

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.



Music in Our Schools

Music has many benefits for people. It can stir up deep emotions; it can make you want to dance. Doctors report that it can even lower your blood pressure. Babies who listen to Mozart are said to learn faster than babies who don't. Those are just a few of the life enrichments that come from exposure to music. Music education is important in our schools as it exposes students to a variety of music genres, creates a sense of pride and belonging, and builds confidence.

While students generally prefer particular genres such as pop and country, timeless tunes such as Bach and Beethoven can extend their music appreciation. The school orchestra introduces artists like this and others to many of our students for the first time. Our school orchestra begins in third grade where students can learn how to play a stringed instrument such as the violin, viola, or cello. These young musicians are provided the instrument, a case, and a bow and learn the names of the strings and how to hold the instrument. With practice, they learn how to glide the bow along the strings to produce a lovely tone. Playing a stringed instrument in the orchestra helps students to read notes, hear pitches, and play many famous pieces of music. Parents and grandparents are always filled with gratification when they hear the performances of these classic melodies. Whether or not they become capable musicians later in life, these youngsters will take an appreciation for orchestral music with them into adulthood.

Being an active part of an organization can provide students with a sense of pride and belonging. I've always participated in our band and consider the other members to be a part of my family. There's no better sound than the rat-tat-tat of the snare drum, the blasting of a trumpet, or sweet melodies that escape from a flute. Each instrument confidently brings importance to the overall sound. Our band elicits a swell of pride from our whole community as we march on the football field and through our holiday parades in our bright uniforms. Though not all band members will go on to become members of community bands or freelance musicians in rock or jazz groups, they've had the opportunity to experience what it looks like to be a part of group that works together in creating something beautiful.

Music also has the potential to help students build confidence. About 30% of our students

Review Day 1 - Student Page

are a part of our school choir. Choir members learn vocal technique, how to read notes and follow a melodic line, and how to breathe properly in order to produce a beautiful singing tone. They also learn to avoid straining their voices. For many students, the choir offers the only opportunity to develop their voices and sing in public. As a result, many are better equipped for public speaking and making presentations. Additionally, some students who struggle academically say that choir offers them their only chance to feel successful in school.

There is no doubt that music plays a central role in helping children to develop their minds and talents. As appreciation for all types of music develops, so does appreciation for other great things in life. Just like sports, providing music programs can give students a chance to be a part of a group and teach them the skills that will increase confidence. Simply said, music education is important!



Summarizing Framework for Music in Our Schools

- 1.) Circle the introduction paragraph. Underline the lead in RED, opinion statement in BLUE.
- 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.
 - *Younger children anticipate the time when they are old enough to be a part of our organization. par. #__*
 - *Once a student learns how to read music, they are generally able to pick up any piece and sight read it with ease. par. # __*
 - *Continued exposure to classical artists increases the interest students have in concerts offered at city or other local venues. par. # __*
- 6.) What kind of “golden brick” is found in paragraph 3? _____
- 7.) What kind of “golden brick” is found in paragraph 4? _____
- 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:

A role model leads by example and influences others. Write an essay explaining the importance of having a role model.

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: “Role Models are Important”: While this piece has evidence of organization, the introduction, body, and conclusion are general. The details that support the two main reasons (*can help in life and are good people*) somewhat overlap (*making mistakes, treat you well*). Sentence variety and word choice are often redundant (*My mom, they, things, stuff*). There is little evidence of the application of the detail generating questions, “What does it look like?” “Why is it important?”. Still, the author demonstrates an understanding of the organization and purpose of opinion writing.

Score Point 3: “The Value of a Role Model”: This piece has a satisfactory organizational framework. The introduction is made up of a clear lead and an opinion statement that states the main reasons within the body of the piece (*kindness, ability, and inspiration*). While the body paragraphs are made up of broad yet distinct main reasons, there is a mix of general details (*good, like this*) and specific details (*hurried and impersonal world, Fender guitar, strum, pluck, and keep a beat, the band Chicago/ lyrics*). The transitions are also basic (*first of all, secondly, lastly*), so the progression of the essay has a formulaic feel. Even though the conclusion is adequate, the main reasons and topic are restated in a redundant fashion.

Score Point 4: “The Importance of Role Models”: This piece has a strong organizational plan. The introduction starts with a descriptive segment lead and includes an opinion statement that clearly states the main reasons (*motivates others, strong character*). Two broad, yet distinct main reasons are each supported by specific detail (*anecdotes of the motivation from a soccer player and dependability of the grandfather*) then seamlessly connected back to the main reason it supports. Good sentence variety (*I’ve learned to appreciate, You’ll also find, One such individual*) and word choice (*to the point of stardom, now famous World Cup champion, no matter the circumstance, assist with this demolition*) are included throughout the piece, allowing the voice and experiences of the author to be heard. The conclusion references the main reasons and includes a general restatement of the opinion statement.

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

Revising Supporting Details

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

Directions: Read each paragraph below. Locate each fact 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!

1.) Living a healthy lifestyle means you can be more active. You can exercise and do more things. Run a race. Climb a mountain. You will be in better shape.

2.) A friend gives you someone to confide in. Friends will listen to secrets. You can trust them. You will also feel better afterward.

PROMPT ANALYSIS

1.) READ the information in the box below.

Traditions can be defined as customs or beliefs that are passed from generation to generation. They can be a way of bridging the past to the new.

THINK carefully about the role of traditions.

WRITE an essay explaining the importance of traditions.

Topic: _____

Main Reason #1: _____

Main Reason #2: _____

2.) READ the information in the box below.

Researcher Carol Dweck explains that a “growth mindset” is the belief that the brain is like a muscle that can grow stronger. A person’s most basic abilities can be developed through dedication and hard work.

THINK carefully about the following question.

Is a growth mindset necessary for success?

WRITE an essay explaining whether a growth mindset helps a person be successful.

Topic: _____

Main Reason #1: _____

Main Reason #2: _____

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 ideas are that the author needs to state. Then, REVISE the introduction and conclusion using the techniques listed on the Student Reference Page.

INTRODUCTION:

The world would not be the same without technology. This essay will tell you how technology has become important in our everyday lives. Technology gives us entertainment and also easier ways of doing things.

YOUR REVISION: _____

CONCLUSION:

Our lives are easier and more entertaining because of technology. That is why technology is important.

YOUR REVISION: _____

PRACTICE PROMPT

Extracurricular activities can help you develop your talents and discover new ones. Write about the importance of being involved in extracurricular activities.

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: _____

MAIN REASON #3: _____

(You may add main ideas 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. 45-47
- **Revising Ineffective Introduction Paragraphs** - pp. 48-49
- **Identifying Broad Yet Distinct Main Ideas/Reasons** - pp. 50-51
- **Using the Detail-Generating Questions** - pp. 52-53
- **Using the “Golden Bricks”** - pp. 54-55
- **Revising Weak Conclusion Paragraphs** - pp. 56-57



Name _____

Prescriptive Lesson - Revising Ineffective Introduction Paragraphs - 2

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: Many people have heroes. I look up to mine because of his strong character and commitment to service.

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: Many people have heroes. I look up to mine because of his strong character and commitment to service.

AFTER:
