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Write TIME FOR KIDS—Level 7

This sample includes the following:

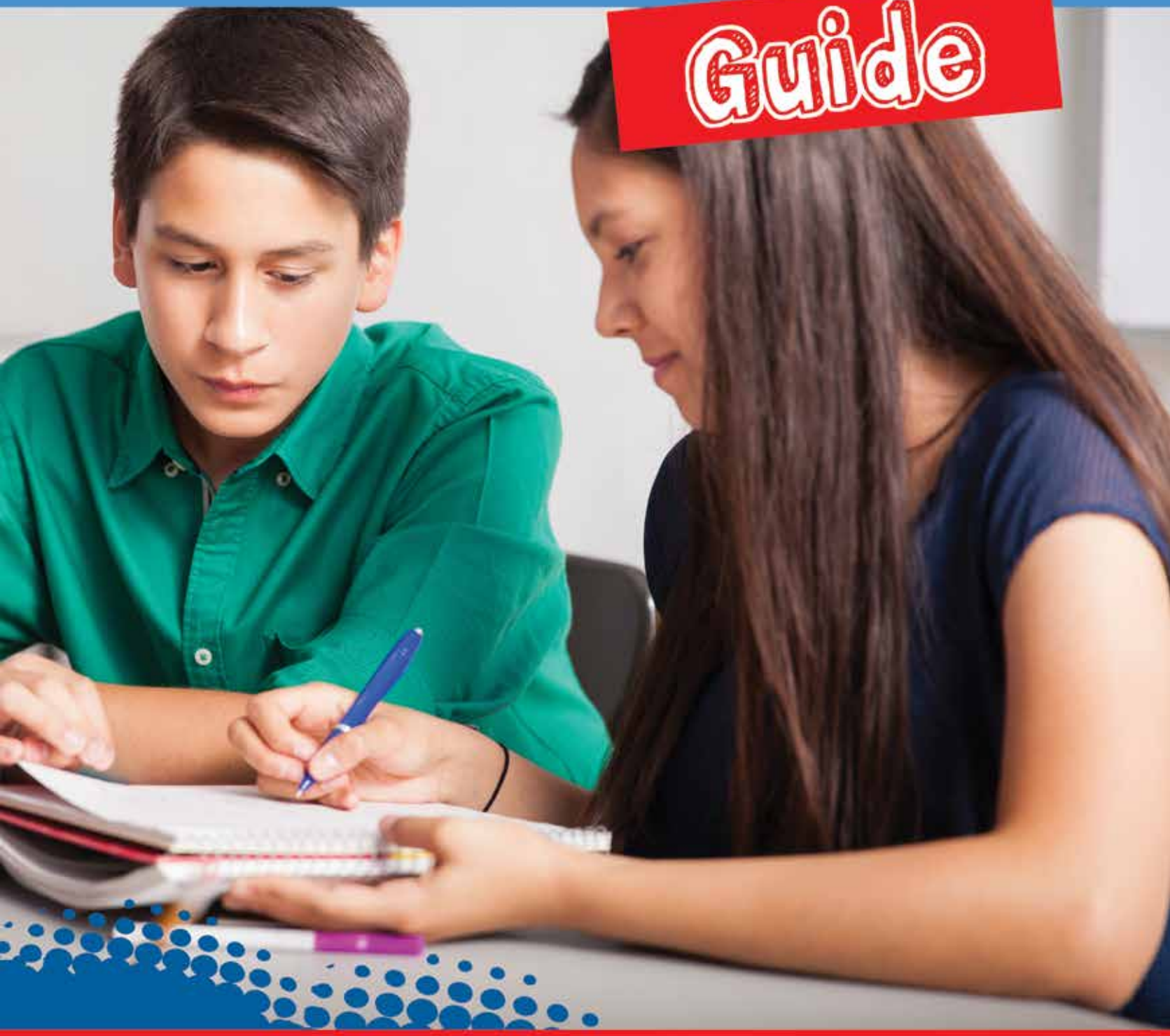
Best Practices Guide Cover (1 page)
Best Practices Guide Table of Contents (1 page)
How to Use This Product (5 pages)
Lesson Plan (14 pages)
Card (2 pages)

To Create a World in which Children Love to Learn!

Write TIME

Level 7

Best Practices Guide



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How to Use This Product

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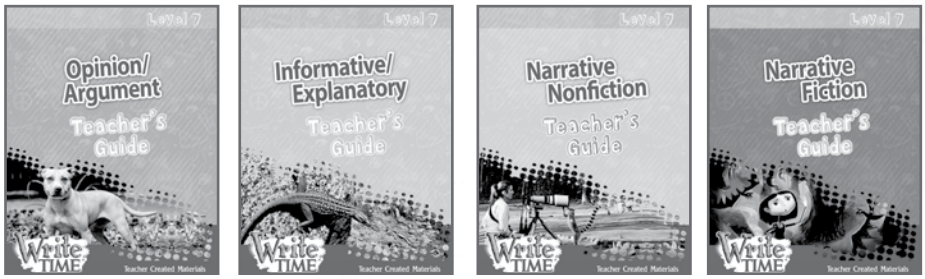
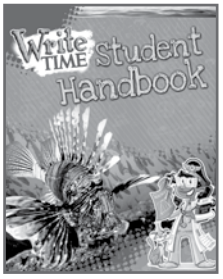


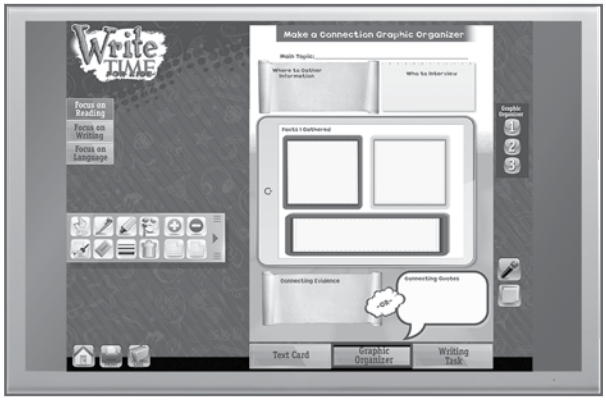
32 Mentor Text Cards

Student Handbook



Best Practices Guide

Technology Platform



How to Use This Product (cont.)

Lesson Components

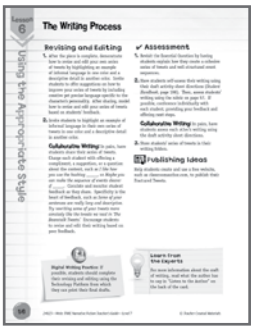
Teacher's Guide

Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. The final lesson of each genre provides a culminating writing piece to showcase skills learned.

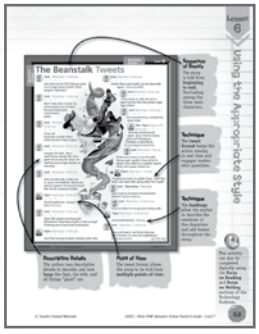
Overview:
Includes key information for planning (standards and a list of materials).

The Writing Process:
Includes Prewriting and Drafting instruction, using a graphic organizer, a frame, and a draft page.

Analyzing the Mentor Text:
Introduces the text and key vocabulary words but also provides close reading instruction.

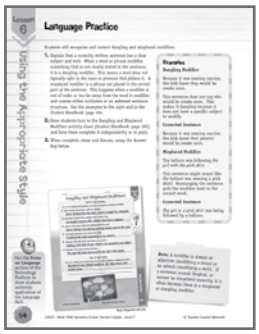


The Writing Process:
Includes Revising, Editing, Assessment, and Publishing Ideas.

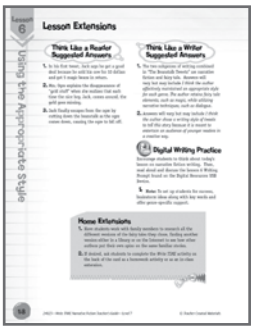


Annotating the Mentor Text:
Introduces annotations to support Analyzing the Mentor Text and to build a reading and writing connection.

Writing Rubric:
Features a writing rubric specifically tailored to the lesson's writing task.



Language Practice:
Addresses the language skill and makes authentic connections to the Mentor Text.



Lesson Extensions:
Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

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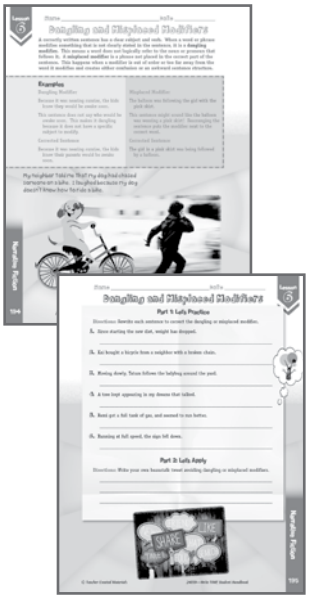
Student Handbook

Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.

Mentor Text Card:
Supports close reading with a student-friendly version of the card for easy annotations and highlights.

Graphic Organizer:
Supports the prewriting and planning stages of the writing process.



Language Practice:
Includes an introduction and a mini-lesson for the target language skill and a practice activity to check for understanding of the skill as well as an application activity to demonstrate mastery of the skill.

Frame:
Supports struggling writers and English language learners as they transition from the prewriting stage to the drafting stage of the writing process.

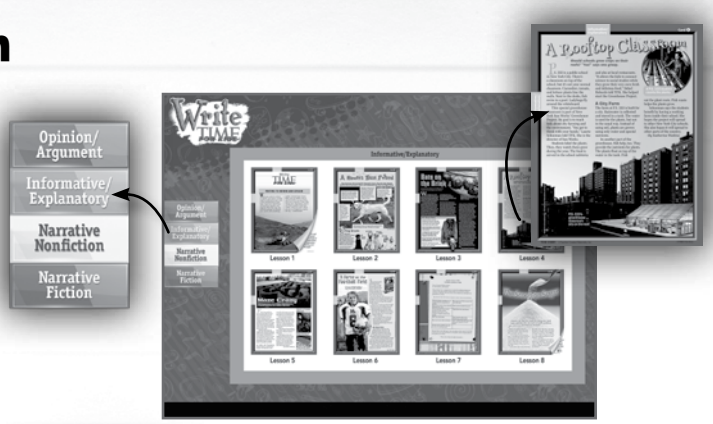
Draft:
Includes a student-friendly rubric to remind students what information to include in their writing pieces, and provides a place for students to draft their writing.

How to Use This Product (cont.)

Using the Technology Platform

Getting Started

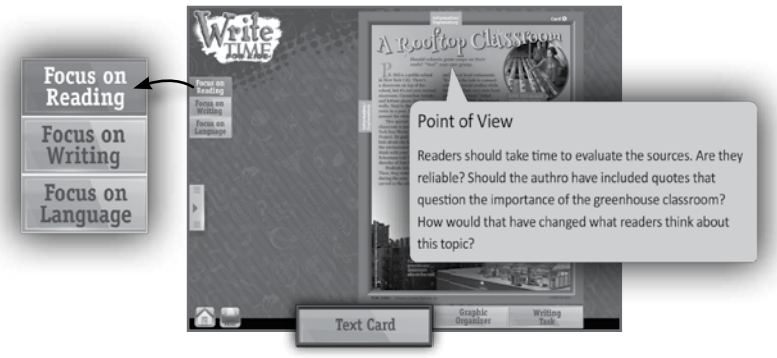
- Select from one of the four genres.
- Select the card for the day's lesson.



Analyzing the Mentor Text Card

On the **Text Card** tab:

- Select from the three standards: Reading, Writing, or Language.
- View the highlighted annotations provided for each standard to show the reading and writing connections.
- Click on each highlighted section to receive a detailed annotation that describes how that standard is used/ addressed on the Mentor Text Card.

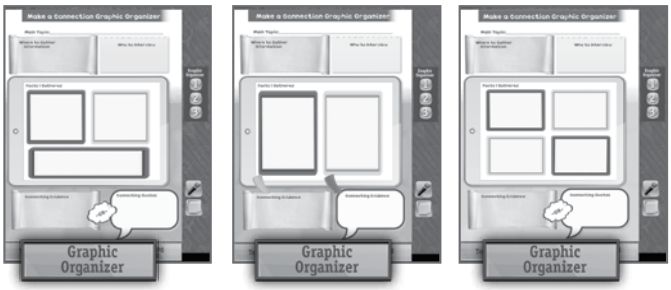


The Writing Process

Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organize**r tab:

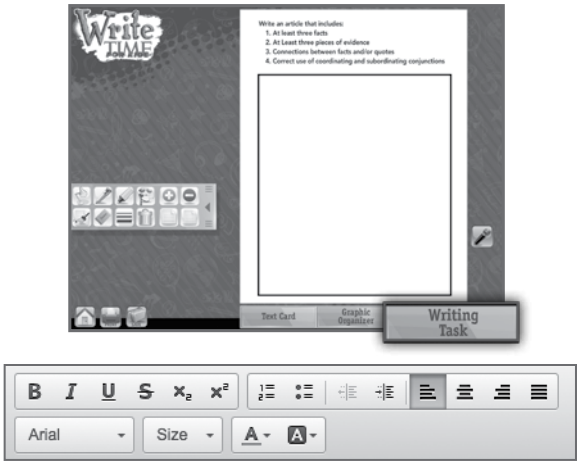
- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson as well as various levels of writing needed.



Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.



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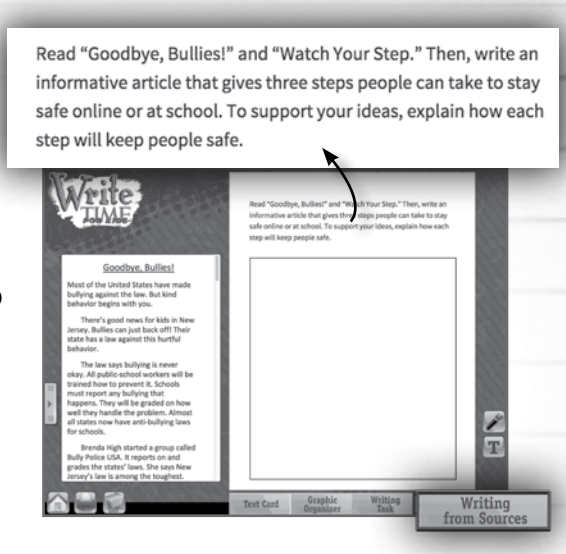
Assessment Preparation

On the **Writing from Sources** tab in Lesson 8 of each genre:

- Use the Writing from Sources task to prepare students for today's assessments and testing environment. Students will read and compare the information from two texts and respond to a writing prompt.



Bonus Features

There are a variety of tools available for the user, including but not limited to print, save, record, highlight, erase, zoom in, zoom out, and delete.

Save—Students may save their completed work in PDF and/or Word formats, making it simple for teachers to import student work into their system(s) of choice.

Print—Students may print all the work they complete in the Technology Platform.

Record—Teachers may ask questions and provide feedback. Students may record themselves reading and respond to teachers. All recordings may be saved.

Notes—Teachers and students can easily collaborate using this tool.

Note: The Technology Platform may be found on the Digital Resources USB Device.

Supporting Opinions with Reasoning

Objective

To draft opinions that are supported by relevant evidence.

Essential Question

How can evidence be used to support opinions?

Overview

Use the lesson plan on pages 27–34. Study **Card 3**, "The Best Jobs for the Future," and analyze how arguments for two different perspectives are presented on the same topic. Students will craft school newspaper articles in which claims are supported with logical reasoning and relevant evidence. A dangling modifiers activity is provided to support students' writing.

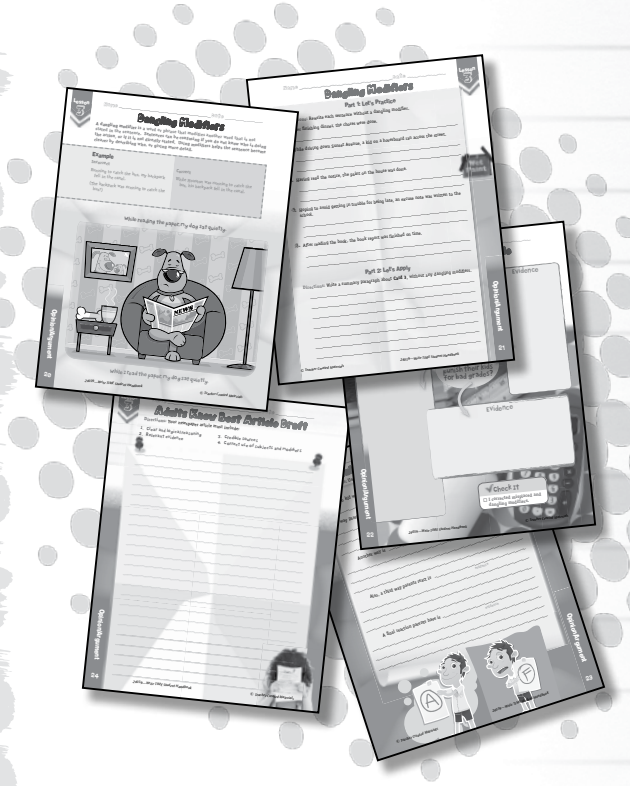
Standards

Writing: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Reading: Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of fact. (*one author*)

Language: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Speaking and Listening: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



Materials

- Opinion/Argument **Card 3**, "The Best Jobs for the Future"
- *Student Handbook* activity sheets (pages 19–24)
- paper, pens, and highlighters (two colors)
- *Write TIME* Technology Platform
- technology for writing digitally and a printer (*optional*)

For detailed support on how to integrate the *Write TIME* Technology Platform, please reference pages 58–59 of the *Best Practices Guide* and the User Guide found on the USB Device. Be sure to look for the technology integration icon throughout the lesson.

Analyzing the Mentor Text

Establishing a Purpose: Students will read **Card 3**, "The Best Jobs for the Future," and analyze how two different perspectives are presented on the same topic.

1. The graphic draws my attention, and right away I am interested in reading what people think the top five dream jobs are. How do you think future dream jobs will be different from present-day dream jobs? (*I think that many of them will be technology related because new technology is being integrated into everything we do.*) Often, different people have different perspectives on a topic, so let's look for multiple opinions.

2. Display **Card 3**, "The Best Jobs for the Future." Have students read the card independently, underlining key information. **Note:** For English language learners or those needing additional support, play the audio recording of the card from the Technology Platform, or have student pairs read the text.

Vocabulary: See the reverse side of the card for potentially challenging vocabulary definitions (*aspirations, biomedical, statistics*). To familiarize students with the words, have students read the provided definitions. Then, introduce the meanings of root words derived from the vocabulary words. Students will draw a symbol of the meaning of each word part as you teach it. (aspire = *to long or seek*; tion = *to express action*; bio = *life*; med = *science of medicine*; stat = *facts of a state*) Once students have drawn their symbols, explain that word part combinations can help us make sense of the meaning of unfamiliar words. (aspire *and* tion = *aspiration*; bio *and* med = *biomedical*; stat *and* istics = *statistics*)

3. Read the card as a class. As you read, draw attention to the annotations provided on page 29. Have students selectively annotate their copies (*Student Handbook*, page 19), looking for credible sources.

Discuss the basic opinion of this article with your partner. (*Jobs of the future are in the fields of science and technology, so it's a good field of study for young adults.*) While we know that science and technology will support many jobs in the future, there are different perspectives on this. Why does the federal government want students to focus on STEM? Why do students focus on these types of jobs? (*The federal government wants students to focus on STEM because we need jobs that will help our country be a strong world leader; Students might want to focus on these types of jobs because they are interesting and pay well.*) Why is it important to provide different perspectives on the same issue? (*to have better reasoning for an argument and to provide a full picture for readers to better understand the topic being presented*)

4. In your writing activity, you'll be creating persuasive pieces about how you feel about how parents react when their kids bring home bad grades. Just like the author of 'The Best Jobs for the Future,' you will use logical reasoning and relevant evidence to support your opinions.

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Reading Extension: On the back of the card, look at the "Think Like a Reader" questions. To support a collaborative environment, have students turn to a partner and discuss each question. Then, come together as a group to share. Suggested answers can be found on page 34.

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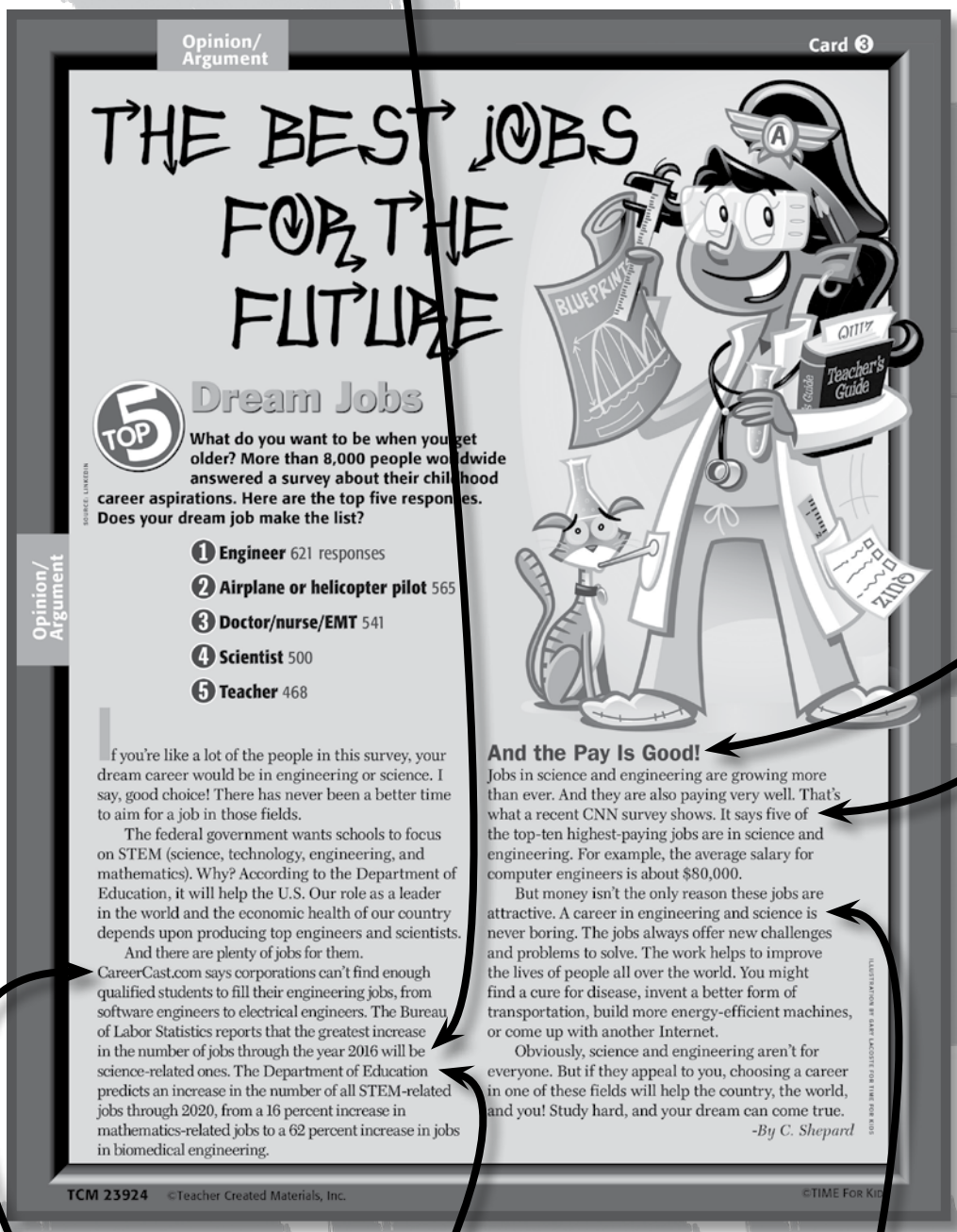
Logical Reasoning
The author includes **recent statistics to support this claim**, rather than facts and figures that are 5, 10, or more years old.



Opinion/ Argument

Card 3

THE BEST JOBS FOR THE FUTURE

TOP 5 Dream Jobs

What do you want to be when you get older? More than 8,000 people worldwide answered a survey about their childhood career aspirations. Here are the top five responses. Does your dream job make the list?

SOURCE: LINKEDIN

1. **Engineer** 621 responses
2. **Airplane or helicopter pilot** 565
3. **Doctor/nurse/EMT** 541
4. **Scientist** 500
5. **Teacher** 468

If you're like a lot of the people in this survey, your dream career would be in engineering or science. I say, good choice! There has never been a better time to aim for a job in those fields.

The federal government wants schools to focus on STEM (science, technology, engineering, and mathematics). Why? According to the Department of Education, it will help the U.S. Our role as a leader in the world and the economic health of our country depends upon producing top engineers and scientists.

And there are plenty of jobs for them. CareerCast.com says corporations can't find enough qualified students to fill their engineering jobs, from software engineers to electrical engineers. The Bureau of Labor Statistics reports that the greatest increase in the number of jobs through the year 2016 will be science-related ones. The Department of Education predicts an increase in the number of all STEM-related jobs through 2020, from a 16 percent increase in mathematics-related jobs to a 62 percent increase in jobs in biomedical engineering.

And the Pay Is Good!

Jobs in science and engineering are growing more than ever. And they are also paying very well. That's what a recent CNN survey shows. It says five of the top-ten highest-paying jobs are in science and engineering. For example, the average salary for computer engineers is about $80,000.

But money isn't the only reason these jobs are attractive. A career in engineering and science is never boring. The jobs always offer new challenges and problems to solve. The work helps to improve the lives of people all over the world. You might find a cure for disease, invent a better form of transportation, build more energy-efficient machines, or come up with another Internet.

Obviously, science and engineering aren't for everyone. But if they appeal to you, choosing a career in one of these fields will help the country, the world, and you! Study hard, and your dream can come true.

-By C. Shepard

ILLUSTRATION BY GARY LACOSTE FOR TIME FOR KIDS

Opinion/ Argument

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Logical Reasoning
The author **provides evidence to support the claim** that these are well-paying jobs, but the argument would be stronger if more context were given so readers understood how much the average salary is for other jobs and what salary is required for a middle-class lifestyle.

Sources
Readers may want to **check the original survey**. The author's argument would be stronger if sources were cited more precisely.

Sources
The author uses a variety of **accurate and credible** sources to support her claims.

Analyzing Multiple Sources
Readers can **research the topic further** to analyze the author's credibility, and determine whether or not the author thought far enough ahead.

Logical Reasoning
The author provides **examples to support** the idea that these jobs are exciting.

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Language Practice

Students will edit dangling modifiers.

1. Explain that *a dangling modifier is* a *word or phrase that modifies another word that is not stated in the sentence*. Sentences can be confusing if you do not know who is doing the action, or if it is not directly stated. Using modifiers helps the sentence become clearer by describing who, or by giving more detail. See the examples to the right and in the *Student Handbook*, page 20.
2. Have students turn to the Dangling Modifiers activity sheet (*Student Handbook*, page 21), and have them complete it independently or in pairs.
3. When complete, share and discuss, using the Answer Key below.

Example

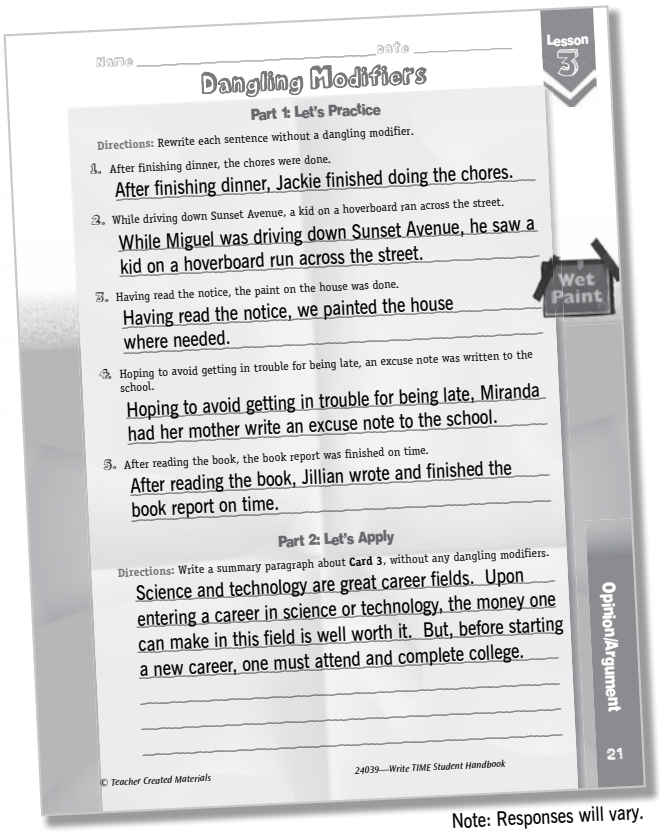
Incorrect

Running to catch the bus, my backpack fell in the canal.

(The backpack was running to catch the bus?)

Correct

While Houston was running to catch the bus, his backpack fell in the canal.



Name _____ Date _____

Lesson 3

Dangling Modifiers

Part 1: Let's Practice

Directions: Rewrite each sentence without a dangling modifier.

1. After finishing dinner, the chores were done.
   After finishing dinner, Jackie finished doing the chores.
2. While driving down Sunset Avenue, a kid on a hoverboard ran across the street.
   While Miguel was driving down Sunset Avenue, he saw a kid on a hoverboard run across the street.
3. Having read the notice, the paint on the house was done.
   Having read the notice, we painted the house where needed.
4. Hoping to avoid getting in trouble for being late, an excuse note was written to the school.
   Hoping to avoid getting in trouble for being late, Miranda had her mother write an excuse note to the school.
5. After reading the book, the book report was finished on time.
   After reading the book, Jillian wrote and finished the book report on time.

Part 2: Let's Apply

Directions: Write a summary paragraph about **Card 3**, without any dangling modifiers.

Science and technology are great career fields. Upon entering a career in science or technology, the money one can make in this field is well worth it. But, before starting a new career, one must attend and complete college.

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Note: Responses will vary.

Use the **Focus on Language** section of the Technology Platform to show students authentic application of the Language Skill.

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The Writing Process

Students will write articles supporting their opinions with logical reasoning and relevant evidence. Before beginning the writing process, introduce the lesson's rubric as well as revisit the Opinion/Argument Model Lesson in the *Best Practices Guide* (pages 60–71) as needed.

Prewriting

1. Introduce the writing lesson.

> "When we write opinion/argument pieces, we start with our opinions. Just an opinion is not much by itself, so it's important that we back them up with logical reasoning and relevant evidence, citing our sources. Today, we'll write about how parents react to their children's bad grades and write articles for a school newspaper."

2. As a class, create a list of ways parents can react when their kids bring home bad grades. (*no reaction, yelling, grounding, punishing, letting kids choose their own punishment, no punishment*)

   Collaborative Writing: In small groups, have students brainstorm and write lists of evidence that support a given reaction. This can be related to things they have experienced themselves, or ways they want their parents to react.

3. Model how to plan your writing using the Adults Know Best Article Graphic Organizer (*Student Handbook*, page 22) with the examples provided in Drafting Step 1. Scaffolded graphic organizers are available on the Technology Platform. Then, have students complete their graphic organizers independently.

Art of Persuasion

Remind students that credible sources are vital in convincing an audience to agree the author is "right."

Drafting

1. Model how to use the graphic organizer to create a draft of your article.

> "My article will include four pieces of evidence from research that support my opinion. I think most parents punish their kids for bad grades. I'll include evidence such as quotations, examples, or explanations. My four examples of punishment will be *parents take away: electronics, free time, friends, and sports*. I'll need to be sure my evidence is coming from a credible, or trusted, source. I'll look for websites that end in *.edu*, *.gov*, and *.org*. As I find my evidence, I'll write down the name of the website or author in parentheses like this: *Taking away electronics has been a parent's most obvious consequence for punishing kids* (*www.childmind.org*). Using credible sources helps readers trust the evidence and connect with my side of the topic. Ultimately, they'll agree with my perspective without me ever needing to mention another side of the story."

2. Students will draft their articles on the Adults Know Best Article Draft (*Student Handbook*, page 24).

Differentiated Instruction

❶ **Language Support:** Have student pairs work together to compile evidence. The Adults Know Best Article Frame (*Student Handbook*, page 23) is provided for additional drafting support.

❷ **Challenge:** Have students include findings from polling others about whether they think parents should punish their children for bad grades.

This activity can also be completed digitally using the **Graphic Organizer** and **Writing Task** sections of the Technology Platform.

The Writing Process

Revising and Editing

1. After the piece is complete, demonstrate how to revise and edit your own article by using a highlighter to number each reason in one color and highlight one credible source in another color. Invite students to offer suggestions on how to improve your writing by including specific descriptions that will influence the reader. After sharing, model how to revise and edit your article based on students' feedback.
2. Have students use a highlighter to number each of their reasons in one color in their own articles and highlight one credible source in another color.

   Collaborative Writing: In pairs, have students share their articles. Charge each student with offering a compliment, a suggestion, or a question about the content, such as *I like how you use the source* _____ or *Your evidence might work better if* _____. Circulate and monitor student feedback as they share. Specificity is the heart of feedback, such as *You state that most parents want their kids to care more than they do, but you do not use a quote or a source to back it up. Consider getting a quote from a parent, then putting what he or she said in quotes and including his or her name.* Encourage students to revise and edit their writing based on peer feedback.

Digital Writing Practice: If possible, students should complete their revising and editing using the Technology Platform from which they can print their final drafts.

✔ Assessment

1. Revisit the Essential Question by having students explain how they use evidence to support opinions.
2. Have students self-assess their writing using their draft activity sheet directions (*Student Handbook,* page 24). Then, assess students' writing using the rubric on page 33. If possible, conference individually with each student, providing your feedback and offering next steps.

   Collaborative Writing: In pairs, have students assess each other's writing using the draft activity sheet directions.
3. Store students' articles in their writing folders.

Publishing Ideas

Have students publish their articles on a free site, such as www.storybird.com. They can include graphics of applicable facial expressions to insert throughout the articles when different reactions are described. Students can alternatively submit their articles to the school newspaper to be shared with other students and parents.

Learn from the Experts

For more information about the craft of writing, read what the author has to say in "Listen to the Author" on the back of the card.

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Writing Rubric

Use this rubric to assess students' writing, assigning a number to each part and averaging the four for a final mark. For example, a 4 for Reasoning, a 3 for Evidence, a 2 for Sources, and a 3 for Language averages to a 3 overall (12 ÷ 4 = 3).

	4	3	2	1
Reasoning	Reasoning is logical and clearly explained.	Reasoning is mostly logical and clearly explained.	Reasoning is somewhat logical and clearly explained.	Reasoning is often illogical and not well explained.
Evidence	The evidence is highly relevant to the topic and includes many different ways to support the claim.	The evidence is relevant to the topic.	Some evidence is relevant to the topic.	Little evidence is relevant to the topic.
Sources	The article uses multiple sources that are consistently credible with accurate information.	The article uses multiple sources that are mostly credible with mostly accurate information.	The article uses some sources that are credible and include some accurate information.	Sources are weak or not credible and include inaccurate information.
Language (Grammar, Usage, and Mechanics)	The article includes correct use of subjects and modifiers with minimal errors.	The article includes use of subjects and modifiers with few errors.	The article includes use of subjects and modifiers with some errors.	The article includes use of subjects and modifiers with many errors.

Lesson Extensions

Think Like a Reader Suggested Answers

1. The author's purpose in providing the Top 5 Dream Jobs survey results is to get readers thinking about how their career aspirations rank with other people worldwide and where it falls in relation to the topic of the article.
2. The federal government wants schools to focus on STEM because it will help the United States be a leader in the world and because the economic health of our country depends on producing top engineers and scientists.
3. The job field predicted to show an increase of 62 percent through 2020 is biomedical engineering.

Think Like a Writer Suggested Answers

1. The reasons the author gives for saying that a career in engineering or science is a good choice are: There will be plenty of jobs in these fields, the pay is good, it will never be boring, and the work helps improve the lives of people all over the world.
2. The author uses expert sources such as the federal government, a career agency, CNN, and the Department of Education to support the opinion expressed in the article because they are all reliable and credible.

Digital Writing Practice

Encourage students to think about today's lesson on opinion/argument writing. Then, read aloud and discuss the Lesson 3 Writing Prompt found on the Digital Resources USB Device.

Note: To set up students for success, brainstorm ideas along with key words and offer genre-specific support.

Home Extensions

1. Have students discuss with adults in their homes how they feel about kids having bad grades. Encourage students to share their personal viewpoints by reading their articles aloud.
2. If desired, ask students to complete the *Write TIME* activity on the back of the card as a homework activity or as an in-class extension.

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Opinion/Argument

Card 3

THE BEST JOBS FOR THE FUTURE

TOP 5 Dream Jobs

What do you want to be when you get older? More than 8,000 people worldwide answered a survey about their childhood career aspirations. Here are the top five responses. Does your dream job make the list?

1. **Engineer** 621 responses
2. **Airplane or helicopter pilot** 565
3. **Doctor/nurse/EMT** 541
4. **Scientist** 500
5. **Teacher** 468

1 If you're like a lot of the people in this survey, your dream career would be in engineering or science. I say, good choice! There has never been a better time to aim for a job in those fields.

2 The federal government wants schools to focus on STEM (science, technology, engineering, and mathematics). Why? According to the Department of Education, it will help the U.S. Our role as a leader in the world and the economic health of our country depends upon producing top engineers and scientists.

3 And there are plenty of jobs for them. CareerCast.com says corporations can't find enough qualified students to fill their engineering jobs, from software engineers to electrical engineers. The Bureau of Labor Statistics reports that the greatest increase in the number of jobs through the year 2016 will be science-related ones. The Department of Education predicts an increase in the number of all STEM-related jobs through 2020, from a 16 percent increase in mathematics-related jobs to a 62 percent increase in jobs in biomedical engineering.

And the Pay Is Good!

4 Jobs in science and engineering are growing more than ever. And they are also paying very well. That's what a recent CNN survey shows. It says five of the top-ten highest-paying jobs are in science and engineering. For example, the average salary for computer engineers is about $80,000.

5 But money isn't the only reason these jobs are attractive. A career in engineering and science is never boring. The jobs always offer new challenges and problems to solve. The work helps to improve the lives of people all over the world. You might find a cure for disease, invent a better form of transportation, build more energy-efficient machines, or come up with another Internet.

6 Obviously, science and engineering aren't for everyone. But if they appeal to you, choosing a career in one of these fields will help the country, the world, and you! Study hard, and your dream can come true.

-By C. Shepard

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Name _____ Date _____

Dangling Modifiers

A dangling modifier is a word or phrase that modifies another word that is not stated in the sentence. Sentences can be confusing if you do not know who is doing the action, or if it is not directly stated. Using modifiers helps the sentence become clearer by describing who, or giving more detail.

Example

Incorrect

Running to catch the bus, my backpack fell in the canal.

(The backpack was running to catch the bus?)

Correct

While Houston was running to catch the bus, his backpack fell in the canal.

while reading the paper, my dog sat quietly.

while I read the paper, my dog sat quietly.

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Name _____ Date _____

Dangling Modifiers

Part 1: Let's Practice

Directions: Rewrite each sentence without a dangling modifier.

1. After finishing dinner, the chores were done.

_____

2. While driving down Sunset Avenue, a kid on a hoverboard ran across the street.

_____

_____

3. Having read the notice, the paint on the house was done.

_____

_____

4. Hoping to avoid getting in trouble for being late, an excuse note was written to the school.

_____

_____

5. After reading the book, the book report was finished on time.

_____

_____

Part 2: Let's Apply

Directions: Write a summary paragraph about **Card 3**, without any dangling modifiers.

_____

_____

_____

_____

_____

_____

_____

Name _____ Date _____

Adults Know Best Article Graphic Organizer

Directions: Use this graphic organizer to plan your newspaper article.

Evidence

Evidence

Evidence

Evidence

Should parents punish their kids for bad grades?

Check It

☐ I corrected misplaced and dangling modifiers.

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Name _____ Date _____

Adults Know Best Article Frame

Directions: Use this frame to write your school newspaper article.

No kid wants to bring home bad grades because _____

_____

One way parents react if kids bring home bad grades is _____
evidence

_____

_____

_____

Another way is _____
evidence

_____

_____

_____

Also, a third way parents react is _____
evidence

_____

_____

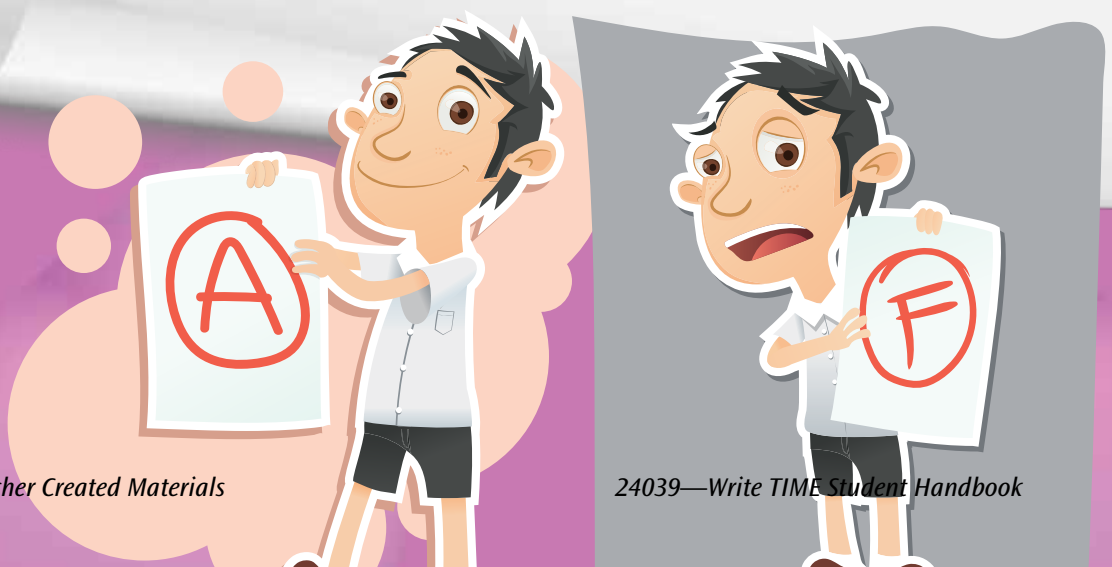
_____

A final reaction parents have is _____
evidence

_____

_____

_____



Name _____ Date _____

Adults Know Best Article Draft

Directions: Your newspaper article must include:

1. Clear and logical reasoning
2. Relevant evidence
3. Credible sources
4. Correct use of subjects and modifiers

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SOURCE: LINKEDIN

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ILLUSTRATION BY GARY LACOSTE FOR TIME FOR KIDS

Opinion/ Argument

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Supporting Opinions with Reasoning

Vocabulary

aspirations *(noun):* hopes and wishes for achievement in the future

biomedical *(adjective):* relating to both the sciences of biology and medicine

statistics *(noun):* a branch of mathematics that deals with collecting, analyzing, and interpreting large quantities of data

Write TIME

- **Is it still worthwhile to study such subjects as literature, art, and history? Give your opinion and support it with reasoning.**
- **In your opinion, what's the most important factor to consider when choosing a career?**

Think Like a Reader

1. What is the author's purpose in providing the Top 5 Dream Jobs survey results?
2. Why does the federal government want schools to focus on STEM?
3. What job field is predicted to show an increase of 62 percent through 2020?

Think Like a Writer

1. What reasons does the author give for saying that a career in engineering or science is a "good choice"?
2. What sources does the author use to support the opinion expressed in the article? Why?

Listen to the Author

The author of "The Best Jobs for the Future" clearly states an opinion in the first paragraph—pursuing a career in engineering or science is a "good choice." The opinion is supported with information from a career-oriented website, two agencies of the federal government, and a news-oriented TV channel.

This Is Why...

An opinion can't stand alone. It needs to be supported by reasons and evidence which, in turn, have a good foundation of their own. You may be the "owner" of the opinion, but if you hope to convince others to agree with you, you have to show why your opinion is valid. Use information gathered from experts, reports, and other sources to back up your opinion. Document your sources, and be prepared to show why they can be trusted. Weave the evidence together with logic. If your opinion is well stated and your reasons make sense, you have a much better chance of getting others to agree with you.

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