

EVERYTHING BUT THE BOOKS

TEXT-BASED WRITING PROMPT
Core Anchor Standards: RI.1, RI.3, RI.9, WI.4, WI.9, WI.10
Duration: TWO 45 MINUTE PERIODS
Objectives: Students will form an opinion using two texts and write to the point.

SOLVING A PROBLEM
Core Anchor Standards: WI.4, WI.5
Duration: TWO 45 MINUTE PERIODS
Objectives: Students will evaluate...

BE THE EXPERT
Core Anchor Standards: W.5, W.7, W.8, W.9
Duration: TWO 45 MINUTE PERIODS
Objectives: Students will research facts to aid their support...

USING TRANSITIONS
Core Anchor Standards: WI.4, WI.5
Duration: 30 MINUTES
Objectives: Students will use transitions to connect ideas...

Opinion
I think...
I feel...
I believe...
I'm convinced...

COMPARING TEXTS: MENTOR TEXT 2
Core Anchor Standards: RI.2, RI.7, RI.9
Duration: 45 MINUTES
Objectives: Students will compare two texts...

OUTLINE OPINION ESSAYS
Core Anchor Standards: WI.4, WI.5
Duration: 45 MINUTES
Objectives: Students will outline an essay to identify opinion and the reasons for that opinion.

IDENTIFYING REASONS: MENTOR TEXT
Core Anchor Standards: RI.1, RI.3
Duration: 45 MINUTES
Objectives: Students will identify reasons for the book characters' opinion.

INTEGRATING TEXTS: RESPONSE
Core Anchor Standards: RI.1, RI.2, RI.7, RI.9, WI.4, WI.5, WI.9
Duration: 45 MINUTES
Objectives: Students will write about a subject knowledgeably.

PAIRED TEXT INTEGRATION
Core Anchor Standards: RI.1, RI.3, RI.5, RI.6, RI.7, RI.8, RI.9
Duration: 30 MINUTES
Objectives: Students will compare and contrast two texts...

INTEGRATING TEXT AND MEDIA
Core Anchor Standards: RI.1, RI.3, RI.6, RI.7, RI.9
Duration: 45 MINUTES
Objectives: Students will analyze and note differences in the accounts...

IDENTIFYING SUPPORTING REASONS: POEM
Core Anchor Standards: RI.1, RI.5
Duration: 35 MINUTES
Objectives: Students will identify supporting reasons of the Mother in the poem.

REASONS FOR OPINIONS
Core Anchor Standards: RI.1, RI.2, RI.3, WI.1
Duration: 45 MINUTES
Objectives: Students will form an opinion using evidence from a text.

INFORMATION TO FORM OPINIONS
Core Anchor Standards: RI.1, RI.2, RI.3, WI.1
Duration: 45 MINUTES
Objectives: Students will form an opinion using evidence from a text.

OPINIONS: MENTOR TEXT
Core Anchor Standards: RI.1, RI.3, RI.6
Duration: 45 MINUTES
Objectives: Students will identify opinions of the book characters.

BOOK REVIEWS
Core Anchor Standards: WI.4, WI.9
Duration: 30 MINUTES
Objectives: Students will support their opinion with evidence.

I absolutely LOVE how these units integrate reading and writing. I can definitely see the impact it has on my class to tie several subjects together!

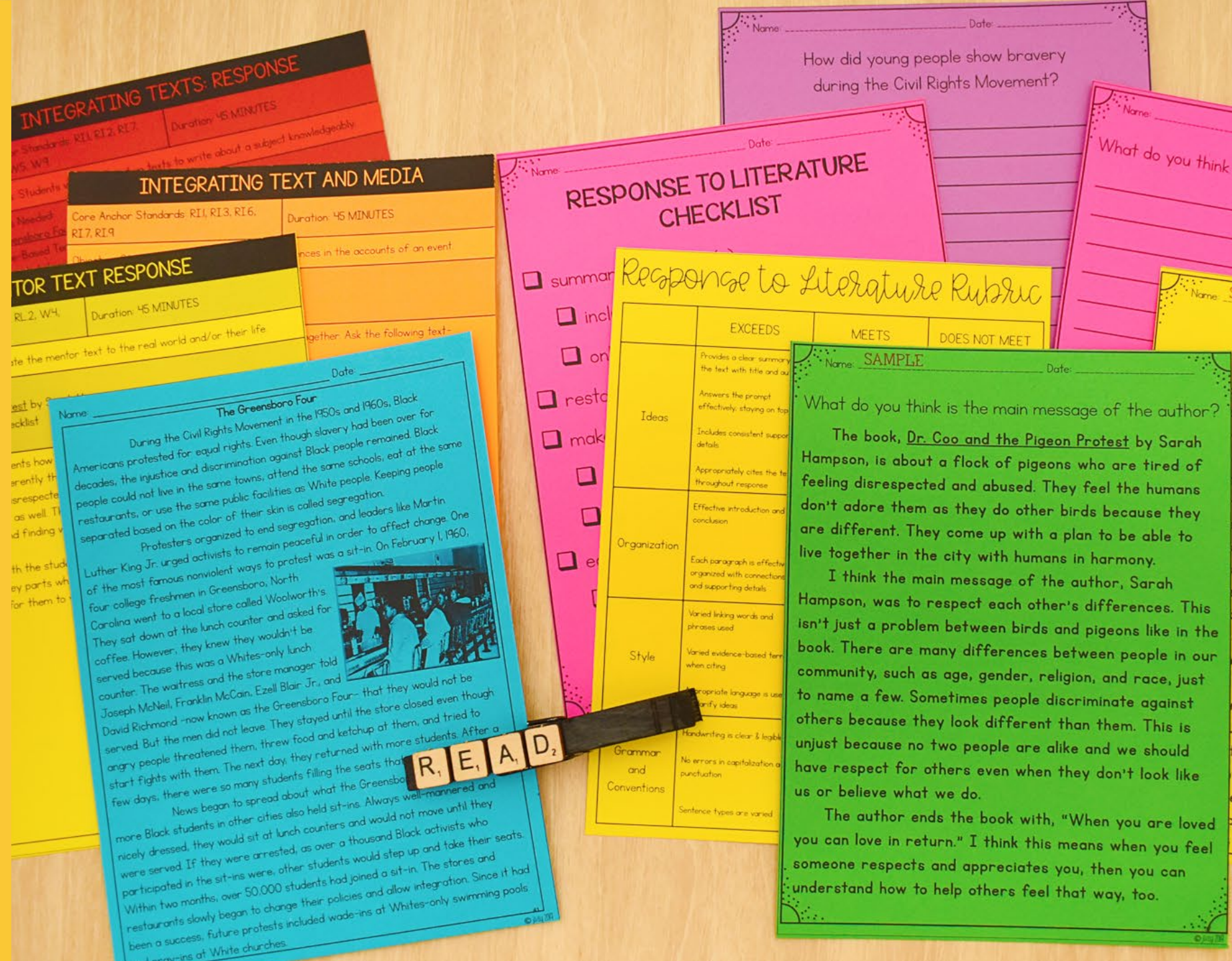
Amy K., 4th Grade Teacher

WHAT'S INCLUDED?

29 Explicit Lesson Plans Aligned To Core Reading, Writing, And Language Anchor Standards

PLUS

- Suggested Sequence
- Printable Activities
- Posters
- Word Lists
- Articles To Integrate Science (Ecosystems) & Social Studies (Civil Rights Movement)
- Samples For Modeling
- Checklists & Rubrics



MENTOR SENTENCE LESSONS:

- The Perfect Pet by Margie Palatini – possessives
- Dr. Coe and the Pigeon Protest by Sarah Hampson – complex sentences
- The Great Kapok Tree by Lynne Cherry – vivid verbs

Before he knew it, the
heat and hum of the forest
had lulled him to sleep.
~The Great Kapok Tree

Vivid Verbs

The man sat down at the base of
the tree.

He looked at the gash in the tree.

A troupe of monkeys came down
from the canopy.

The jaguar jumped down.

The anteater's young held on
to her back.

Name: _____
Editing Assessment

Date: _____
The Great Kapok Tree



Before he knew it the heat and hum of the
forest had lulled him too sleep

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

Circle the action verbs in these sentences and revise the sentence
with a vivid verb.

2. Two men

3. The boat

4. The bees

5. A tree from

6. A sloth

Write complete

7. if

8. while

Monday – possibilities of things to notice
*vivid verb – lulled
complex sentence
starts with dependent clause – comma comes after
prepositional phrase
compound subject in independent clause – heat and hum
abstract nouns – heat and hum
past tense
declarative

Tuesday – label the sentence
Before – subordinating conjunction
he, it, him – pronouns
knew, lulled – verbs
the – article
heat, hum, forest – nouns
of – preposition
had – helping verb
to sleep – infinitive

Before he knew it, the heat and hum of the forest had lulled him
to sleep.

complete subjects
simple subjects

complete predicates
simple predicates

Wednesday – possibility of revised sentence

Before the man realized it, the heat and hum of rain forest had
lulled him to sleep.
(added specific noun, changed to vivid verb, added forest type)

Thursday – possibility of imitation sentence

After men hacked down the trees, the birds and the frogs of the
rain forest were forced to migrate.

- Identifying Opinions
- (TWO) Lessons To Identify Reasons
- (THREE) Response To Literature
- Compare Two Mentor Texts
- Pair With Nonfiction Article



OPINION WRITING LESSONS:

- Introduction To Opinions
- (THREE) Brainstorm Lessons
- Outline Opinion Essays
- Reasons For Opinions
- Using Transitions
- Supporting Details
- Solve A Problem Quick-Write
- Research Facts
- Opinion Essay

Name: _____
Do you think young people should work to try to change things they think are unfair or unjust?

Name: _____ Date: _____
Should laws be put in place to prevent def

PROMPT:

Opinion:

Reason:

Support:

OPINION TEXT-BASED PROMPT CHECKLIST

- ☐ restate the prompt/question, and answer
- ☐ summarize reasons (intro & conclusion)
- ☐ give supporting details for each reason
 - ☐ use transition words
- ☐ provide specific examples from the text
 - ☐ cite the source of the examples
- ☐ edit for errors
 - ☐ correct capitalization
 - ☐ correct punctuation
 - ☐ check for complete varied sentences

PROMPT: Do you think young people should work to try to change things that are unfair or unjust?

Opinion: I think they should work to try to change things that are unfair or unjust

Reason: Children are affected the same way adults are by injustice.

Reason: Young people who unite have been able to make a difference in the past.

Reason: Even though it can be scary or dangerous, bravery shows importance.

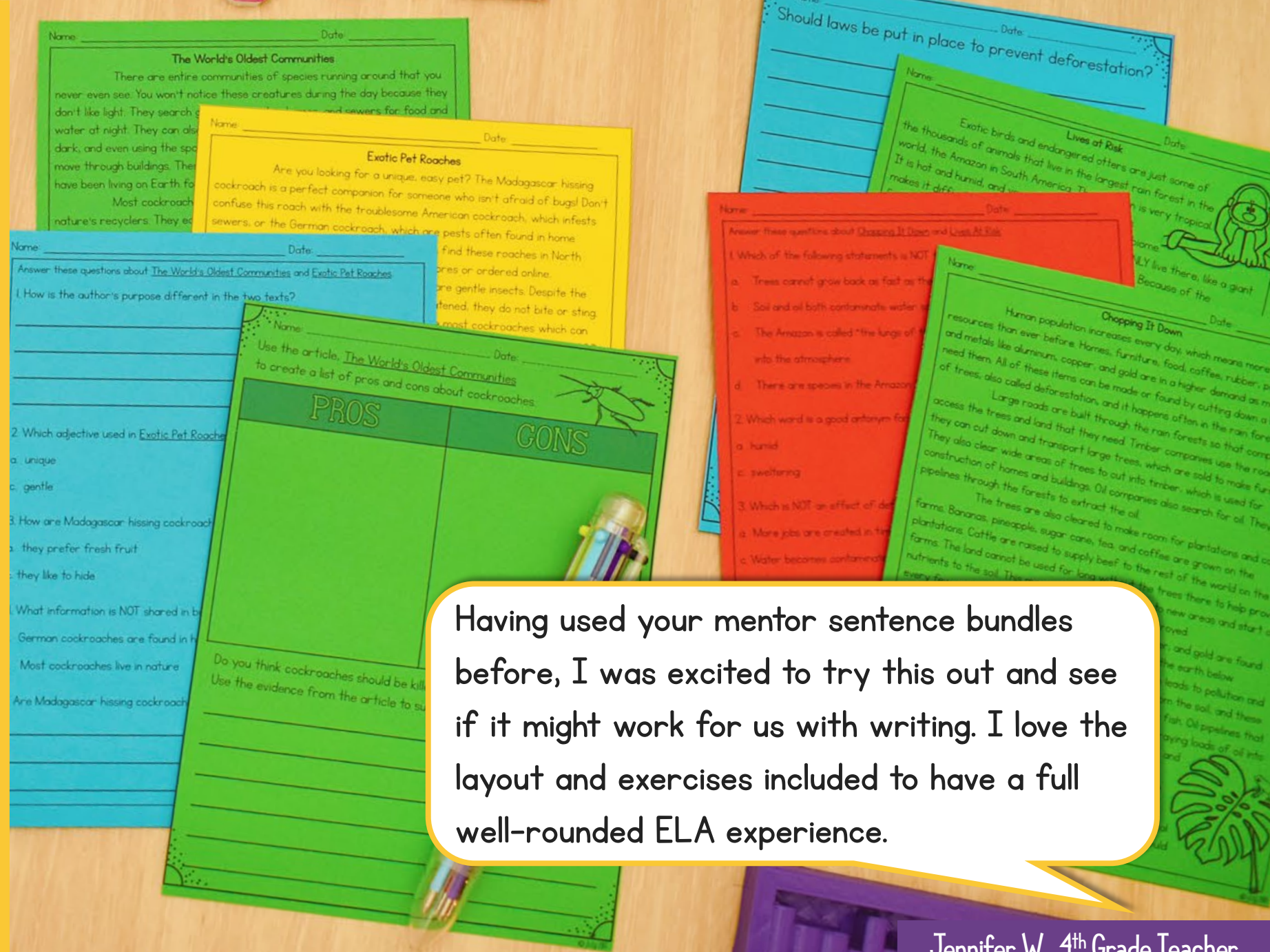
Support: Children

Opinion Prompt Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	Answers the prompt effectively, staying on topic, stating opinion and many reasons Includes consistent supporting details Cites both texts throughout writing, and refers to at least one for each reason	Answers the prompt with mostly effective development of the topic, stating opinion and some reasons Includes some supporting details Cites one or both texts throughout writing, and refers to them a few times	Answers the prompt with limited development of the topic, does not state opinion and/or minimal reasons Provides little to no supporting details, or is inconsistent with opinion Lacks reference to the texts throughout writing
Organization	Effective introduction and conclusion refer to the opinion stated Each paragraph is effectively organized with reasons and factual supporting details	Introduction and conclusion refer to the opinion stated Each paragraph is mostly organized with reasons and factual supporting details	Does not include an introduction and/or a conclusion Lacks organization of reasons and/or supporting details
Style	Varied linking words and phrases used Varied evidence-based terms when citing Appropriate language is used to clarify ideas	Linking words and phrases used Evidence-based terms when citing Language mostly expresses ideas clearly	Lacks linking words and phrases Lacks evidence-based terms Language expresses ideas with limited clarity or is not appropriate for the task
Grammar and Conventions	Handwriting is clear & legible No errors in capitalization and punctuation Sentence types are varied	Handwriting is mostly legible A few errors in capitalization and/or punctuation Some variation in sentence types	Handwriting is illegible Many errors in capitalization and/or punctuation Only simple sentences used

PAIRED TEXT AND TEXT-BASED WRITING PROMPT LESSONS:

- Original Articles Provided For Comparing Texts, Integrating Ideas, And Constructed Responses
- Compare Two Mentor Texts
- Text-based Example To Backwards-outline



Having used your mentor sentence bundles before, I was excited to try this out and see if it might work for us with writing. I love the layout and exercises included to have a full well-rounded ELA experience.

Jennifer W., 4th Grade Teacher

BUY THE BUNDLE & SAVE!



The bundle includes informational, narrative, and opinion writing units integrated with reading, grammar, science, and social studies!

The mentor texts are wonderful. Students are with the activities. They are in-depth and require the students to think. Lots of learning takes place. There are a variety of text forms as well. It's a great resource for a language unit. I have recommended Jivey's resources to other educators.

*check
it out!*

Jennifer R., 4th & 5th Grade Teacher