

INITIATING A WRITING REVELATION!

grades: K-5



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Traffic Light Colors for an Opinion Paragraph

Use the colors of a traffic light to help you write an opinion paragraph.

GO!

green

Go!

State your opinion.

**SLOW
DOWN!**

yellow

Slow down!

Introduce a key/star idea (big idea)—
a reason to support your opinion.

STOP!

red

Stop!

Elaborate by providing examples or
explanations that support each reason.

**GO
BACK!**

green

Go back!

Remind readers of your opinion.

Summer is Super

The best time of the year is summer. First, I get to swim in the summer. I like to splash in the water and try to float. I race my friends to see who can swim fastest. Also, my family has summer cookouts. All my cousins come over. Everyone brings food and games. That is why summer is my favorite season.



Traffic Light Colors for Accordion Paragraphs

Use the colors of a traffic light to help you write a paragraph.



green

Go!

Write a topic sentence.



yellow

Slow down!

Introduce a key/star (big idea) by using a transition word or phrase.



red

Stop!

Elaborate by providing an example, evidence, or explanation. This is also called supporting your key/star ideas.



green

Go back!

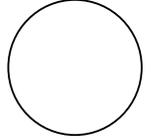
Remind readers of your topic.

How Crocodiles and Alligators Are Different

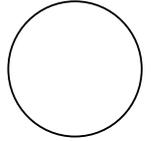
Crocodiles and alligators look a lot alike, but these animals are also very different. The heads of alligators and crocodiles have different shapes. Crocodiles have long V-shaped heads, but alligators heads are shorter and U-shaped. Alligators and crocodiles also behave differently. Crocodiles are more likely to attack people and other animals. Crocodiles will attack in self-defense, to get food, or to protect their young. Alligators however do not usually attack people. The key differences between alligators and crocodiles show they are truly different animals.

Colored Paper Strips (back)

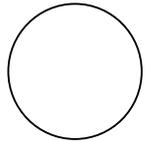
Topic Sentence: _____



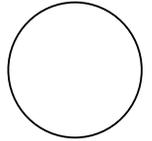
Key/Star Idea: _____



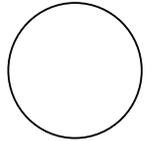
Explain: _____



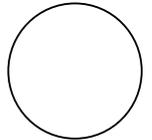
Explain: _____



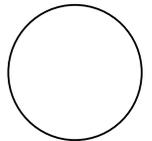
Key/Star Idea: _____



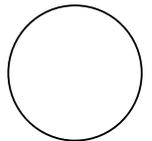
Explain: _____



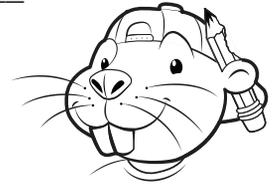
Explain: _____



Conclusion: _____



Name: _____



Title = _____

Topic = _____



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Conclusion = _____

Planning an Informative/Explanatory Paragraph: Informal Outline

Title = _____

Topic = _____

★ _____

★ _____

— _____

● _____

● _____

— _____

● _____

● _____

— _____

● _____

● _____

— _____

● _____

● _____

Conclusion = _____

Three-Column Notes with Summary

Title = _____

Topic = _____

Main Ideas	Details	Questions, Sketches, Comments

IVF Summary Sentence

A **summary sentence** tells the “big idea” of the text. To write a summary sentence, use an IVF sentence.

- **Identify the Item:** Identify the text you are summarizing.
- **Select a Verb:** Choose a verb such as *compares, describes, tells, lists, gives, explains, or shows*.
- **Finish Your Thought:** Tell the big idea of the text.

Identify the Item.	Select a Verb.	Finish Your Thought.

IVF Summary Sentence: _____



Name: _____

When	Who	Action	What
_____ _____	_____ _____	_____ _____	_____ _____

What	Action	When	Where
_____ _____	_____ _____	_____ _____	_____ _____

Who	Action	What	How
_____ _____	_____ _____	_____ _____	_____ _____

Four Kinds of Sentences

Declarative	<p style="text-align: center;">Writers make statements.</p> <p>The beach changes over time.</p> <hr/> <hr/> <hr/>	●
Imperative	<p style="text-align: center;">Give a command.</p> <p>Draw a picture to show how waves change the shape of the beach.</p> <hr/> <hr/> <hr/>	●
Exclamatory	<p style="text-align: center;">Show some feeling!</p> <p>I can imagine the power of those crashing waves!</p> <hr/> <hr/> <hr/>	!
Interrogative	<p style="text-align: center;">Can you ask a question?</p> <p>What other forces change the shape of the land?</p> <hr/> <hr/> <hr/>	?

Alphabet Soup: Ideas to Write a Story



A	an airplane lands in a backyard
B	birthday celebration
C	cartoon characters come to school
D	discovering a dusty map
E	elephant on a playground
F	making a friend
G	a grumpy grasshopper
H	my happiest day
I	strange insects frozen inside ice
J	a trip to a jungle
K	flying a kite
L	something that made me laugh
M	solving a mystery
N	getting some nice news
O	an octopus stole my oatmeal
P	a penguin parade
Q	a question for the queen
R	a rabbit runs a race
S	a silly science experiment
T	the tiger and the teddy bear
U	underwater adventure
V	vacation to visit a volcano
W	wild winter weather
X	learning to play the xylophone
Y	a fun thing happened yesterday
Z	animals at the zoo start talking

Name: _____

Tool B2-47a



ABC Your Paragraph

Before ABC

Rock Climbing

I go rock climbing with my brother, Ben, on Saturdays. He is teaching me how to climb at the park. We eat breakfast. We go to the park. We climb rocks. I have fun, but it is also hard. I have to pay attention. I have to be careful with every step. I can see how far we climbed at the top. I feel great.

After ABC

Rock Climbing

After gobbling up a stack of pancakes on Saturdays, I dash off to the park with my brother. **B**en is teaching me how to rock climb. **C**limbing makes me feel like I'm on top of the world, but it is also hard work. **D**uring the climb, I have to pay attention. **E**very step needs to be made carefully. **F**rom the top of the rock we can see how far we climbed. **G**etting to the top feels great!

Masterpiece Sentences: A six Stage Process

This writing strategy is from the Language Arts curriculum: Language!Live



LANGUAGE! Live

Stage 1: Prepare your Canvas:

- Build the base sentence.
- Choose a noun (subject) answering the question *who or what did it?*
- Choose a past tense verb answering the question *what did they (he she, or it) do?*

Stage 2: Paint Your Predicate:

Answer *who or what did they do it to? When, Where or how?*

Stage 3: Move the Predicate Painters:

Move the predicate painters within the sentence.

Stage 4: Paint Your Subject:

Expand the base subject *which one, what kind, or how many?*

Stage 5: Paint Your Words:

Strengthen the sentence through more precise descriptive word choices.

Stage 6: Finishing Touches: Revise by moving sentence parts.

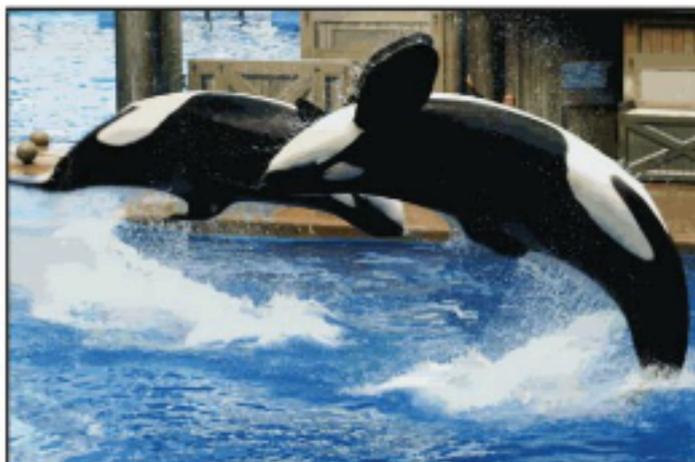
To write a Masterpiece Sentence, have students:

- Refer to the Masterpiece Sentence: Six-Stage Process Cue Chart.
- View a picture or refer to a designated reading selection.
- Reply to questions or do the action specified in each stage.
- Write answers on individual strips of paper or Sentence Work Strips.
- Manipulate the sentence parts to arrange them into a sentence.
- Say or write the complete sentence.



Masterpiece Sentences

Use the pictures to write Stage 1 sentences.



What did it?

What did they do?

Sentence:



Who did it?

What did she do?

Sentence:



Who did it?

What did he do?

Sentence:



Who did it?

What did he do?

Sentence:

The Dolphin and The Shark

Once upon a time, not so long ago, there lived a shark named Simon and a dolphin named Dudley. They lived in the ocean, not too far from a beautiful sandy beach, a tall lighthouse, and a dark, murky swamp.

Now Simon and Dudley knew each other, but they weren't the best of friends! Dudley had two sisters, and they played together and took care of each other, and were very happy in the cool blue water.

But Simon swam alone, he had no brothers or sisters, and no one to play with, and that made him very grumpy. And so he spent his days swimming lazily, feeling sorry for himself, and just being mean.

Simon's favorite thing was to attack Dudley and his sisters. He would dive deep in the water, lurking near the bottom, and then, when he saw the dolphins playing near the surface, he would swim as hard as he could toward them and try to bite their tails! But the dolphins always saw him coming, and they would come up out of the water, and stand on their tails, and whistle and giggle, the way dolphins do, and they always managed to keep just out of reach of Simon's big sharp teeth.