.
14. Let them color-code #2 on their own.
15. Next do #2 together on the overhead so they can check their work.
16. Discuss the relationship between the topic, ideas, and details with the students.
17. Read the instructions at the bottom of the page together.
18. Brainstorm to try and find interesting details about the ideas listed.
19. Color-code all your ideas once they are written in.
20. Let the students try to do #4 on their own and color code it.
21. Go over it together writing it on the overhead and color coding so they can check their work.
 - a. Emphasize that there is no right answer – the variety of different responses should be encouraged among the students. Not all paragraphs about the same subject will be the same.
22. Turn to page 2 of Appendix E and read instructions to the students.
23. Do #5 together, taking their ideas (yellows) first and filling in the three blanks.
24. Next, get your details (red) and write them down,
 - a. It is very important to make sure that each red (detail) is about the yellow (idea) right before it and not a completely different idea.
25. Color-code together.
26. Talk them through doing #6 on their own.
 - a. Have them color-code the lines first.
 - b. Next, have them write in all their ideas (yellow) about what their favorite snacks are.
 - c. Finally, have them write in all their details (red) about each idea (yellow).
27. Read last set of instructions to students.
 - a. This may have to wait for another lesson, but it is a good skill to start introducing now. It helps them see how the outline will help us write a paragraph later.
28. Pass out notebook paper to all students.
 - a. You should have your notebook paper overhead ready with a black overhead pen.
29. You will write a paragraph with them using outline #5 that you just did together.
 - a. You will have to do the topic sentence for them. Ex. Although there are many exciting things to do at school, there are three things that really make school fun. They should copy on their own paper what they see you doing on the overhead. Remember to indent and check to see that they have too.
 - b. Brainstorm for ideas for each yellow – you will have to guide them by starting them off with transition words. See lesson five if you are not familiar with these.
 - c. Encourage the children to write sentences of high \$ value – watch it, they can overdo it.

- d. Check to be sure that all the ideas support the topic and that all the details support their ideas. Discuss it as you watch for it. It is an important concept to be reinforced constantly throughout the unit.
 - 30. Let the students go back and color code their paragraph if time permits.
 - 31. If the students are strong on writing their ideas and details in the outline—continue to the next lesson. If not, offer them new topics and give them more opportunities to practice this skill before they move to the next lesson. If they are strong there, but weak on the paragraph writing, continue. We were only introducing that skill, to be emphasized later.
- E. *Assessment/Evaluation*
- 1. Assessment is made as you move around the classroom while they are working independently. Check their answers for #4 and #6. If their details support their ideas, and their ideas support the topic – they have mastered it. If multiple students are struggling, make up more topics and let them practice that skill. Ensure mastery before moving on to the next lesson.

Lesson Three: The Plan Within the Paragraph

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students develop an awareness of organization and planning skills that allows them to create an effective written product.
 - 2. Lesson Content
 - a. Recognizing the organization in a paragraph
 - 3. Skill Objective(s)
 - a. Students will recognize the organization of topic, ideas, and details in a paragraph with or without color-coded help.
- B. *Materials*
- 1. An overhead copy of Appendix F
 - 2. Appendices F1 and F10 need to be copied onto green paper, laminated, and cut into enough strips for each student to have one
 - 3. Appendices F2, F4, F6, and F8 need to be copied onto yellow paper, laminated, and cut into enough strips for each student to have one of each
 - 4. Appendices F3, F5, F7, and F9 need to be copied onto red paper, laminated, and cut into enough strips for each student to have one of each
 - 5. An envelope for each student containing the strips that were cut from F1-F10. This will be referred to as the color-coded strip paragraph
 - 6. Appendix F, one for each student – laminated, cut into strips and put into an envelope out of order
 - 7. Appendix G, one for each student – not laminated, cut into strips and put into an envelope out of order
 - 8. An 8 ½" X 11" piece of paper for each student
 - 9. A glue stick for each student
 - 10. A green, yellow, and red colored pencil for each child
 - 11. An overhead projector
 - 12. Copy of Appendix C
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
- 1. Pass out the envelopes of the color-coded strip-paragraph to each child.
 - 2. Explain that the paragraph has gotten all mixed up, and we need to put it in order.
 - 3. See if the children can determine how the colors might help us put this in order.

4. Have them organize their yellows first. Point out the fact that all the yellows have a transition word followed by a comma at the very beginning. If they read those carefully, they may be able to determine the order of the yellows by those words. Are there any other clues? (chronological)
 5. Have them read through the reds to determine for which yellow it is a detail.
 6. Lastly, have them look at the greens – let them know that the first sentence of a paragraph is indented. Read them carefully to determine which is the first sentence and which is the last.
 7. When they have put them all in order, you can read your original as they check their work.
 - a. Don't make a big deal if their 2nd and 3rd yellows and reds are flip-flopped. The transition words do not make it undeniably clear, but it is a teaching moment for the concept of fluency and chronological order in a paragraph. Take advantage of the moment.
 8. If they made any mistakes, let them fix them, then collect the full envelopes again.
 9. This time, pass out an envelope of the same paragraph only in white.
 - a. Remind them of the trick for recognizing the yellows (transition words).
 - b. They can use their colored pencils to tag each sentence as they determine the color-coding.
 10. Let the children try independently to put these in order once again.
 11. After a sufficient amount of time, stop them, put a copy of Appendix F on the overhead and read Appendix F to them so they can check their work.
 12. Give them a chance to correct their work, then collect the strip-paragraphs in their envelopes.
 13. If you didn't stop, go to the next step. If you stopped, redo the last exercise as a review before going on.
 14. Pass out strip-paragraph of Appendix G to each child (in an envelope).
 15. Pass out a piece of 8 ½" X 11" paper for each child.
 16. When the children are completely finished determining the proper order of their paragraphs, they may begin to glue the pieces on the 8 ½" X 11" piece of paper they were given.
 17. These should be collected at the end of class time and used as an assessment.
 18. If there is extra time, practice improving sentences. Use Appendix C for ideas.
- E. *Assessment/Evaluation*
1. The collected paragraph will be the assessment. The 2nd and 3rd yellows and reds could be interchangeable (order).
 - a. If mastery is not achieved, continue to teach this. If they can't recognize it, they will not be able to produce it. Step Up to Writing pages 3-73 through 3-78 have more samples of strip paragraphs that may be used. Page 2-33 has an organizational game that could be used to practice producing an outline.

Lesson Four: The Topic Sentence

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

2. Lesson Content
 - a. Producing Topic Sentences
 3. Skill Objective(s)
 - a. Produce topic sentences that effectively communicate the topic of a paragraph.
- B. *Materials*
1. Copies of Appendix H (three pages) for each student
 2. Appendix L for each student – color-coded and laminated for their continued use throughout the year
 - a. For 25 students - Make 25 copies of Appendix L onto green paper. Make 25 copies of Appendix L on yellow paper. With a paper cutter, (only with the yellow copies) cut off the top and bottom sections leaving only the section marked Transitions in yellow. Glue this to the middle of the green copies and then laminate. Your final product should be striped: green on top, yellow in the middle, and green on the bottom. We refer to this as our “cheat sheet”, and the children will rely on it for a while to help them through some of the new things they are learning.
 3. Overhead copies for the teacher of Appendix H (three pages)
 4. Overhead pens
 5. Overhead of a piece of notebook paper
 6. Red, yellow, and green colored pencils for each student
 7. Students need their “cheat sheets”
- C. *Key Vocabulary*
1. Topic Sentence – the first sentence in a paragraph; it tells what the paragraph is going to be about
 2. Power Statement (PS)– a type of topic sentence that uses a number word
 3. Number Words – words that show an amount, ex. two, many, few, several
 4. Occasion Position Statement (OP) – a two part sentence that can usually be recognized by both its rhythm and key starting words such as; although, when, if, while; the topic is found in the second part of the sentence
- D. *Procedures/Activities*
1. Pass out Appendix H to all the children and appendix L for later reference.
 2. Discuss what a topic sentence is (see vocabulary) then...
 - a. “If a paragraph was about healthy food, what would the topic sentence talk about?” Vary this and continue to ask until they show mastery.
 3. Read top instructions to the class.
 4. Do # 1 together as a group matching it to its appropriate outline. Mark on overhead.
 5. Let them do #2 – check it as a group. Mark on overhead.
 6. Let them do #3 and #4 – check it as a group. Mark on overhead.
 7. Read instructions to the class.
 8. Discuss the definition of Power Statement and what a number word is.
 - a. If a number word is specific i.e. two, three, ten, it should be consistent with the number of ideas (yellows) for that paragraph.
 - b. Make note of how that applies on #1,2,and 3 at the top. (If they ask, #4 is a different type of sentence and does not need a number word.)
 9. Tell them that the important words end up being most of the words in the topic – that’s why it is called a topic sentence.
 - a. This is an important habit to start now or they will begin talking about their ideas (yellow) and details (red) in that sentence before you know it.

10. Look at #5 together noting the important words and the number word in the topic sentence. Reinforce that this is called a power statement because it has a number word.
 11. Do #6 & #7 together – asking for help from the students. Take a variety of ideas before writing one down. If one is offered with no number word – correct it immediately but praise what was good about it.
 12. Verify with the children that your final topic sentence has a number word and the important words from the topic.
 13. Let the students try #8 on their own.
 14. Call on students who want to share their responses with the class.
 - a. You should be looking over shoulders to assess their understanding of this, and guiding where needed.
 15. Mark your overhead with the correct answers.
- STOP HERE FOR A 40 MINUTE LESSON.**
16. Read instructions from page 3, Appendix H with the students.
 17. Let them know this is a more difficult type of sentence and is very impressive in a paragraph.
 18. Discuss the two parts of this and where you will find the topic.
 19. Do #9 together – noting the instructions underneath.
 - a. Exaggerate your pause at the comma when reading it so that the students will be able to recognize a rhythm in the words. Do the same with each OP you come across in the future until they get really good at recognizing these.
 20. Do #10 together – mark your overhead.
 - a. You will have to look in the first part of the sentence for a little piece of the topic.
 - b. Note that OP's can have a number word but it is not required. (i.e. many)
 21. If they are comfortable, let them try #11 on their own.
 22. Mark your overhead so they can check their work.
 23. Do #12 & #13 together – accept a variety of responses before you write one on the overhead.
 24. Let them try #14 on their own.
 25. Students share responses and you mark the overhead after a variety of ideas are shared.
 26. Students and teachers use OP's often throughout the day. Make it a contest to try and catch them by listening for the key starter words and the rhythm.
 27. Look at the “cheat sheet” (Appendix L) together for the examples and key starter words.

E. *Assessment/Evaluation*

1. All the work that they did independently can be used as an assessment.
 - a. They should be able to recognize the difference between an OP and a power statement.
 - b. They should know that a topic sentence is about the topic and must have those important words.
 - c. They should have beginning skills in producing two types of topic sentences.
2. If they are not mastering the material, spend more time doing similar exercises until they are more comfortable. The daily exercises after science and history will help.
3. Step Up to Writing page 2-43 give more info on OP's and page 2-44 gives examples on power statements.

Lesson Five: The Topic Sentence

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Producing Topic Sentences
3. Skill Objective(s)
 - a. Produce topic sentences that effectively communicate the topic of a paragraph.

B. *Materials*

1. Copies of Appendices I, J, and K for each student
2. Two pieces of notebook paper for each child
3. Overhead copies for the teacher of I, J, and K
4. Overhead pens
5. Overhead of a piece of notebook paper
6. Red, yellow, and green colored pencils for each student
7. An overhead projector
8. Students need their “cheat sheets”

C. *Key Vocabulary*

1. Indent – to start the first sentence of a paragraph a little farther in to the right than the rest of the sentences

D. *Procedures/Activities*

1. If this is the same day – keep going. If this is a new day, review what OP’s and Power Statements are and get some examples from the class.
2. Pass out Appendix I to all the students.
3. Read the instructions to them.
4. Do #1 and #2 together – marking the overhead as you go.
5. Let them try #3 – check together and mark your overhead.
6. Let them try #4 – check together and mark your overhead.
7. Collect.
8. Pass out Appendix J to each child.
 - a. You have your overhead ready.
9. For “Harmful Insects” – do together.
 - a. Do yellows first then fill in your reds.
10. Pass out notebook paper to each child.
11. Take examples from the students of possible power statements – after a variety, write one on your overhead of notebook paper. They should copy it onto theirs.
12. Have students take out their “cheat sheets” and review the rhythm and key words that will help them come up with an OP.
13. Take examples of OP’s from the students, correcting only the gross errors and after a variety, write one on your overhead. They should copy it onto theirs.
14. Back to Appendix J – let them do the outline for Christmas on their own.
 - a. Yellows first then reds.
15. Go over outlines together – mark your overhead with one possibility emphasizing that there is not one right answer to this.
16. Let students do their power statement alone.
17. Check them together by having students share with the class.

18. Let students do their OP's alone (remind them of the key words and have them use their "cheat sheet" for help).
 19. Check them together by having students share with the class.
 20. Collect.
- STOP HERE FOR A 40 MINUTE LESSON.**
21. Pass out Appendix K to students (you have overhead) and be sure they have their red, yellow, and green colored pencils.
 22. Have them color-code the paragraph with minimal assistance.
 23. Let them check their work by you doing it on your overhead.
 24. Pass out a piece of notebook paper to each child.
 25. Read over the instructions that tell the children how to improve this.
 26. Improve as a class.
 - a. Only mark your overhead after you have received a variety of responses from the class.
 27. From this point on, after a history or science lesson, have the class come up with possible OP's and power statements for each lesson (as if they were going to write a paragraph). It ensures their understanding of their history or science content and exercises that topic sentence muscle as well.
- E. *Assessment/Evaluation*
1. The work they did independently on #14 will act as an assessment.
 2. A continual assessment of this skill on a regular basis can be given outside of writing class. Try closing a science or history lesson with a quick review and the assignment of writing a topic sentence about what they've learned.

Lesson Six: Begin With Ideas

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Developing sub-topics/ ideas that support a topic
 3. Skill Objective(s)
 - a. Students will be able to choose meaningful ideas to support their topic and write about them in an interesting way.
- B. *Materials*
1. Green, yellow and red colored pencils for each student
 2. Copied of Appendix M for each student
 3. A piece of notebook paper for each student
 4. An overhead of Appendix M for the teacher
 5. Overhead pens
 6. An overhead projector
 7. Students need their "cheat sheets"
 8. Copies of Appendix Q and R enough for the number of students represented
 9. Optional: A binder to house copies of Appendix R for each student
 10. Appendix S for teacher reference
- C. *Key Vocabulary*
1. Power out – reading a paragraph and determining what the original outline must have been by reading each sentence for a main idea

- D. *Procedures/Activities*
1. Pass out Appendix M to each of the students (your overhead copy is ready).
 2. Read the top instructions together.
 3. Let the students reference their “cheat sheets.”
 - a. The yellow section is about the transitions.
 - b. Note the different options for using transitions – these are options, but you can vary them. In the beginning they like being told what to use. Later as they are more comfortable, they will begin to vary it a little.
 - c. Other options for transitions can be found on page 2-65 of the Step Up to Writing book.
 4. Look at paragraph #1 on Appendix M together.
 5. Have them color-code it independently with minimal guidance.
 6. Discuss the use of transition words to let a reader know that an important idea is coming.
 7. Have them circle all the transition words.
 8. Check the work together – marking your overhead in green, yellow and red.
 9. Read through the instructions on powering out a paragraph together.
 10. Pick out the main idea of the first yellow sentence and mark it on the first blank together.
 11. Let them try to do the second and third on their own.
 12. Check their work and mark the overhead.
 13. Read paragraph #2 aloud to the students.
 14. Have them color-code it independently.
 15. Check their work by marking the overhead in green, yellow, and red pen.
 16. If extra time, practice improving sentences. (Students will need this sheet for the next exercise, so do not throw it away or file.)
- STOP HERE FOR A 40 MINUTE LESSON**
17. Pass out one sheet of notebook paper to each of the students.
 18. Be sure each student has his copy of Appendix M.
 19. Reread paragraph #2 and the instructions that follow it. Discuss ways to improve it.
 - a. Tell where on the body the parts are located.
 - b. Tell what types of things are located on that body part.
 20. Improve it orally together.
 21. Reread paragraph #1 together and discuss ways to improve it.
 - a. Tell what they look like.
 - b. Tell about their character i.e. sweet, messy, mischievous
 22. Let the students rewrite it and improve the ideas (yellows) on their own.
 - a. They can leave the topic sentence and concluding sentence alone.
 22. Collect the paragraphs and use the rubric offered in Appendix Q to grade it.
- E. *Assessment/Evaluation*
1. The collected paragraphs will assess their conventions and ability to improve a sentence.
 2. Use the rubric in Appendix Q to grade it.
 - a. The 5, 4, 3, 2, 1 points from Consistently to Seldom apply more to the mechanics.
 - b. Though it’s not written - Consistently to Seldom becomes more of a matter of how effective the sentence was for the technical part of it.
 - i. A very effective topic sentence would be worth 5 points. A 1 point would probably not even mention the topic in it.

- ii. The fact that they have a transition word and it makes sense in its placement would be a 5. If their final transition word was “first,” it would be 2.
 - iii. Give no value to the topic sentence and concluding sentence on the rubric since it is not their work.
- 3. For long term assessing, use Appendix R.
 - a. I have a three ring binder of these (one for each child in my class) that I’ve organized in alphabetical order.
 - b. After using the rubric to grade a paragraph, transfer the information from the mechanics section of the rubric to Appendix R.
 - i. Each column is used for a different paragraph
 - c. I use this sheet to analyze over time the students’ strengths and weaknesses and to help me at report card time in giving grades for the different topics mentioned on this sheet.
 - d. See Appendix S for a filled out copy of one student’s work.
- 4. If students are not showing mastery on the skills taught in this lesson, spend more time teaching the skills before moving on.

Lesson Seven: Put Your Ideas in Writing

A. Daily Objectives

- 1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students develop an awareness of organization and planning skills that allow them to create an effective written product.
- 2. Lesson Content
 - a. Writing with your ideas
- 3. Skill Objective(s)
 - a. Students will be able to choose meaningful ideas to support a topic and write about them in an interesting way.

B. Materials

- 1. Copies of Appendix N (two pages) for each student (double-sided copies are good)
- 2. Overhead copies of Appendix N (two pages) for the teacher
- 3. Overhead projector
- 4. Overhead pens
- 5. Binder of long term assessment form (Appendix R)
- 6. Copies of grading rubric to grade each paragraph
- 7. Students’ green and yellow “cheat sheets”

C. Key Vocabulary

- 1. Framed paragraph – a paragraph that is already partially written needing only to have sections filled in

D. Procedures/Activities

- 1. Pass out Appendix N (two pages) to each student.
 - a. You have your overhead ready.
- 2. Read the instructions with your students.
- 3. Remind them that this is the one you improved orally as a class during the last lesson.
- 4. Have them plan their outline at the bottom of the page.

5. Check together and mark on overhead.
6. Have them circle each transition word before they start and remind them that it is the first word in the sentence so they are not to capitalize what comes next.
7. Let them complete the sentences.
8. Have students share their sentences with the class.
 - a. First, have approximately five share their first.
 - b. Next, have approximately five share their second.
 - c. Finally, have approximately five share their third.
9. If there is still time, practice writing both types of topic sentences.

STOP HERE FOR A 40 MINUTE LESSON

10. Start a new lesson by reviewing topic sentences and how to write both types.
 - a. Do some basic practice exercises giving them basic topics to write about.
 - b. Don't spend much time on this.
11. Read the instructions for page 2 of Appendix N with the students.
12. Have the students write their ideas (yellow) into the outline at the bottom of the page.
13. Have the students begin their framed paragraph with an appropriate topic sentence and then finish the rest of the paragraph.
14. If time permits, have them copy this paragraph onto a separate sheet of paper for practice with paragraph format (indenting etc.)
 - a. If there is not enough time, accept the framed version of the paragraph.
15. Collect the paragraphs.
16. Grade according to the rubric of Appendix Q.
17. Transfer grading to Appendix R for long term assessing.

E. *Assessment/Evaluation*

1. The collected paragraphs will assess their conventions and ability to improve a sentence.
2. If the students are not showing mastery of this, stop and spend more time on these skills before moving on.

Lesson Eight: Adding Details

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students develop an awareness of organization and planning skills that allow them to create an effective written product.
2. Lesson Content
 - a. Producing details that will add interest to a paragraph.
3. Skill Objective(s)
 - a. Students will recognize and be able to produce effective details that add interest and depth to a paragraph.

B. *Materials*

1. Copies of Appendix O for each child
2. An overhead of Appendix O for the teacher
3. Green, yellow, and red colored pencils for each student
4. Green, yellow, and red overhead pens for the teacher
5. Copies of Appendix P for each child

6. An overhead of Appendix P for the teacher
 7. An overhead projector
 8. Sheet of notebook paper for each child
 9. Overhead copy of notebook paper
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Pass out Appendix O to the students.
 - a. Your overhead copy is ready.
 2. Read the instruction on Appendix O to the students.
 - a. Emphasize that some have more than one red and that they really need to watch for those transition words to determine which sentences are yellows.
 3. Have students color-code 1st paragraph independently.
 4. Check their work by marking the overhead.
 5. Have students color-code 2nd paragraph independently.
 6. Check their work by marking the overhead.
 7. Discuss as a group which paragraph was better and why.
 - a. Did more reds make it more interesting?
 8. Collect.
 9. Pass out Appendix P to each student.
 - a. Your overhead is ready.
 10. Read instructions with them.
 11. Have the students do Favorite Foods independently.
 - a. Prompt yellow first, then red.
 12. Correct work together by marking overhead.
 13. Do Pets as a class.
 - a. Notice the variation in the outline.
 - b. Get responses from students through brainstorming then mark on overhead as they mark on their paper.
 14. Do My Best Vacation as a group by brainstorming.
 - a. Watch that the reds are always details about the yellow and not new ideas themselves.
 - b. Mark responses onto overhead as students mark their paper.
 15. Have students do My Best Friend independently.
 16. Check work by having students share their ideas.
 - a. After a variety of responses, write some down on your overhead.
 17. Students will need to use Appendix P in the next exercise.
- STOP HERE FOR A 40 MINUTE LESSON**
18. Pass out a sheet of notebook paper to each child.
 - a. Your overhead of this should be ready.
 19. As a group exercise, write a paragraph about Favorite Foods.
 - a. They write on their paper, and you do it on the overhead.
 - b. Focus on making each sentence interesting.
 - c. Be sure that reds are details about the yellows and not completely new ideas.
 - d. You model writing a concluding sentence (see Lesson Nine).
 20. Collect paragraphs.
 - a. Students will need their completed copy of Appendix P for the next lesson.

- E. *Assessment/Evaluation*
1. All work done independently is an assessment.
 2. They should be able to do outlines in a variety of formats and have valid ideas and details for each.
 - a. If they can't, make up more for them to practice on.
 3. They should be able to recognize ideas and details in a paragraph and color-code them.
 - a. There are extra copies of paragraphs to color-code on pages 2-70 and 2-71 in the Step Up to Writing notebook.

Lesson Nine: Put the Details in Writing

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students develop an awareness of organization and planning skills that allows them to create an effective written product.
 2. Lesson Content
 - a. Writing your paragraph with details
 3. Skill Objective(s)
 - a. Students will recognize and be able to produce effective details that add interest and depth to a paragraph.
- B. *Materials*
1. Students need their completed copy of Appendix P
 2. Green and yellow “cheat sheets” for each student
 3. Two sheets of notebook paper for each student
 4. An overhead copy of a piece of notebook paper
 5. An overhead projector
 6. Overhead pens
 7. An overhead of Appendix P
 8. Copies of Appendix T (rubric with details), one for each student
 9. Binder containing long term assessment sheets
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Ensure that each child has a copy of his completed Appendix P.
 2. Pass out a piece of notebook paper to each child.
 3. Using the overhead of Appendix P, ensure that all the students have the same ideas and details for Pets.
 4. Using the Pets outline, write a paragraph as a group – brainstorm.
 - a. Use the “cheat sheets” to help.
 5. Spend some time discussing how to check your work before handing it in.
 - a. Things to check:
 - i. Does my topic sentence have the important words from the topic in it?
 - a) If it is a power statement – does it have a number word?
 - b) If it is an OP – does it have a key starter word and a comma?
 - ii. Are my ideas (yellows) about my topic?

- iii. Are my details (reds) about my ideas (yellows)?
 - iv. Are my sentences interesting? Can I improve them?
6. They will need their Appendix P for the next part.

STOP HERE FOR A 40 MINUTE LESSON

7. Pass out notebook paper to each student.
8. Ensure everyone has a copy of his or her Appendix P.
9. Have the students choose from either My Best Vacation or My Best Friend and write a paragraph.
 - a. Don't worry about concluding sentences.
10. As this will be an assessment, try to keep help limited to spelling questions.

E. *Assessment/Evaluation*

1. The final paragraph is the assessment.
2. Use the rubric from Appendix T.
 - a. As a basic rule – each idea, transition word, and detail is worth up to 5 points. Don't get flustered when the technical side of the rubric does not match up with the format of their outline. Rather than develop unlimited rubrics to account for this, I just adjust Appendix T as I go. Don't forget to adjust your totals if you need to at the end.
3. Transfer the rubric values into the long-term assessment binder.
4. If at mastery, move on. If students are struggling, stop and produce exercises that will help them master the necessary skills.

Lesson Ten: The Concluding Sentence

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students develop an awareness of organization and planning skills that allow them to create an effective written product.
2. Lesson Content
 - a. Effective concluding sentences
3. Skill Objective(s)
 - a. Students will demonstrate an ability to produce effective endings to a paragraph.

B. *Materials*

1. Copies of Appendices U (two pages), V, and W (two pages) for each student
2. Copies of overheads of Appendices U (two pages), V, and W (two pages) for teacher
3. One piece of notebook paper for each student
4. Copies of Appendix T for grading rubric
5. Binder of long term assessments
6. Overhead projector
7. Overhead pens
8. Students need their "cheat sheets"

C. *Key Vocabulary*

1. Concluding sentence – a sentence that ends a paragraph; it relates back to the topic
2. Synonyms – words that mean about the same thing, ex. happy and joyful
3. Summarize – to share the main idea of your paragraph in about one sentence

4. Transition ending words – words that are used to begin a concluding sentence; they clue the reader in that this is the end, ex. Clearly.
- D. *Procedures/Activities*
1. Go over the new vocabulary with the students.
 2. Pass out Appendix U (two pages) to each of the students.
 - a. You have your overhead ready.
 3. Read the information at the top to the students.
 - a. Discuss each point in depth to ensure understanding.
 4. Read through the instructions.
 5. Read through the possible concluding sentences.
 6. Choose together which is best and circle it (on overhead too).
 - a. Discuss what made it the best concluding sentence.
 - i. Content, not length
 7. Read second set of concluding sentences.
 8. Let students choose the best and circle it independently.
 9. Check the work by marking it on the overhead.
 10. Look at page 2 of Appendix U.
 11. Read the instructions at the top together.
 12. Do the 1st sentence together.
 13. Mark the overhead with the best answer.
 14. Discuss what made it the best answer.
 - a. A more interesting sentence.
 15. Read the second set of concluding sentences to the students.
 16. Let them choose the best one on their own and circle it.
 17. Check the work together using the overhead to mark it.
 - a. Discuss what made it a better sentence.
 18. Collect Appendix U.
 19. Pass out Appendix V to each student.
 - a. Your overhead is ready.
 20. Read the beginning instructions out loud to them.
 21. Look at the example together.
 - a. Note the important words from the topic are there and the transition ending word is there.
 22. Read topic sentence #1 out loud to the students.
 - a. Determine the topic together. (2nd half of the OP)
 23. Brainstorm as a class to come up with a good concluding sentence.
 24. Write it on the overhead.
 25. Read #2 topic sentence together.
 26. Let the students come up with their own concluding sentences and write them down.
 27. Lead them in a check of their sentence.
 - a. Does it have important words from the topic?
 - b. Does it have a transition ending word?
 - c. Does it end my paragraph well by summarizing?
 28. Let the students share their answers.
 29. Collect Appendix V.
 30. Pass out Appendix W (two pages). Copy front to back.
 31. Read the top instructions to the students.
 - a. Emphasize that each paragraph should have at least one OP either as the topic sentence or as the concluding sentence.
 32. Read the next set of instructions.

33. Student should do an outline of Farm Animals.
 - a. Prompt yellow first, then red.
 - b. Note that there are only two of each – that’s okay.
34. Have students retrieve their “cheat sheets.”
35. Have them write a topic sentence for Farm Animals.
36. Give them an opportunity to share their work.
37. Have them write a concluding sentence for Farm Animals.
 - a. Remind them that one needs to be an OP.
 - b. Save this for the next lesson.

STOP HERE FOR A 40 MINUTE LESSON

38. Turn over Appendix W to side two.
39. Have students write an outline for Why I Love Winter.
 - a. Prompt yellow first, then red.
40. Have students write a topic sentence for that outline.
41. Have students write a concluding sentence for that outline.
 - a. Remember, one has to be an OP.
42. Pass out a sheet of notebook paper to each student.
43. Have the students write a paragraph using this outline and the topic sentence and concluding sentence they have already written.
 - a. Remember to indent and follow your outline.
44. Collect paragraphs and grade.
45. Transfer rubric to the long-term assessment binder.

E. Assessment/Evaluation

1. The paragraph will assess all they have learned so far about writing paragraphs.
 - a. Adjust the rubric by crossing out the third yellows and reds and adjusting your totals.
2. If at mastery, move on. If they are struggling on a point, stop and produce exercises that will help them master it before moving on.

Lesson Eleven: Changes That Will Improve Your Paragraph Even More

A. Daily Objectives

1. Concept Objective(s)
 - a. Students develop an awareness of writing for a specific purpose and audience.
 - b. Students understand how to use conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students develop an awareness of organization and planning skills that allows them to create an effective written product.
2. Lesson Content
 - a. Revising a paragraph to improve its effectiveness.
3. Skill Objective(s)
 - a. Students will learn some common ways of revising their paragraphs to make them more effective.

B. Materials

1. Copies of Appendix X (three pages) for each student
2. Copies of Appendix Y and Z for each student
3. Overheads of Appendix X and Y for the teacher
4. Overhead projector
5. Overhead pens
6. Copy of Appendix T rubric, enough for each student

7. Binder of long-term assessments
- C. *Key Vocabulary*
1. Similes – a comparison of one thing to another using the words like or as, ex.
She is as cute as a button.
 2. Revise – to change something to make it better
 3. Vary – to change or add variety
 4. Expressive writing – writing that allows you to “see” what is happening rather than just hear about it
- D. *Procedures/Activities*
1. Go over the new vocabulary with the students.
 - a. Let them know they will be learning how to revise their paragraphs in this lesson.
 2. Pass out Appendix X (three pages) to each student.
 - a. Your overhead is ready.
 3. Read the instructions at the top to the students.
 - a. This whole Appendix will be done together as a group by brainstorming.
 4. The sentence the examples come from is: It was cold. The students will be writing a similar example to practice the discussed techniques using the sentence: It was hot.
 5. Discuss the definition of similes.
 - a. A comparison of one thing to another using the words like or as.
 6. Read the example of a simile on Appendix X.
 7. As a group, write an example of a simile using “It was hot.”
 8. Write it on the overhead.
 9. Go on to Senses.
 - a. Review the five senses.
 10. Go through each sense one at a time reading the example out loud and brainstorming to write an example as a group.
 11. On page 2 of Appendix X – review the question asking words.
 - a. Who, what, where, when, why
 - b. Discuss how answering these questions within your paragraph makes it more interesting and complete.
 12. Go through each of the question words one at a time reading the example out loud and brainstorming to write an example as a group.
 13. Collect Appendix X.
- STOP HERE FOR A 40 MINUTE LESSON**
14. Pass out Appendix Y.
 - a. You have your overhead ready.
 15. Review the definition of vary.
 - a. To change or add variety.
 16. Read the top instructions to the students emphasizing the rules.
 17. Go through the examples one at a time.
 18. As a group, brainstorm to come up with your own examples for each using “It was hot.”
 - a. You are writing responses on the overhead as you go.
 19. Collect Appendix Y.
 20. Pass out Appendix Z and a sheet of notebook paper to each student.
 21. Read the instructions to the students.
 22. They will work independently to improve the paragraph on a separate sheet of paper.
 - a. Remind them to indent.

- b. Keep help limited to spelling questions.
 - 23. Collect paragraphs and grade using the rubric from Appendix T.
- E. *Assessment/Evaluation*
 - 1. The collected paragraph is an assessment of how well they are able to revise a paragraph.
 - 2. If they are not mastering this, make up more paragraphs to give them extra practice with this skill.

VI. CULMINATING ACTIVITY

- A. Have students write a paragraph (their choice of topic) that is a minimum of eight sentences long. It should have any combination of six reds and yellows.
 - 1. Ex. two yellows and four reds
- B. After this final paragraph, paragraphs should be assigned every other week to maintain their skill and even further develop it over the course of the rest of the year.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A1: Blank sentence improvement sheet
- B. Appendix A2: Sample of a sentence improvement sheet already filled in
- C. Appendix B: Sample sentences of show vs. tell
- D. Appendix C: Sheet of ideas for three types of simple sentences (series 1, 2, and 3)
- E. Appendix D: Outlines for practicing organizing paragraphs
- F. Appendix E: More outlines for color coding and practicing organizing Paragraphs (two pages)
- G. Appendix F: Answer Key for what the strip paragraph should look like (this will be color-coded as well as done on white paper)
- H. Appendix F-1: Six copies of sentence 1 from Appendix F - green
- I. Appendix F-2: Six copies of sentence 2 from Appendix F -yellow
- J. Appendix F-3: Six copies of sentence 3 from Appendix F - red
- K. Appendix F-4: Six copies of sentence 4 from Appendix F - yellow
- L. Appendix F-5: Six copies of sentence 5 from Appendix F - red
- M. Appendix F-6: Six copies of sentence 6 from Appendix F - yellow
- N. Appendix F-7: Six copies of sentence 7 from Appendix F - red
- O. Appendix F-8: Six copies of sentence 8 from Appendix F - yellow
- P. Appendix F-9: Six copies of sentence 9 from Appendix F - red
- Q. Appendix F-10: Six copies of sentence 10 from Appendix F - green
- R. Appendix G: Answer Key for what the strip paragraph should look like (this one is copied onto white only)
- S. Appendix H: Three pages – Introductions to topic sentences – OP’s and power statements
- T. Appendix I: Review of OP’s and power statements
- U. Appendix J: Writing outlines and two types of topic sentences
- V. Appendix K: Color-coding and improving a paragraph
- W. Appendix L: “Cheat Sheet” has helpful hints for all the green and yellow parts of the paragraph (laminated in green and yellow per the directions in procedures)
- X. Appendix M: Supporting ideas – improving a paragraph
- Y. Appendix N: Two pages of framed paragraphs
- Z. Appendix O: Color coding
- AA. Appendix P: Doing a variety of types of outlines for given topics
- BB. Appendix Q: Rubric for a paragraph with no reds (details)
- CC. Appendix R: Long term assessment sheet for student’s paragraph writing skills
- DD. Appendix S: Sample copy of a long-term assessment sheet for paragraph writing.

- EE. Appendix T: Rubric for a paragraph with reds (details)
- FF. Appendix U: Two pages of an introduction to concluding sentences
- GG. Appendix V: Practice writing concluding sentences
- HH. Appendix W: Two pages of outlines, topic sentences, and concluding sentences
- II. Appendix X: Three pages of guided practice on ways to improve sentences
- JJ. Appendix Y: One page of guided practice on varying and burying transition words
- KK. Appendix Z: A simple paragraph to be improved

VIII. BIBLIOGRAPHY

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Appendix A1

Name _____ Date _____

Sentence to be improved: _____

Add adjectives: _____

Add adverbs: _____

Add prepositional phrase _____

Change the order: _____

Appendix A2

Name _____ Date _____

Sentence to be improved: The dog ran.

Add adjectives: The big black dog ran.

Add adverbs: The big black dog ran quickly.

Add prepositional The big black dog ran quickly down the street after the speeding car.
Phrase

Change the order: Running down the street was a big black dog chasing after a speeding car.

Appendix B

Samples of Show vs. Tell Sentences.

Tell: Jeremy is a good friend.

Show: As he helped John up from where he had fallen, and brushed the wood chips off his pants, I couldn't help but think that Jeremy is a wonderful example of what a good friend is.

Tell: The deer was almost hit by a car.

Show: The tires screeched, and the car swerved wildly out of control landing abruptly in the nearby ditch. The deer paused just for a moment in shock at what was happening around it. Then it bounded gracefully the rest of the way across the road not knowing how close it had actually come to being hit by the car.

Tell: Mako's shoes were beautiful.

Show: They were as red as ripe cherries ready to be plucked from the tree. They sparkled in the sunlight as they danced their way across the busy street. They were as light as air and as comfortable as a favorite pair of slippers. There was no doubt about it, Mako's shoes were beautiful both inside and out.

Tell: Mark had a dirty face.

Show: He wiped the sweat from his forehead not realizing that the mud patties he was playing with had covered each one of his little fingers with a slick coating of wet and warm mud. The mud formed streaks across his forehead and large splotches on his cheeks where he had earlier scratched an itch. Mom would surely be surprised at just how dirty Mark's face had become after only five minutes outside.

Appendix C
Ideas for Simple Sentences to be Improved

Series 1:

The dog ran.

The toy broke.

The vase cracked.

The baby screamed.

The lion roared

The lightning struck.

The rain fell.

The bird flew.

The flower smells.

The cat purred.

The girl cried.

The book dropped.

The fire went out.

The monkey stinks.

The tree fell.

The caterpillar changed.

The puddle dried up.

The plane crashed.

The shirt ripped.

The teacher smiled.

Series 2:

She is nice.

Insects have three legs.

There are seven continents.

I have two friends.

My mom is pretty.

Math is fun.

Recess is the best.

Winter is cold.

Ants live together.

I play Nintendo.

I like Christmas.

China is big.

Magnets have two poles.

Wilbur was small.

My favorite food is pizza.

Science is interesting.

I am tall.

Bears hibernate.

Rain evaporates.

I went to camp.

Series 3:

The deer was almost hit by the car.

The boys collided on first base.

The leaves fell from the tree.

The chair was uncomfortable.

Mako's new shoes were beautiful.

Jeremy is a good friend.

Lydia's room is very clean.

Sara wants a new dress.

Mark's face was dirty.

Lucy is a good reader.

Appendix D

Name _____

Organizing Ideas for a Paragraph

A paragraph is a group of sentences that talk about the same topic or subject. The TOPIC is what a paragraph is about. The *ideas* are some of the things that we will talk about in the paragraph.

Color the TOPICS below green and the *ideas* yellow. When we do this, it is called "color coding."

1. HOLIDAYS

Christmas
Thanksgiving
Easter
4th of July

2. SEASONS

spring
summer
fall
winter

Fill in some ideas for the topics below then color code them.

3. School Subjects

4. Pets

5. Class Rules

6. TV Programs

Now that the ideas are organized, they can make a good paragraph.

Name _____

Organizing Ideas For a Paragraph

The more information a paragraph has, the better it is. Giving each idea an extra little **detail** that tells about it makes the paragraph more interesting. When we color code, the details are red.

Color code the outlines below.

1. HOLIDAYS

- Christmas*
- presents**
- Thanksgiving*
- turkey**
- Easter*
- eggs**
- 4th of July*
- fireworks**

2. SEASONS

- spring*
- plants bloom**
- summer*
- fruit ripens**
- fall*
- fruit harvested**
- winter*
- trees dormant**

The ideas below need some details to make them more interesting. Fill in the details then color code them.

3. SPORTS

- Basketball*
- _____
- Soccer*
- _____
- Football*
- _____
- Baseball*
- _____

4. CONTINENTS

- Asia*
- _____
- North America*
- _____
- Australia*
- _____
- Antarctica*
- _____

Appendix E, page 2

The following are topics for paragraphs. They need some good ideas and details to turn them into great paragraphs. Color code.

5. School is Fun

6. My Favorite Snacks

An important thing to remember about paragraphs is that they are always **indented**. That means that the first line of a paragraph starts farther to the right than all the other lines. Check out the first line in this paragraph, and you will see what I mean.

Let's write a paragraph together about one of the outlines we made. Don't forget to indent.

Appendix F

There are many different types of weather throughout the year.

First, there is rainy weather in the springtime.

It helps the flowers, grass, and leaves to grow.

Next, there is sunny weather in the summertime.

It makes it so hot that I can't wait to go swimming.

In addition, there is cool, windy weather in the fall.

It blows the leaves off the trees so that I can jump in them.

Finally, there is the cold, snowy weather of winter.

When it's too cold and snowy, I get an extra day off from school.

Truly, the different types of weather throughout the year make each season fun.

Appendix F-1

There are many different types of weather throughout the year.

There are many different types of weather throughout the year.

There are many different types of weather throughout the year.

There are many different types of weather throughout the year.

There are many different types of weather throughout the year.

There are many different types of weather throughout the year.

Appendix F-2

First, there is rainy weather in the springtime.

First, there is rainy weather in the springtime.

First, there is rainy weather in the springtime.

First, there is rainy weather in the springtime.

First, there is rainy weather in the springtime.

First, there is rainy weather in the springtime.

Appendix F-3

It helps the flowers, grass, and leaves to grow.

It helps the flowers, grass, and leaves to grow.

It helps the flowers, grass, and leaves to grow.

It helps the flowers, grass, and leaves to grow.

It helps the flowers, grass, and leaves to grow.

It helps the flowers, grass, and leaves to grow.

Appendix F-4

Next, there is sunny weather in the summertime.

Next, there is sunny weather in the summertime.

Next, there is sunny weather in the summertime.

Next, there is sunny weather in the summertime.

Next, there is sunny weather in the summertime.

Next, there is sunny weather in the summertime.

Appendix F-5

It makes it so hot that I can't wait to go swimming.

It makes it so hot that I can't wait to go swimming.

It makes it so hot that I can't wait to go swimming.

It makes it so hot that I can't wait to go swimming.

It makes it so hot that I can't wait to go swimming.

It makes it so hot that I can't wait to go swimming.

Appendix F-6

In addition, there is cool, windy weather in the fall.

In addition, there is cool, windy weather in the fall.

In addition, there is cool, windy weather in the fall.

In addition, there is cool, windy weather in the fall.

In addition, there is cool, windy weather in the fall.

In addition, there is cool, windy weather in the fall.

Appendix F-7

It blows the leaves off the trees so that I can jump in them.

It blows the leaves off the trees so that I can jump in them.

It blows the leaves off the trees so that I can jump in them.

It blows the leaves off the trees so that I can jump in them.

It blows the leaves off the trees so that I can jump in them.

It blows the leaves off the trees so that I can jump in them.

Appendix F-8

Finally, there is the cold, snowy weather of winter.

Finally, there is the cold, snowy weather of winter.

Finally, there is the cold, snowy weather of winter.

Finally, there is the cold, snowy weather of winter.

Finally, there is the cold, snowy weather of winter.

Finally, there is the cold, snowy weather of winter.

Appendix F-9

When it's too cold and snowy, I get an extra day off from school.

When it's too cold and snowy, I get an extra day off from school.

When it's too cold and snowy, I get an extra day off from school.

When it's too cold and snowy, I get an extra day off from school.

When it's too cold and snowy, I get an extra day off from school.

When it's too cold and snowy, I get an extra day off from school.

Appendix F-10

Truly, the different types of weather throughout the year make each season fun.

Truly, the different types of weather throughout the year make each season fun.

Truly, the different types of weather throughout the year make each season fun.

Truly, the different types of weather throughout the year make each season fun.

Truly, the different types of weather throughout the year make each season fun.

Truly, the different types of weather throughout the year make each season fun.

Appendix G

There are many animals you can visit on a trip to a farm.

First, you can visit the chickens.

In a cage called a coop, many will be sitting on their eggs.

Next, it would be fun to see the cows.

If you're lucky, maybe you could see the farmer milk one.

Finally, you could check the barn for a lot of cats.

The farmers keep them around to chase away all the mice.

Surely, a trip to a farm would be a lot of fun!

Appendix H, page 1

Name _____

Topic Sentences

Topic sentences tell what the paragraph is about. They are the first sentence of the paragraph. Write the number of the correct topic sentence above the outlines.

_____	_____	_____	_____
fall	Christmas	Mrs. Nieves	Snickers
spring	Thanksgiving	Mrs. Sweet	Mars
summer	Easter	Miss Kageorgis	Milky Way
winter	4th of July	Mrs. Blondin	3 Musketeer

1. We have four wonderful 2nd grade teachers at my school.
2. There is a cycle of four seasons that happens every year.
3. My family and I use four holidays to make special memories together.
4. Of all the sweets that I eat, I like candy bars best of all.

The **topic sentence** tells what the whole paragraph is going to be about. It may have a **number word** like one, two, or many, and it must have the **topic word(s)** in it. If the number word you choose is a specific number, it should be the same number as the number of ideas (yellows) you have for that paragraph. Your yellows should not specifically be mentioned in the topic sentence.

*This type of topic sentence is called a **power statement**.*

Below are some topics. First write the words that must be in the topic sentence. Next, write the topic sentence using a number word. The first one is done for you. The easiest way to start one is with the words “There are”.

Appendix H, page 2

5. Topic: The Teachers at My School

Important words: teachers at my school

Topic Sentence: There are four wonderful teachers at my school.

6. Topic: My Best Friend

Important words: _____

Topic sentence: _____

How many “yellows” will be in this paragraph? _____

7. Topic: Things I Am Thankful For

Important words: _____

Topic Sentence: _____

How many “yellows” will be in this paragraph? _____

8. Topic: My Birthday

Important words: _____

Topic Sentence: _____

How many “yellows” will be in this paragraph? _____

Appendix H, page 3

Another type of topic sentence is an occasion position (OP).

It has two parts to it and a comma (,) in between.

The second part (the part after the comma) will tell what the paragraph is going to be about.

Example:

9. Although there are many wonderful holidays, my favorite is Thanksgiving.

*Underline the second part and write what the paragraph is about.

*Do the same for the two below.

10. Although there are many things I could be when I grow up, I want to be a teacher.

11. When I'm a parent, I will let my kids do many things that I can't.

Finish the following OPs.

11. As long as it's summer, I will _____

12. Although there are many neat pets, I like _____

13. If I were the president of the United States, _____

Appendix I

Name _____

Topic Sentences

Put a PS next to each power statement (look for the number word) and an OP next to each occasion position statement (look for the comma.) Then list the topic (what the paragraph is about.)

1. _____ As I was walking home from school today, I realized how very lucky I am.

Topic: _____

2. _____ My family spends many hours together do fun things at our cabin on Rushford Lake.

Topic: _____

3. _____ My education is important to me for many reasons.

Topic: _____

4. _____ Although it can be a challenge, I will never give up trying to roller blade.

Topic: _____

Appendix J

Name _____

Topic Sentences

Write supporting ideas and details for the topics below.

Write a power statement and an OP on a separate paper for each.

Harmful Insects

Christmas Is Fun

Appendix K

Name _____

Topic Sentences

Color code the boring paragraph below.

On a separate piece of paper, improve it.

*Start by turning the power statement into an OP.

*Make the details more interesting.

*Add some more details.

*Don't forget to indent.

4th of July Celebrations

There are many fun things to do at a 4th of July celebration. First, you can go to a parade. You might see clowns. Next, you can have a picnic. You could eat hot dogs. Finally, you could watch fireworks. That would be fun. Obviously, it would be fun on the 4th of July.

Appendix L
Starter Words

Power Statement:
(number words)

two **three** **a couple** **some**

examples:

In math we learned **two** methods for multiplying fractions.

Today at the assembly, the speaker read **some** funny stories.

Occasion/Position Statements:

Although **when** **while** **if**

examples:

Although I could join any team and play any sport, I choose to play soccer for my community youth league.

While our class hiked near Estes Park, we saw some strange sights.

Transitions:

First of all ----- **Next** ----- **The final**

First ----- **In addition** ----- **Equally important**

One ----- **Another** ----- **Finally**

Conclusions:

Clearly, **Obviously,** **Surely,** **Truly,**

examples:

Truly, writing a paragraph is simple if you just remember to organize and use transition words.

Clearly, all students must learn to write paragraphs that are clear and interesting.

Appendix M

Name _____

Supporting Ideas

The supporting ideas (yellows) in a paragraph are easy to recognize because they use a transition word. That word tells the reader that an important idea is coming. Transition words are words like: first, next, also, or finally. They are usually followed by a comma. Circle the transition words in the paragraphs below then color-code them.

1 There are many animals on my grandmother's farm. First, is Bessy the cow. Next, is Wilbur the pig. Finally, there is a goat named Mr. Bones. When I'm at the farm with these animals, life is never dull.

Now we're going to power out the first paragraph. That means we are going to see if we can figure out what the outline would have been for this paragraph. We have to look at the sentences one at a time and write what each sentence is about on the lines to the right. Don't worry about the last sentence. Just make sure it is coded green.

Farm Animals

2 All insects have three main body parts. First, there is the head. Next there is the thorax. Finally, there is the abdomen. Clearly, the body parts of an insect are very different from ours.

The paragraphs above were pretty boring. On a separate piece of paper let's try to fix one of them by improving its topic sentence and supporting ideas (yellows) one sentence at a time. We won't change the final sentence, but we may want to look at it first for some ideas about how to improve the supporting ideas.

Appendix N, page 1

Name _____

Supporting Ideas

You will be filling in the supporting ideas to the framed paragraph below. Before you start, make sure to organize your ideas in the outline at the bottom of the page. Then work hard to make your ideas interesting. Aim for at least 60 sentences.

Framed Paragraph on Insects

It is a well known fact that all insects have three main body parts. First, _____

_____ Next, _____

_____ Finally, _____

_____ Clearly, the body parts of an insect are very different from ours.

Insect body parts

Appendix N, page 2

Organize your ideas on the outline below and then fill in your topic sentence and supporting ideas. You can make them more interesting by telling me **what** you learned about each.

Framed Paragraph on Greek City-States

First, _____

Next, _____

Finally, _____

Clearly, learning about these city-states made our Greece unit very interesting.

Greek city-states

Rewrite this paragraph onto a separate sheet of paper then color code it and circle all your transition words. Don't forget to indent.

Appendix O

Name _____

Details

By adding extra details to each idea, you can make your paragraph much more interesting. Color code the paragraphs below. Remember, your ideas (yellow) will have transition words and your details (red) should follow them. There can be more than one red for each yellow so don't be fooled.

The cycle of the four seasons is important in the existence of plants. First, springtime causes flowers and trees to burst forth with life. The plants are affected by long periods of rain that wake them from their dormant stage in the early spring. Next, summer finds the fruit growing and ripening on the trees. Looking out across an apple orchard, the trees look as if they are developing red spots across their bright green surface. It's hard to wait until the apples are ripe enough to eat. Equally important is autumn, which is also known as fall. This is an important season for the hard working farmers. It is the time of year that their crops are to be picked or harvested. Finally comes winter. Winter is the coldest season of all, and the plants can't live through this frigid time. They become dormant (go to sleep) until springtime. Clearly, the seasons are important in the life cycle of plants.

There are many different ways that animals clean themselves. First, elephants and bears clean themselves in rivers or lakes. They like to cool off as they clean. Next, cats and rabbits clean themselves with their tongue. They lick all the dirt off their bodies. Finally, little birds take baths in puddles. When they're finished, they straighten their feathers. It seems that every creature has to take a bath.

(adapted from National Wildlife Federation)

Which paragraph was better? Why?

Appendix P

Name _____

Write supporting ideas (yellow) and details (red) into the outlines below.
Do the yellows first, then go back and put in the reds.

Favorite Foods

Pets

My Best Vacation

My Best Friend

Appendix Q

Name _____ Date _____

Rubric for Paragraphs

5=Consistently 4=Usually 3=Sometimes 2=Occasionally 1=Seldom

Technical

Topic Sentence _____
Transition Word _____
Supporting Idea _____
Transition Word _____
Supporting Idea _____
Transition Word _____
Supporting Idea _____
Concluding Sentence _____

Technical Total (40) _____

Mechanics

Capitalization _____
Punctuation _____
Neatness _____
Spelling _____
Indent _____
Spacing _____
Complete Sentences _____
Clear Ideas _____
Effective Vocab. _____

Mechanics Total (45) _____

Grade _____

Appendix R

Name _____

Expository Writing

Scoring for Paragraph Writing

5=Consistently 4=Usually 3=Sometimes 2=Occasionally 1=Seldom

Capitalization											
Punctuation											
Neatness											
Spelling											
Indent											
Spacing											
Complete Sent.											
Clear Ideas											
Effective Vocab.											
Mechanics Total											
Technical Total											
Final Grade											

Appendix S

Name _____

Expository Writing

Scoring for Paragraph Writing

5=Consistently 4=Usually 3=Sometimes 2=Occasionally 1=Seldom

				L1	L2	L1	L2	L1	L2	L2	L2
Capitalization	5	5	5	5	3.5	5	5	5	5	5	5
Punctuation	5	4.5	5	4	4	5	4	4.5	4	5	4.5
Neatness	4	5	5	4	5	5	5	5	5	5	5
Spelling	4	4.5	5	5	5	4	4.5	5	4	4	5
Indent	/	/	/	/	5	/	5	/	5	/	/
Spacing	/	/	/	/	5	/	5	/	5	/	/
Complete Sent.	4	4.5	5	5	5	5	5	5	4	4.5	4
Clear Ideas	4	4	5	5	4	5	4	4	4	4	4.5
Effective Vocab.	4	4	4	5	4	5	4	4	5	4	4
Mechanics Total	30	31.5	34	33	40.5	34	41.5	32.5	41	31.5	32
Technical Total	37	36.5	39	40	38	51	45	39	39	36.5	36.5
Final Grade	89%	91%	97%	97%	92%	94%	87%	95%	94%	91%	92%

Appendix T

Name _____ Date _____

Rubric for Writing Paragraphs (with details)

5=Consistently 4=Usually 3=Sometimes 2=Occasionally 1=Seldom

Technical

Topic Sentence _____
Transition Word _____
Supporting Idea _____
Detail _____
Transition Word _____
Supporting Idea _____
Detail _____
Transition Word _____
Supporting Idea _____
Detail _____
Concluding Sentence _____

Technical Total (55) _____

Mechanics

Capitalization _____
Punctuation _____
Neatness _____
Spelling _____
Indent _____
Spacing _____
Complete Sentences _____
Clear Ideas _____
Effective Vocab. _____

Mechanics Total (45) _____

Grade _____

Appendix U, page 1

Name _____

A good concluding sentence helps us end a paragraph with a bang!

Some important things to remember about concluding sentences are:

- *No new information
- *Use keywords or synonyms from the topic
- *Summarize the important ideas
- *Use transition ending words
- *End strong!

Keeping these rules in mind, circle the best concluding sentence on the right for each topic sentence on the left.

Topic Sentences

Possible Concluding Sentences

There are many important positions on a football team.

Clearly, it's a good thing we have such great teams in the NFL.

Obviously, without everyone doing his best in each position, a football team could not have a successful season.

Our playground has many fun things for us to play on.

Clearly, the wide variety of equipment makes our playground a fun place to spend recess.

Obviously, playgrounds must be a safe place for all children to play.

A good way to start a concluding sentence is with a word or group of words called transition endings. These endings let the reader know you are ready to end your paragraph. Underline the transition endings in all the concluding sentences above.

Appendix U, page 2

Sometimes a sentence is okay for a conclusion, but another sentence would be even better.

Looking at the sentences below, circle the **best** concluding sentence. Then underline all the transition ending words.

Surely, with all the wonderful things about Thanksgiving, it is easy to see why it is my favorite holiday.

Although there are many wonderful holidays, Thanksgiving is my favorite.

Obviously, Thanksgiving is my favorite holiday.

Truly, my sister is fun.

Although she can be annoying, my little sister is usually fun to be around.

Clearly, my little sister is more fun than she is annoying, and I'm happy to have her around.

Appendix V

Name _____

Use transition endings and write concluding sentences (CS) for the topic sentences (TS) below. Remember, they will be very similar but use synonyms to make them a little different. Keep in mind that in an OP topic sentence the topic is in the second half of the sentence. This will be important to know before you write your concluding sentence.

Example:

TS The three parts of the water cycle help us understand what happens to water on the earth.

CS Clearly, the more we understand the water cycle, the better we understand our earth.

1.

TS Although all the seasons are fun, I enjoy fall more than the others.

CS _____

2.

TS Although having a pet is fun, it is also a great responsibility.

CS _____

Go back and circle your transition ending words.

Appendix W, page 1

Name _____

To add to the variety and interest of the paragraph, here's a rule to follow:

- * If you use an OP in your TS,
a power statement will conclude it best.
If with a power statement you start to tell,
a good OP will end it well.

This means you should have at least one OP in your paragraph. If it is not the topic sentence, it should be the concluding sentence.

Fill in the outlines for the topics below, then write topic and concluding sentences for them.

Farm Animals

TS - _____

CS- _____

Appendix W, page 2

Why I Love Winter

TS - -----

CS - -----

Appendix X, page 1

Name _____

One of the best ways to improve your paragraph is by revising it. You can make your sentences more expressive by using:

SIMILES

It was cold.

It was hot.

It was as cold as a
blizzard on an Arctic
wasteland.

SENSES

sight

It was so cold that I
could see my breath
as little puffs of steam
lingering in the air.

touch/feel

It was so cold that I felt
as though my fingers
were ice cubes that would
break right off if I hit
them too hard.

hear

The bitter cold wind
sounded as if it was
screaming as it blew
through the trees and caused
them to moan under pressure.

smell

Appendix X, page 2

The cold was so overwhelming that the normal smells of everyday life were replaced by the lonely scent of crisp air and snow.

taste

The cold snow melted almost immediately as it entered my mouth. It was cold and wet but somehow sweet as it slowly turned to water.

ANSWER QUESTIONS

who?

As we walked across the ice covered street, my friends and I shuddered from the cold.

what?

The cold was so intense that nothing else but getting warm mattered in my life.

Appendix X, page 3
where?

It was freezing outside
on that long, lonely
street.

why?

A blizzard was pushing
its way across the state
gathering strength before
it hit our unsuspecting
city with full force.

when?

As the sun went down
and we climbed into bed,
we couldn't shake the cold
that had chilled us through
and through.

Appendix Y

Name _____

Another thing that helps your paragraph is variety.

* Don't repeat phrases or words

- use synonyms

* Vary the transitions you use

- don't always put them at the beginning -
bury them.

Examples:

It was cold.

It was hot.

Next, the cold was so
intense that even
breathing was painful.

The freezing temperature
was also so intense that
even breathing was painful.

First, I enjoy the fun
and educational
experiments we do in
science class.

In science, the
experiments are one of
the things that make class
both enjoyable and a
learning experience.

Appendix Z

Improve the paragraph below by using some of the tricks you've learned about revising paragraphs.

There are many helpful insects. First, there are the ladybugs. They eat aphids. Next, butterflies help us. They pollinate flowers. Finally, the bee is helpful. It makes honey. It also pollinates flowers. Clearly, we should be thankful for the help we get from some insects.