

Scheduling Your Review

We've designed the review so that it can be undertaken in consideration of your schedule and the needs of your students. If time is at a premium, the review can be completed in as little as seven consecutive days, with each daily session minimally an hour in length. This seven-day intensive pace may be too rigorous for some groups, and/or your schedule may not allow for this daily hour-plus block of time. Because of these considerations, the first five reviews (Days 1-5) can each be subdivided over two sessions. Both daily sessions can be completed on a given day, back-to-back, or the second half of each can be carried over to the subsequent day. This allows you the flexibility to take more time, should it be needed. (The review on days 6 and 7 must each be undertaken in a single session.)

So, depending on your schedule and the experience of your students, this review will take between seven to twelve days to complete. The lessons on days 1-5 are clearly marked should you decide to split them over two days. ***It is recommended that, regardless of the number of days you decide to take, these review days are scheduled consecutively.*** In this way students can build on the foundation laid the day before and receive a cumulative benefit. It is also beneficial to schedule the review as close as possible to the testing date.

How the Review Works

The Review Kit comes with:

- **Teacher Pages**
- **Student Pages**
- **Access to Direct-to-student Video** to initiate each lesson.

On each of the seven days you'll find a simple procedural lesson plan with clear, specific, measurable objectives. Included in the plans are **video cues** indicating when to play the direct-to-student video. These cues are indicated with the following **video icon**. 

After each video segment, the EW on-screen expert will then “throw the ball” to you so you can lead the class through the **GUIDED PRACTICE** activities found in the **Student Pages**. Simple, clear procedures for this in-class practice accompany each lesson.



The following sequence of lessons is included:

- DAY ONE:**
- Analyze, annotate, and discuss a successful opinion piece of writing.
 - Identify all key skill areas on the opinion pillar.
- DAY TWO:**
- Introduce a student scoring rubric and anchor set for opinion essays.
- DAY THREE:**
- Analyze prompts, identifying given and variable prompt elements for prewriting.
 - Review the “Pick, List, and Choose” procedure for generating broad yet distinct main reasons.
- DAY FOUR:**
- Use the language of opinion and detail-generating questions to fully elaborate and support main reasons.
 - Use “Golden Bricks” for powerful elaboration.
- DAY FIVE:**
- Review techniques for effective introductions and conclusions.
- DAY SIX:**
- Administer timed, teacher directed prompt.
- DAY SEVEN:**
- Administer a timed prompt done independently.

Remember, if timing is an issue, you may choose to split lessons for days 1-5 into 2 separate sessions.



Camping – the Best Family Fun

Imagine sitting with your family around a campfire in a small clearing in the woods, marshmallows toasting, a graham cracker layered with a piece of chocolate waiting to be topped with the sweet white gooey marshmallow. The stars twinkle above, the river gurgles nearby behind a grove of tall fragrant pines. The tent is set up and your cozy sleeping bags await you. There's nothing like a camping trip to get to know your family better, play some simple games, and develop a greater appreciation for nature.

Setting up camp and sleeping out in the wilderness is a terrific way to get to know your family better. At home we all have our faces in our phones, our thumbs ready to text. We get so tied up in our own little electronic worlds that we forget about the people right there in the same house with us! They become invisible! It takes a lot of hands to clear a campsite, set up the tent, and build a fire. There are supplies to lug from the car. Cooperating in setting up camp allows us to talk to one another more than we do at home. When my family goes camping there's a "No Cell Phone Rule." Everyone has to lock their phones in a box Mom brings. At first we're all anxious about not having our phones, but after awhile we relax and begin to fill the time with one another. The dense woods can seem spooky at night when I hear a coyote howl or an owl hoot. "Did you hear that?" I whisper. My brother squeezes my hand and says, "Don't worry." Knowing the people I love best are right there in the camp beside me makes me feel safe and happy. I feel closer to them there than I ever do at home. By the time we leave for home it's like I see each person in my family in a new way.

I'm crazy about the simple games we play while camping. Of course we bring two sets of cards to play double solitaire or rummy. Mom brings a big pack of trivia cards and quizzes us while we're sitting around relaxing at the campsite. Not only is it fun, but I always learn a lot of interesting facts about the world. My Dad and brother bring their magic kit and practice their tricks. I love to try to catch each sleight of hand. I really enjoy playing charades around the campfire. In between all the laughter and smiles it can be spooky when the fire creates long scary shadows. In my opinion, playing the same games at home is only half the fun!

I think camping out in the woods is the absolute best way to appreciate nature! You can read nature books or watch wilderness programs, but seeing, hearing, and feeling all that the out-of-doors has to offer, first hand, is amazing and unforgettable. My big sister, mom, and I saw a mother black bear with two cubs raiding a bee hive, the honey running down their faces and the bees surrounding them in an angry swarm. How I wish I'd had my phone to take a video of that! But I wrote it down in my journal and will never forget that awesome moment. We fish in the river and get a good sense of not only what's living in the water, but what lives alongside the river. Our appreciation is rewarded with a nice big trout that we clean and roast on the campfire. We hear the

Review Day 1 - Student Page

high-pitched call of hawks and watch deer move silently through the woods. I look up everything I see in my Field Guide and learn how full of life the woods really are!

In my lifetime I haven't experienced anyplace more exciting, entertaining, and interesting than camping in the forest with my family. I cherish this time to get to know them better, and I'll never forget the simple but fun games we play together at the campsite. Being outside observing the landscape and the creatures in it is a gift I'll always treasure. If you want to share in the joy of camping, head for the woods with your family and I predict you'll love the experience, too!



Camping - the Best Family Fun

- 1.) Circle the introduction paragraph. Underline the lead in BLUE, topic sentence in RED.
- 2.) Draw a box around the conclusion paragraph.
- 3.) NUMBER each paragraph.
- 4.) Underline the main reason sentences in the body of the text (paragraphs 2, 3, and 4,) and write a word or two in the margin beside each paragraph that explains what the entire paragraph is about.
- 5.) If you were to add the following detail sentences to this piece, in which paragraph would you place them? Use paragraph numbers to indicate where these details belong.
 - *There are beautiful mountains to climb and nature trails to enjoy.* par. #_____
 - *My family brings a portable chess set.* par. #_____
 - *We gather wood for our campfire.* par. #_____
 - *Mom and Dad seem so different than they do at home.* par. #_____
 - *It's possible to spot a coyote or a bobcat.* par. #_____
- 6.) What kind of "golden brick" is found in paragraph 4? _____
- 7.) List the opinion language in this text. _____
- 8.) Read the conclusion paragraph. Write in paragraph numbers next to the words that show how the author refers back to each main reason.

9.) Fill in this summarizing framework with the TOPIC and MAIN REASONS.

TOPIC: _____

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____



Student Anchor Set - Opinion

These pieces represent student writing which has been scored holistically by two scorers. There is an example of a 2, 3, and 4 paper.

The prompt was:

Everyone has someone they admire and look up to. Write about someone you admire and explain what it is that makes this person so special.

DO NOT read the prompt to your class. Part of the lesson will involve having them “reconstruct” the prompt from the following anchor set pieces.

(Here is a brief critique of each piece for your use during class discussion.)

SCORE POINT 2: “My Mom Debbie”: This piece has evidence of organization - an introduction paragraph with a weak lead and opinion statement, three paragraphs in the body of the piece, each with a main reason supported by mostly general details, and a weak conclusion. Two of the main reasons overlap and are not distinct enough from one another to be effective “I admire my mom for a lot of different reasons” and “My mom has done a lot of wonderful things for me.” Both paragraphs focus on the things mom buys. Sentence variety is often redundant: many sentences begin with “She’s”. Phrases such as “a lot of stuff”, “she’s wonderful”, “much, much more”, and “I can’t explain how wonderful she is” do not add anything to the specificity of the piece. There is no evidence of the application of the detail generating questions, “What does that look like?” “Why is that important?” Still, the author demonstrates an understanding of the organization and purpose of opinion writing.

SCORE POINT 3: “My Brother”: This piece has a satisfactory organizational framework with an introduction made up of a clear lead and opinion statement, three satisfactory, well organized paragraphs in the body of the piece, each with a broad, yet distinct main reason. There is a mix of general details (“hiding out in different places”, he is “good at”) and specific details (Super Smash Brothers, a mean serve, etc.). The author has applied the detail generating question, “Why is that important?” Has an adequate conclusion paragraph in which the main reasons are restated (although somewhat redundantly).

SCORE POINT 4: “My Special Person”: This piece has a strong organizational plan: a satisfactory introduction with an adequate lead and a clear, concise opinion statement in which each of the main reasons are stated (funny, handy, kind), three broad yet distinct main reasons, each supported by mostly specific details. There is good sentence variety, voice, and word choice. The conclusion paragraph references the three main reasons and a general restatement of the opinion statement: Many people have a great effect on your life.

On the following pages you will find the three student samples. (score point 2, 3, and 4)

Revising Supporting Details

REMEMBER: Effective argument writers don't just list facts and opinions. Instead, they elaborate on facts and reasons using the detail generating questions: What does it look like? Why is it important?

Directions: Read each paragraph, below. Locate each fact or opinion and REVISE by asking the detail-generating questions: What does it look like? Why is it important? Include vivid sensory detail and explain why each detail is important! Replace general examples with specific examples.

1.) I think it's a bad idea to eat before dinner. If you snack before a meal you'll spoil your appetite. Instead of getting good nutrition you'll get filled up on junk food.

2.) Bowling is a really fun sport. I like to bowl with my friends. You roll the ball down the alley to knock over the pins to get points. It's exciting.



PROMPT ANALYSIS

1.) READ the information in the box below.

Most people have a favorite holiday they enjoy celebrating.

THINK about the holiday that you enjoy celebrating the most.

WRITE about your favorite holiday. Explain what makes that holiday special to you.

TOPIC: _____

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____

2.) READ the information in the box below.

A person of good character is to be respected.

THINK about a person that has affected your life in a positive way.

WRITE about a person that you admire and explain what makes that person worthy of respect.

TOPIC: _____

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____



GOLDEN BRICKS

Here is a fact the author wants to state:

Becoming a competitive swimmer takes dedication and hard work.

The author could then *show* this fact more powerfully by following it with a GOLDEN BRICK:

My cousin Darby, a champion swimmer says, "If you want to be a strong competitor you'd better be prepared to give up a lot of free time for the hours of practice needed to win!" **(quote)**

or:

Thanks to our team's hard work and dedicated practice we've won four out of five of our last meets, putting us in the lead for the regional championship. **(statistic)**

or:

Did you know that some divers and swimmers can hold their breath for up to ten minutes? That takes a lot of practice and determination! **(amazing fact)**

or:

When I joined the swim team I thought that when I got tired doing laps I could rest for a minute. But last week when I paused at the edge of the pool after my fifth lap the coach pulled me out and sat me on the bench for the rest of practice. Now I know I need to push through it! **(anecdote)**

or:

One by one they dive in, slicing the water cleanly. Then, like a pod of sleek dolphins, each team member slips through the water at top speed, one behind the other. **(descriptive segment)**



REVISING INTRODUCTIONS AND CONCLUSIONS

Read the following ineffective introduction and conclusion. First, determine what the main reasons are that the author needs to include. Then, REVISE the introduction and conclusion using the techniques listed on the Student Reference Page.

INTRODUCTION:

I love the beach, don't you? I like to bring a book and read. I also like to go boogie boarding. It's also fun to sit around the blanket with my friends eating snacks. I'll explain all the reasons this is fun.

YOUR REVISION: _____

CONCLUSION:

So now you know why I love the beach. I love to sit there and read, go boogie boarding, and sit and snack with my friends. I hope you're convinced that the beach is fun! THE END

YOUR REVISION: _____



PRACTICE PROMPT

People everywhere celebrate holidays. Each holiday has special traditions and activities. Write about your favorite holiday. Explain why it is your favorite.

YOU WILL HAVE 15 MINUTES TO PLAN:

Think about the givens and variables - what decisions do you need to make?

Use the simple framework below to plan your piece:

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____

(You may add main reasons as needed.)



REPRODUCIBLE PRESCRIPTIVE LESSONS

(Rx Activities for Specific Writing Weaknesses)

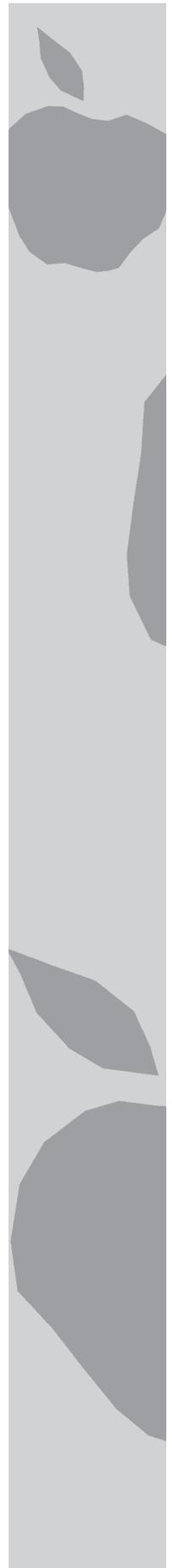
These activities may be used with the entire class, with a small group for a mini-lesson, or with individual students based on your assessment. Photocopy the student activity and distribute as needed. Each activity is a revision exercise. Always begin the activity with a review of the designated skill. You may wish to refer back to the corresponding pages of this resource as well as your Empowering Writers Guides for background information and additional student activities. You may also choose to use these “before and after” exercises individually or collectively as homework or as independent classwork.

The key is to provide children with feedback as quickly as possible on their revisions. Keep the critique in a positive light, and provide concrete suggestions.

For example, *“I can tell that you take pride in your writing and I admire that about you. You came up with three excellent main ideas and I loved the anecdote you used in the third paragraph. I’m wondering if the detail-generating questions might help you add some more descriptive details to support your main ideas. You remember what the detail-generating questions are, right?”* (“What does it look like, Why is it important?”).

Here is a list of each prescriptive skill activity:

- **Cut and Paste for Organization** - pp. 44-47
- **Revising Ineffective Introduction Paragraphs** - p. 48
- **Identifying Broad Yet Distinct Main Ideas/Reasons** - p. 49
- **Using the Detail-Generating Questions** - p. 50
- **Using the “Golden Bricks”** - p. 51
- **Revising Weak Conclusion Paragraphs** - p. 52



Prescriptive Lessons

Name _____

Prescriptive Lesson - Revising Ineffective Introduction Paragraphs

Directions: Read each introduction paragraph below. Revise the **LEAD** using one of the following options:

- Amazing Fact
- Descriptive Segment
- A Quote
- A Question
- Anecdote
- A Statistic

Then, write a clear, concise **TOPIC SENTENCE** that tells what the entire piece will be about.

BEFORE: Vroom! I will tell you all the reasons sports cars are awesome. They are fast, stylish, and comfortable. I love sports cars, don't you?

AFTER: _____

Now, revise the same introduction again using a **DIFFERENT** kind of **LEAD**. You may keep the **TOPIC SENTENCE** the same, or reword it.

BEFORE: Vroom! I will tell you all the reasons sports cars are awesome. They are fast, stylish, and comfortable. I love sports cars, don't you?

AFTER: _____

