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The activities in this book meet the following writing standards, which are used with permission from McREL. Reading standards are also met by the “What Did You Read?” and “How Is It Written?” sections of each lesson; however, those standards are not listed below.

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Standard 1. Uses the general skills and strategies of the writing process

1. Prewriting: Uses a variety of prewriting strategies (Pages 19, 20, 27, 28, 34, 35, 42, 43, 49, 55, 56, 62, 63, 64, 70, 71, 77, 78, 79, 82, 83, 84, 85, 87)
2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (Pages 12, 13, 19, 20, 26, 27, 28, 33, 34, 35, 40, 42, 43, 49, 55, 56, 62, 63, 64, 70, 71, 77, 78, 79, 82, 83, 84, 85, 87)
3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (Pages 12, 13, 18, 19, 20, 27, 28, 34, 35, 42, 43, 45, 49, 55, 56, 58, 62, 63, 64, 70, 71, 77, 78, 79, 84, 85, 87)
4. Evaluates own and others' writing (Pages 7, 15, 22, 30, 37, 45, 51, 58, 60, 61, 66, 73)
5. Uses content, style, and structure appropriate for specific audiences and purposes (Pages 15, 18, 22, 37, 51)
6. Writes expository compositions (Pages 6, 29, 36, 44, 57, 65, 70, 71, 72, 80, 81, 82, 83)
7. Writes narrative accounts, such as short stories (Pages 14, 20, 50, 84, 85)
8. Writes compositions about autobiographical incidents (Pages 19, 55, 56)
9. Writes biographical sketches (Pages 12, 13)
10. Writes persuasive compositions (Pages 57, 63, 64, 77, 78)
11. Writes compositions that address problems/solutions (Pages 29, 72)
13. Writes business letters and letters of request and response (Pages 36, 42, 43)

Standard 2. Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive language that clarifies and enhances ideas (Pages 21, 22, 24, 26)
2. Uses paragraph form in writing (Pages 10, 30, 61)
3. Uses a variety of sentence structures to expand and embed ideas (Pages 17, 24, 48)
4. Uses explicit transitional devices (Pages 7, 60, 73)

Standard 3. Uses grammatical and mechanical conventions in written compositions

1. Uses pronouns in written compositions (Pages 47, 48, 66)
2. Uses nouns in written compositions (Pages 9, 47)
3. Uses verbs in written compositions (Pages 22, 32, 47, 68)
4. Uses adjectives in written compositions (Pages 34, 39)
5. Uses adverbs in written compositions (Page 75)
6. Uses prepositions and coordinating conjunctions in written compositions (Page 53)
8. Uses conventions of spelling in written compositions (Pages 8, 16, 23, 31, 38, 46, 52, 54, 59, 67, 74)
9. Uses conventions of capitalization in written compositions (Pages 69, 76)
10. Uses conventions of punctuation in written compositions (Pages 10, 18, 25, 33, 40, 48, 54, 69, 75, 76)
11. Uses appropriate format in written compositions (Page 69)

Standard 4. Gathers and uses information for research purposes

2. Uses library catalogs and periodical indexes to locate sources for research topics (Page 49)
3. Uses a variety of resource materials to gather information for research topics (Pages 12, 13, 41, 49, 62, 70, 87)
4. Determines the appropriateness of an information source for a research topic (Pages 49, 70)
5. Organizes information and ideas from multiple sources in systematic ways (Pages 49, 71)
6. Writes research papers (Pages 49, 70, 71)
7. Uses appropriate methods to cite and document reference sources (Page 86)



In a **discussion**, your aim is to present both sides of an issue (question) in a balanced way and then come to a conclusion.

STRUCTURE

LANGUAGE

DO SUPERHEROES MAKE GOOD ROLE MODELS FOR CHILDREN?

Statement of the issue

Arguments on one side
usually organized into paragraphs

Arguments on the other side

Each paragraph
begins with a topic sentence and is developed with facts, opinions, or examples

Conclusion
sums up arguments and comes to a conclusion

1. Superman, the first comic-book superhero, started leaping over tall buildings and stopping bullets with his chest in a 1938 comic book. Since then, other superheroes have followed—The Phantom, Batman, Spider-Man, Wonder Woman, and the X-Men, for example. These superheroes are certainly loved by most children, but are they good role models for their everyday lives?
2. Starting with the positives, superheroes always fight on the side of good. They spend their whole lives fighting to save and protect the world and its inhabitants. They never stray from the right path. Children can never be so perfect, but it is good for them to aim for such high moral standards.
3. Another positive is that superheroes never, ever give up. They always fight on for good, no matter how hopeless things look. Even when the world is about to blow up, the superhero will go in just one last time to find the bomb and save the world from death and destruction. This teaches children to keep on trying when things are difficult.
4. Superheroes have many other good qualities that are good for children to see in action. Peter Parker (Spider-Man), for example, is very kind to his old Aunt May. The X-Men fight against the hate and prejudice of humans against mutants.
5. There are, however, some negative points to consider. For one thing, superheroes always win. Everything always turns out well in the end. This might give children false hope if they are in a bad situation. In the real world, things don't always work out the right way.
6. Another thing is that superheroes usually win only because they are extremely strong and have special powers. This could make children think that physical power can solve everything.
7. Superheroes may also make us overlook real-life heroes—the fireman who saves a child's life, or just the many people who work hard every day for others. Ordinary heroes are not particularly strong or brave, they don't have special powers, and they don't always win.
8. And finally, superheroes usually look ridiculous. They wear figure-hugging bodysuits, very peculiar masks, and weird shoes. They are certainly not good fashion role models!
9. I believe that, on balance, the benefits of superheroes as role models outweigh the drawbacks. Superheroes have good personal qualities and values, and that makes them excellent role models for children.

Connectives

Words like *one, another, this, these* to **connect ideas**

Present tense for giving views

Modals
(e.g., *could, may*) and adverbs (e.g., *usually, certainly*) to show strength of opinion

Opinion adjectives

Mostly **complex sentences**

WHAT DID YOU READ?

- ① Circle the best answer. What are *all* the positive arguments about?
- the qualities of superheroes
 - the qualities of the stories they appear in
 - how superheroes fight to save the world
- ② According to the writer . . .
- Why is it good for children to see superheroes always keeping to the right path?

 - How might superheroes help children to keep on trying when they face difficulties?

 - What is one difference about the way things happen in the world of superheroes and the real world? _____
- ③ Circle the best answer. Which argument for the negative is not serious?
- first
 - second
 - third
 - fourth
- ④ Does the writer conclude for or against the question? _____
Do you agree or disagree? Give at least one reason. _____

HOW WAS IT WRITTEN?

- ① You must state the issue at the start of the discussion, but it is good to give some background to the issue first. This writer tells us H ___ L ___ comic-book superheroes have been around and the N ___ of some well-known ones.
- ② The writer gives about the same number of arguments for and arguments against. Why do you think this is a good idea? _____
- ③ Circle the best answer. There are a few ways to sum up arguments in the conclusion. This writer . . .
- summarizes the arguments on the side she agrees with.
 - mentions the main argument for and the main argument against.
 - summarizes all the arguments on both sides.
- ④ Words like **one**, **another**, **other**, **one other**, **one more**, **also**, and **too** help to link the arguments across the discussion. (They are a bit like the threads that sew up different pieces of material.) Underline these “thread” words at the start of paragraphs 3, 4, 6, and 7.
- ⑤ Check ✓ the things that helped you follow the whole discussion.

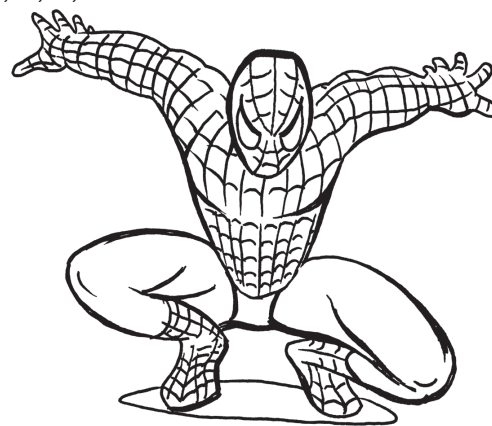
Arguments for separate from arguments against _____

Separate paragraphs for each argument _____

Topic sentences _____

“Thread” words _____

Conclusion _____




YOUR TURN TO WRITE
TIPS FOR SUPERSONIC, SUPER-POWERED WRITERS

Prepare for writing a discussion by brainstorming points for and against, without worrying too much about how strong or weak they are. Then look through them and choose two or three strong points to use in your discussion.

- ① Here are three entertainment topics. For each topic, brainstorm at least two arguments for and two arguments against, using the table below.

TOPIC	FOR	AGAINST
Are video and computer games good for children?		
Is reading a book better than seeing a film?		
Is Bart Simpson a good role model for children?		

- ② Now choose one topic and draft a discussion about it on the next page.
- State the issue clearly at the beginning.
 - Organize your arguments into **for** and **against**.
 - Write a topic sentence for each argument.
 - Develop the arguments with examples and other details.
 - Use connectives and “thread” words to link your arguments.
 - Use modals and adverbs to show how strongly you feel.
 - Say which side you agree with in your conclusion.

Revise your draft, checking for grammar, spelling, and punctuation, and then write it out again neatly on your own paper.

LESSON 10

PAGES 72-78

What did you read?

- ① a
 ② a. Children can aim for the same high moral standards.
 b. They fight for good, no matter how hopeless things look.
 c. Any of these answers: Real-life heroes are not particularly strong or brave. / Real-life heroes don't have special powers. / Real-life heroes don't always win.
 ③ d
 ④ for the question

How was it written?

- ① how long, names
 ② to show that the writer has given equal thought to both sides; the discussion is balanced
 ③ a
 ④ another (para. 3), many other (para. 4), another thing (para. 6), also (para. 7)
 ⑤ You would probably check all of these—all help to make the discussion quite clear.

Spelling and meaning

- ① a. whole b. benefits c. ridiculous
 d. drawbacks e. perfect f. qualities
 g. moral h. mutants i. particularly
 j. standards k. prejudice l. balance
 ② a. tomatoes b. potatoes c. volcanoes
 d. echoes e. mosquitoes f. torpedoes
 g. mangoes h. heroes

③

FOR	AGAINST
Advantages	Disadvantages
Pluses	Minuses
Positives	Negatives
Benefits	Drawbacks
Affirmative case	Negative case

Grammar

- a. The Phantom is definitely the best superhero ever. 1
 The Phantom is probably the best superhero ever. 2
 The Phantom may be the best superhero ever. 3
 b. We should encourage children to watch films like *Spider-Man*. 2
 We must encourage children to watch films like *Spider-Man*. 1
 We could encourage children to watch films like *Spider-Man*. 3
 c. Children could copy the behavior of superheroes. 2
 Children are sure to copy the behavior of superheroes. 1
 Children might possibly copy the behavior of superheroes. 3

- d. Parents should always stop children from watching these shows. 1
 Perhaps parents should stop children from watching these shows. 3
 Parents should probably stop children from watching these shows. 2

Punctuation

- a. Phantom's horse is named Hero.
 b. Superman's best friends were Lois Lane and Jimmy Olsen.
 c. It was the three villains' last attempt to get rid of Batman.
 d. Many children's television shows have no real heroes.
 e. Adults usually admire the superheroes' devotion to duty.
 f. The X-Men's fight against evil never seems to end.
 g. The film's ending is a surprise.
 h. Fans can get more information about their superhero on the website. (none needed)
 i. Batman's cave is beneath Gotham City.
 j. Many different actors have played Superman. (none needed)

Can you help?

Superheroes can be our guides in everyday life. Most people's lives, even children's lives, involve tough decisions. **When** faced with these decisions, we can ask ourselves, "**What** would Superman do?" I don't mean what special superpowers he would use, but what choices he would make in the same situation? Superheroes have to make some very difficult decisions in do-or-die, life-or-death situations. **Of** course, their decisions might be more critical than the ones we have to make, but they can still teach us something about the responsible way to act.

Puzzle time

①

S	P	B	Z	R	P	H	A	N	T	O	M	P	M
U	R	O	B	I	N	J	V	U	L	T	U	R	E
P	A	F	A	K	R	Y	P	T	O	N	I	T	E
E	B	A	T	G	I	R	L	B	X	E	N	A	O
R	P	X	M	H	D	S	L	O	M	M	U	K	J
W	G	E	A	H	I	O	L	K	E	B	V	F	D
O	E	R	N	G	U	I	K	F	N	H	G	T	S
M	Q	W	P	G	O	T	H	A	M	C	I	T	Y
A	X	Z	B	S	U	P	E	R	M	A	N	L	K
N	G	H	J	S	P	I	D	E	R	M	A	N	H
W	O	L	V	E	R	I	N	E	W	V	B	A	M

- ② man, spider, ram, mar, dam, pram, dram, mad, sad, sand, ride, side, spied, dire, sire, rise, near, dear, pear, pare, dare, mare, spare, spire, main, rain, drain, pain, sane, mane, pane, spear, pride, pries, prime, prim, dream, dries, drip, spread, smear, mine, reins, remind, drapes, snare (you might have found others)