

Grade 5

Writing On-Demand



A Guided Practice Unit

JCPS Elementary Literacy Team

Placing the Cart before the Horse

Some folks seem to focus primarily on **practicing** the on-demand assessment rather than **teaching writing**. Like having the horse push the cart from behind, focusing mostly on practice in preparing students for on-demand writing is counter-productive and may actually harm students' growth in writing.

Putting the Horse First

The *On-Demand Guided Practice Unit* is intended as a follow-up to the other grade 5 writing units—*Building a Writing Community*, *Informative/Explanatory Writing*, *Opinion Writing: Critical Analysis*, and *Real and Imagined Narratives*. In this “horse-up-front” model, students learn through the course of the writing units to develop authentic pieces of writing with skills, strategies, and organizers which will support the *On-Demand Guided Practice Unit*. This unit, however, is different from the others. The activities/lessons do not have to be presented sequentially, and they aren't intended to produce an authentic piece of writing.

Think of the activities as items on a menu from which to select. The activities focus on a variety of different skills and strategies important in on-demand writing. Some provide practice in **applying writing skills**. Others **practice test-taking skills** specific to the on-demand experiences. Choose the activities that students need to practice in order to write well, on demand.

At the end of this unit is a series of on-demand prompts for each of the three different tasks: opinion writing, informative/explanatory writing, and real or imagined narrative writing. Use these prompts in conjunction with the activities in this unit to assess students' understanding and to scaffold students' learning about on-demand writing in stages.

Don't Kill the Horse

Do not use the prompts as practice separate from instruction. Giving students a series of prompts to “do” is counter-productive. The students probably will not learn to write well, and they probably will learn to hate writing more. Repetitive practice without intentional instruction will not only result in disappointing results in on-demand writing, but it may actually “kill the horse.”

TABLE of CONTENTS for the ON-DEMAND GUIDED PRACTICE UNIT Menu of Activities

Many of the following lessons and activities focus on specific on-demand writing strategies. Some focus on prewriting strategies that the students can use in planning their pieces. Others review writing skills students are expected to demonstrate in their on-demand and process writing. Select the lessons and activities that address your students' needs based on an analysis of pieces they have written throughout the year and in on-demand experiences.

Pgs. 5 - 7	Analyzing the Prompt Students practice using “W-W-F” to identify audience, purpose, and form in different types of prompts.
Pgs. 8 -14	Matching the Prompt and “Write to the Point” planner Students practice identifying the type of prompt and choosing the appropriate “Write to the Point” planner.
Pgs. 15 -16	Putting Yourself in a Prompt Students practice engaging in the writing task by thinking of the on-demand prompt as a real situation.
Pgs. 17-21	Finding the Important Words in a Prompt Students practice “digging for diamonds,” locating important words that should be used in planning the “Write to the Point” organizer and in writing their pieces.
Pgs. 22-23	Developing Main Idea Paragraphs Students practice developing main idea paragraphs using the EX-Team.
Pgs. 24-27	Writing an Introductory Paragraph Students practice developing an introductory paragraph that engages the reader and connects to the purpose stated in the prompt.
Pgs. 28-29	Writing a Closing Paragraph Students practice writing a closing paragraph that connects to the purpose stated in the prompt.
Pg. 30	Using Transitions Students practice using transitions to connect main idea paragraphs.
Pgs. 31-38	Evaluating On-demand Writing Students practice analyzing their own on-demand writing while internalizing the language of the Kentucky Writing Scoring Rubric.
Pg. 39	Don’t Get Tripped Up! Take One Step at a Time! Ten steps for students to follow for writing an on-demand piece.
Pg. 340	Tips for Using On-Demand Prompts Tips for teachers.
Pgs. 40-41	On-Demand Prompts: Opinion Writing
Pgs. 42-43	On-Demand Prompts: Real or Imagined Narrative Writing
Pgs. 44-50	KDE Released Passage-Based On-Demand Prompt: Informative/Explanatory Writing
Pgs. 50-51	District Generated Passage-Based On-Demand Prompt: Informative/Explanatory Writing

Analyzing the Prompt: W-W-F

Objective: In the following activities, students practice identifying the key components in a prompt of audience, purpose, and form. Students will also practice thinking about the information in the Writing Situation and Writing Directions.

[The activities use the acronym WWF. If your students are familiar with a different acronym, use it in place of WWF.]

Activity 1: “Thinking aloud” to identify audience, purpose, and form.
Thinking about the information in the Writing Situation and Writing Directions.

Materials: W-W-F wrestler
on-demand prompts
chart paper showing the three possible tasks and word clues

1. Display the chart and review the three possible categories in an on-demand prompt.

Three Possible Categories in On-Demand Writing

	Opinion Writing	Informative/Explanatory Writing	Real or Imagined Narrative Writing
Words that give clues about the task	Decide on your opinion and explain... Choose... give an opinion... support with reasoning...	Explain ... Describe ... Inform ... Tell ...	Write a story... Tell a story about a time...

2. Show the WWF wrestler (or substitute the acronym of your choice). Explain the meaning of each letter and have them copy the following questions into their reading or writing notebooks.

W – WHO is the **audience**?

W – WHAT is the **task** and the **purpose**?

F – FORM—a **letter, article, essay, composition, story, speech, website posting, etc.**

3. Show the following on-demand prompt (or another one of your choice) and read both the Writing Situation and the Writing Directions. Then write the letters W-W-F at the top of chart paper.

[You are using chart paper rather than a preprinted W-W-F page because in actual on-demand situations writers are not provided with preprinted sheets. They may, however, use blank paper for prewriting.]

Writing Situation: The zoo is seeking community support in a new program called “Adopt an Animal.” This means a group can “adopt” a special animal and help care for it by donating money. Your school has decided to adopt a gorilla and will raise money to feed and care for the animal. The principal wants the help of the students in thinking of good ways for everyone at the school to work together to raise money for the adopted gorilla.

Writing Directions: Write a letter to your principal and tell about three different ways for the school to raise money for the adopted animal. Be sure to explain how your fundraising ideas will involve everyone at your school working together to raise the money.

4. Do the following think aloud as you identify the W-W-F for this prompt.

Who is the audience?

Who am I writing to? I see in the Writing Situation it says to write to the principal. So the principal is my audience—the person who will read my piece. [Write PRINCIPAL next to your first “W” on the blank sheet.]

What are the **task** and the **purpose**?

First of all, what is my task? I remember there can be three possible tasks. [Refer to the chart.] When I look at the Writing Directions of the prompt, I see the words ‘explain’ and ‘tell’. On the chart, the words ‘tell’ and ‘explain’

mean the same thing as “inform” or “explain.” So my task is to write an informative/explanatory piece. [Write TO INFORM and EXPLAIN beside the second “W”.]

Now, what is the purpose? What am I supposed to provide information about and explain to the principal? The prompt says I need to tell the principal three ways for the school to raise money to adopt an animal at the zoo. It also says to explain how those three ways will involve everyone at your school working together to raise the money. [Beside the second “W” write TELL THREE WAYS TO RAISE MONEY and EXPLAIN HOW THOSE THREE WAYS WILL INVOLVE EVERYONE AT YOUR SCHOOL WORKING TOGETHER TO RAISE THE MONEY.]

FORM?

I know prompts can tell me to write in one of many different forms. In this prompt, I see that the Writing Directions say to write a letter. [Write LETTER beside “F”.]

5. Point out to your students that the information for the audience, purpose, and form is indicated in the WRITING DIRECTIONS. Explain how the information in the WRITING SITUATION often provides additional information to make the writing directions more real. Emphasize the importance of getting into the prompt as though it were a real situation by picturing the audience and focusing on addressing the purpose.

Activity 2: Guided Practice using a shared writing experience in order to identify audience, purpose, and form.

Materials: on-demand prompt
blank paper for students
WWF Chart

1. Select a prompt from one of the lists in the back of the unit.
2. Direct students to write the acronym letters on the blank sheet.
3. Display the on-demand prompt and WWF Chart. Ask students to work with a partner to identify the audience, task/purpose, and form, and give immediate feedback to affirm or correct students’ responses.

Repeat this Guided Practice activity with prompts representing all three tasks. Consider using this activity in a center or as homework.

On-Demand Writing

The WWF



W

W

F

Matching the Prompt to the “Write to the Point” Planner

Objective: In the following activity, students practice identifying the task of prompt and selecting the appropriate Write to the Point planner.

About the Write to the Point planner: There are two versions of the Write to the Point prewriting planner. One is used for opinion writing and informative/explanatory writing, and the other for real or imagined narratives.

In opinion OR informative/explanatory writing, the Write to the Point planner has five shapes. The top triangle captures the lead for the piece where the author sets a clear purpose for readers, including a thesis statement. The three rectangles in the middle show the connection to the purpose of the three main idea paragraphs. The bottom triangle restates the purpose and thesis.

In writing a real or imagined narrative there are three shapes. The top triangle captures a lead and sets the purpose. The center square represents the narrative (the story) that connects to the purpose. The bottom triangle provides a closing.

Activity: “Is a Fifth Grade Class Smarter than a Grown Up?”

This activity is a take-off on a new TV program called “Are You Smarter than a 5th Grader?” In this activity, the students figure out whether a prompt requires *opinion writing*, *informative/explanatory writing* or *real or imagined writing*, and then they determine the appropriate “Write to the Point” planner.

Materials: On-demand prompts included in this activity – student copies
Game Sheet - student copies
“Grown up’s Game Sheet” – projected

1. Review the three different possible tasks of on-demand prompts and the key words/phrases that help to identify each type. Next, display the two different Write to the Point planners (included in this lesson). Review how the planners differ.

Three Possible Categories in On-Demand Writing

	Opinion Writing	Informative/Explanatory Writing	Real or Imagined Narrative Writing
Words that give clues about the task	Decide on your opinion and explain... Choose... give an opinion... support with reasoning...	Explain ... Describe ... Inform ... Tell ...	Write a story... Tell a story about a time...

2. Ask students what they know about the game show “Are You Smarter than a 5th Grader?” [If you’re unfamiliar with this game show, talk to some of your colleagues or research in Google or YouTube. It is a game show on TV.] Tell the students they will play a game that is similar; however, instead of a grown up pitting his knowledge against a fifth grader's, your class will see if the entire class is smarter than a grown-up. Explain that an anonymous grown-up has already written his answers on a Game Sheet. Now they will see who is smarter—the class or the grown-up.
3. Display each of the six on-demand prompts included with this activity. Also display the two formats of the Write to the Point planner. Give each student his/her own Game Sheet, but allow students to work with a partner or in a small group to fill in their sheets.
4. After students are finished, gather the class together to create a “Class Game Sheet.” Tell the students that in order to make the Class Sheet, they will compare their answers, discuss their thinking, and reach consensus on what they believe is the correct answer. Explain that you will be the scribe, facilitate the discussion, and write their answers on the form, but you will **not** tell them if they are right or wrong.

5. When the class's Game Sheet is complete, compare their answers to the "grown-up's" answers. Discuss each prompt and the correct response before going to the next one. Ask students which words in the prompt helped them identify the type and the appropriate planner. Keep track of points for the Class vs. the Grown-up.

Actual answers:

Prompt A – inform/explain, planner 1

Prompt B – to offer and support an opinion, planner 1

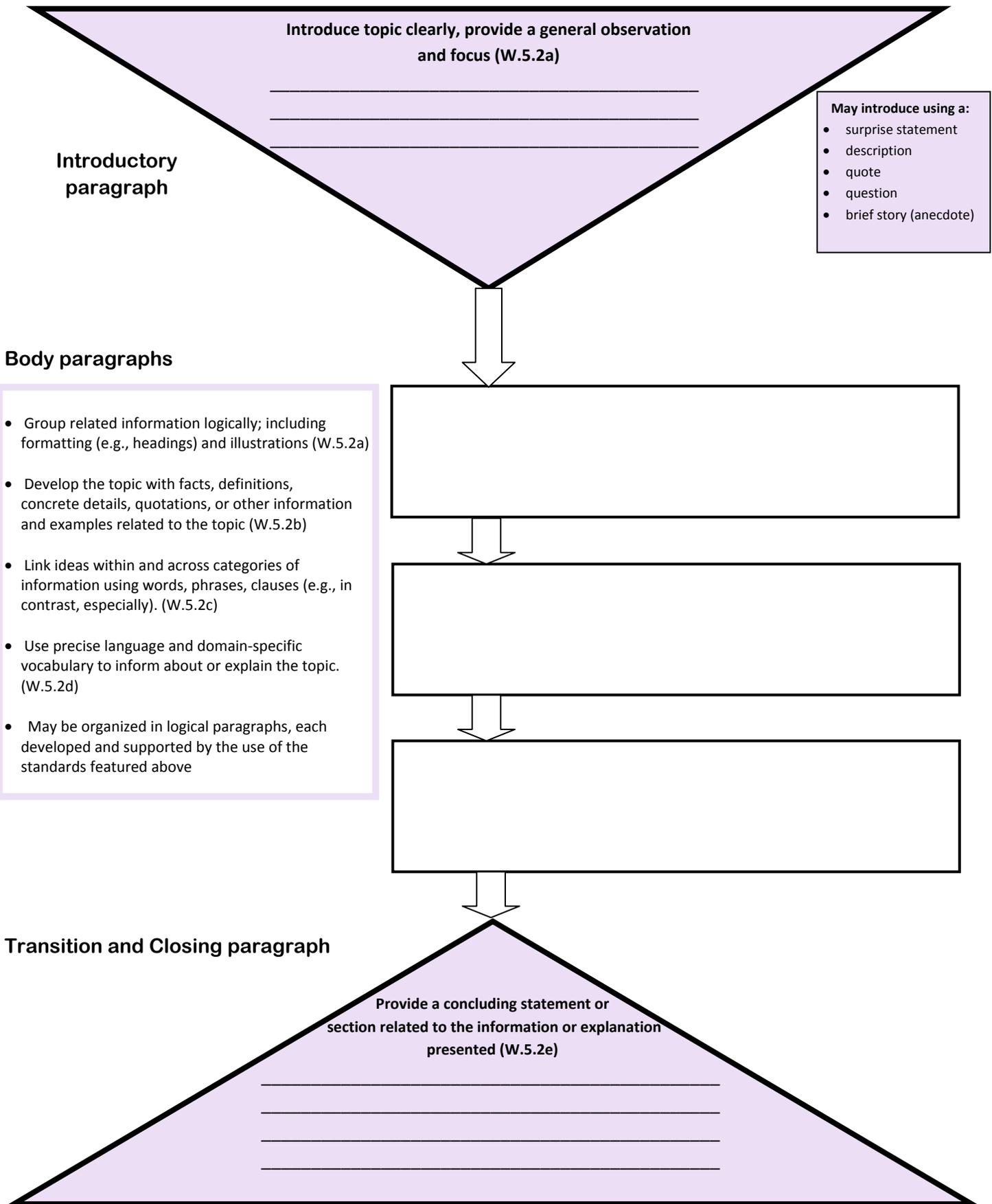
Prompt C – to offer and support an opinion, planner 1

Prompt D – to narrate a real or imagined story, planner 2

Prompt E – to inform/explain, planner 1

Prompt F – to narrate a real or imagined story, planner 2

“WRITE” TO THE OPINION OR INFORMATIVE/EXPLANATORY POINT



WRITE TO THE NARRATIVE POINT

Orients the reader by establishing a situation and introducing a narrator and/or characters (W.5.3a)

Introductory paragraph



Use narrative techniques, such as dialogue, description, pacing, to develop experiences and events or show the responses of characters to situations (W.5.3b)
Use transitional words, phrases, and clauses (W.5.3c)
Use concrete words and phrases and sensory details (W.5.3d)



Revisit your point by providing a conclusion that follows from the narrated experiences or events (W.5.3e)

Closing paragraph

IS A FIFTH GRADE CLASS SMARTER THAN A GROWN-UP?

Game Sheet

	Task of the prompt to inform or explain? to offer and support an opinion? to narrate a real or imagined story?	Type of planner planner #1? planner #2?
Prompt A		
Prompt B		
Prompt C		
Prompt D		
Prompt E		
Prompt F		

IS A FIFTH GRADE CLASS SMARTER THAN A GROWN-UP?

Game Sheet

The Anonymous "Grown up's" Answer

	Task of the prompt to inform or explain? to offer and support an opinion? to narrate a real or imagined story?	Type of planner planner #1? planner #2?
Prompt A	To offer and support an opinion	Planner #1
Prompt B	To offer and support an opinion	Planner #1
Prompt C	To narrate a real or imagined story	Planner #2
Prompt D	To inform or explain	Planner #1
Prompt E	To inform/explain	Planner #2
Prompt F	To narrate a real or imagined story	Planner #1

PROMPT A:

Writing Situation: Your school is collecting evidence of student work for this year's Writing Program Review. Your class has been asked to share and explain the book project where your class worked with your kindergarten buddy class to create books about friendship as part of Big Buddies / Little Buddies project.

Writing Directions: Write an essay for the review describing the special buddies book project. Be sure to explain the project and describe the benefits of the project for both the big and little buddies.

PROMPT B:

Writing Situation: Your school is considering changing the date of the annual field day from spring to fall. Those who want to keep the spring date feel spring is a perfect time for field day as a celebration of the hard work throughout the year. Those who want to change the date feel fall is the perfect time for getting families involved with the school early in the year. The school council is asking students to share their opinions.

Writing Directions: Write a letter to the school council sharing your ideas about which time of the year is best for field day. Be sure to support your ideas with reasons.

PROMPT C:

Writing Situation: Each year the fifth grade classes take a special three-day trip. In the past, the classes have gone camping at Otter Creek, taken a trip to Washington D.C., and spent a weekend at the Children's Museum in Indianapolis, Indiana. The teachers are trying to decide which trip would be the best for the classes to take this year.

Writing Directions: Write a letter to your teacher about the trip you want to take this year. Choose one of the places mentioned above, give your opinion, and tell why this would be the best place to go.

PROMPT D:

Writing Situation: The school newspaper is printing pieces about resilience—the ability to find a way to be okay after something devastating has happened. They want stories about people who have faced and overcome tremendously difficult life events. Some resilient people are celebrities, family members, teachers, or other people in the community. Resilient people are able to move forward with a positive life even after tragedies.

Writing Directions: Write a story for the school newspaper telling about someone who has shown resilience. The story can be real or imagined. Be sure to show the challenge the person faced and what he/she did to overcome the challenge.

PROMPT E:

Writing Situation: Your teacher is going to have a baby, and a substitute teacher will fill in until your teacher returns. Your regular teacher has asked you to help the sub become familiar with the class routines and procedures.

Writing Directions: Write a letter to the substitute teacher and inform him or her of three things you think he/she should know about your class and how it operates. This could include rules, schedules, or anything that you think would be helpful for the sub to know.

PROMPT F:

Writing Situation: We have all had moments when we learned a lesson the hard way or wish we had done things differently. This is a sign of growing up. The school website is featuring stories about learning life lessons.

Writing Directions: Write a story about a time when you learned a lesson the hard way and wish you had done things differently. The story can be real or imagined. Be sure to explain the choices made, consequences of those choices, and the lesson learned as a result.

Putting Yourself into the Prompt: “Oh No!” “Really?”

Objective: In this activity, students practice making the on-demand writing prompt a “real” situation.

Materials: one or more on-demand prompts
an outline of an adult-sized hand

*On-demand writing requires students to be able to “put themselves into” the prompt and make it as real as possible. They need to imagine the Writing Situation is real and meaningful in order to relate to the purpose and the audience. This is a strategy students can use in planning to write to the prompt.**

1. Remind your students of the purpose of the on-demand writing experiences: **to prove what you know about writing**. It is much easier to show your writing skills when the writing is real, or in other words, is written to authentic audiences, for real purposes, on topics of your choice. Unfortunately, on-demand writing is NOT real writing—it is fake. The purpose is fake, and the audience is fake. As a result, it can be very difficult to truly show your writing ability. The prompts do not always “fit” very well. Maybe the prompt does not connect to your prior experiences or knowledge. Maybe it is confusing. In order to do well on the assessment and show just how much we DO know about writing, however, it is important to overcome these obstacles. **One strategy is to put yourself into the prompt and respond to the information as you read it.**

2. Display the prompt below. Read the prompt aloud to the students in a normal tone of voice without pausing.

Writing Situation: Your class has been studying Louisville history. Your teacher had several field trips planned this year: to Locust Grove, to the Louisville Slugger Museum, and to the Falls of Ohio. However, because of the cost of the field trips, your class can only go to one of these places.

Writing Directions: Choose the field trip you think would be best for your class to take. Write a letter to your teacher persuading him or her to pick the field trip of your choice. Be sure to explain your opinion.

3. Now explain how you will read the Writing Situation in a more “conversational” voice as though someone is telling this to you on the phone. Tell your students that this time when you read the prompt, you will pause and respond to it after each sentence as though it were real. Show the High-Five Hand* and point out the five responses. Read each word or phrase with a touch of drama, showing the range from negative to neutral to enthusiastic. Next, reread the Writing Situation portion of the prompt with more intonation pausing after each sentence to give a response from High-Five Hand.

**To make your High-Five Hand, trace around the palm of your hand on a sheet of paper. Inside each finger, from left to right, write one of the following:*

“Oh No!” “Really?” “OK.” “Good.” “Of course!”

Writing Situation: Your class has been studying Louisville history. **“OK.”** Your teacher had several field trips planned this year, to Locust Grove, to the Louisville Slugger Museum, and to the Falls of Ohio. **“Good!”** However, because of the cost of the field trips, your class can only go to one of these places. **“Oh No!”**

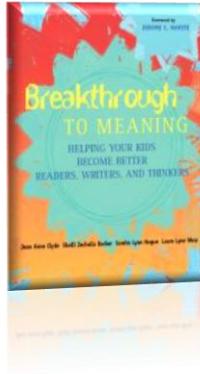
Writing Directions: Choose the field trip you think would be best for your class to take. Write a letter to your teacher persuading him or her to pick the field trip of your choice. Be sure to explain your opinion.

*[Use this strategy with the **Writing Situation** portion of the prompt. Feel free to ad lib, if you like, and reread the Writing Situation with different responses.]*

Repeat this activity with the Writing Situation portion of any prompt. Allow students to create their own responses, as long as they are appropriate, to create meaning in the prompt.

***A book entitled Breakthrough to Meaning by Jean Anne Clyde, Shelli Barber, Sandra Hogue, and Laura Wasz offers the “subtext” strategy as a refreshing new way to help students approach on-demand writing.**

“The subtext breathed life into the readers and enabled kids to access thoughts and questions that felt absolutely genuine. The process had converted an inauthentic writing experience [on-demand writing] into something more akin to real writing.” (pg. 113)



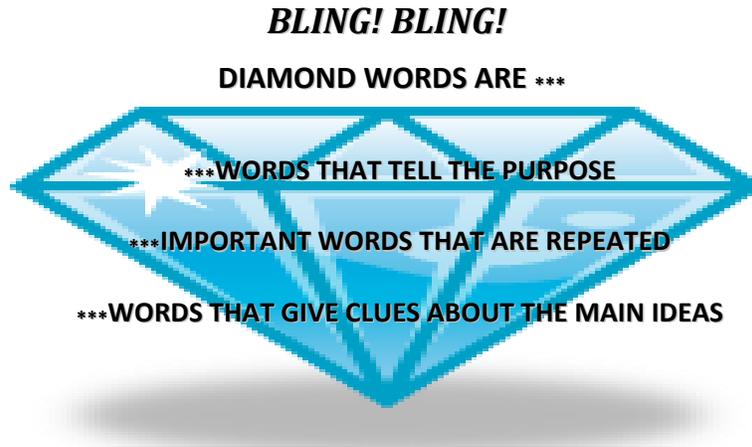
Finding the Important Words in a Prompt: Digging for Diamonds

Objective: In these activities, students will practice identifying the important words in the prompt and using them to plan the writing with the “Write to the Point” organizer.

Activity 1: Modeling and Guided Practice in digging for diamonds activity

Materials: Responsibilities prompt
Responsibilities on-demand piece
Responsibilities Write-to-the-Point planner

1. Tell students they will practice digging for diamonds in a prompt. **BLING! BLING!** These are the important hidden words in the prompt that give clues about the purpose of the piece or the main ideas that are expected in the piece. These are the valuable “diamond” words and phrases that they will “dig” out of the prompt to use in their planners and put in their writing!
2. Write the words *BLING! BLING!* above the diamond shape on the board or chart paper. Inside the shape, write what diamond words are:
 - ◇ words that tell the purpose
 - ◇ important words that are repeated
 - ◇ words that give clues about the main ideas



3. Display and read the prompt below.

Writing Situation: All students have responsibilities in the classroom. In the school handbook, there is a list of responsibilities.

Student Responsibilities

- Following rules
- Using time wisely
- Listening carefully
- Attending school regularly
- Completing homework

Writing Directions: After looking at the list, write an article for the school newspaper about responsibilities that all students should know. Tell about the responsibilities you think are the most important.

4. Think-aloud as you identify the hidden diamonds, the words that seem to be most important because they relate to the purpose, they are repeated, and/or they give clues about the main ideas. Below is a sample of a think-aloud:

The first word I notice is “responsibilities.” The purpose of this prompt is to write about responsibilities, so I think that’s a diamond word because it’s part of the purpose. (Underline “responsibilities.”) I also notice that the word is repeated several times in the prompt. That shows it has even more value.

The prompt says to tell about the responsibilities students should know. The word “students” is important because that’s who would be reading my article. It’s in the prompt a couple of times, too. (Underline the word).

The third word I think is a diamond word is “important.” (Underline it.) This prompt doesn’t tell me to write about every one of the responsibilities on the list. It says to tell about the ones I think are most important. I think that’s a diamond word I should use when I plan and write the on-demand piece.

I know that I want at least three main ideas, so I’ll choose the three responsibilities I think are most important: following rules, homework, and listening. (Underline the three phrases.) Those are diamond phrases, too.

BLING! BLING! I have diamond words!

You may want to identify additional words or phrases besides these, but don’t pick too many—look for the ones you consider to be essential in the prompt. These are words that the students should use when they do their Write to the Point planner and when they write the prompt. These are the words that will help the writer develop a piece with a focused purpose.

5. Display the Write to the Point planner that shows how the writer used the diamond words in prewriting.

Write the following phrases in each section:

Top triangle – most important responsibilities in classroom for students

First rectangle – first is listening carefully

Second rectangle – second is completing homework

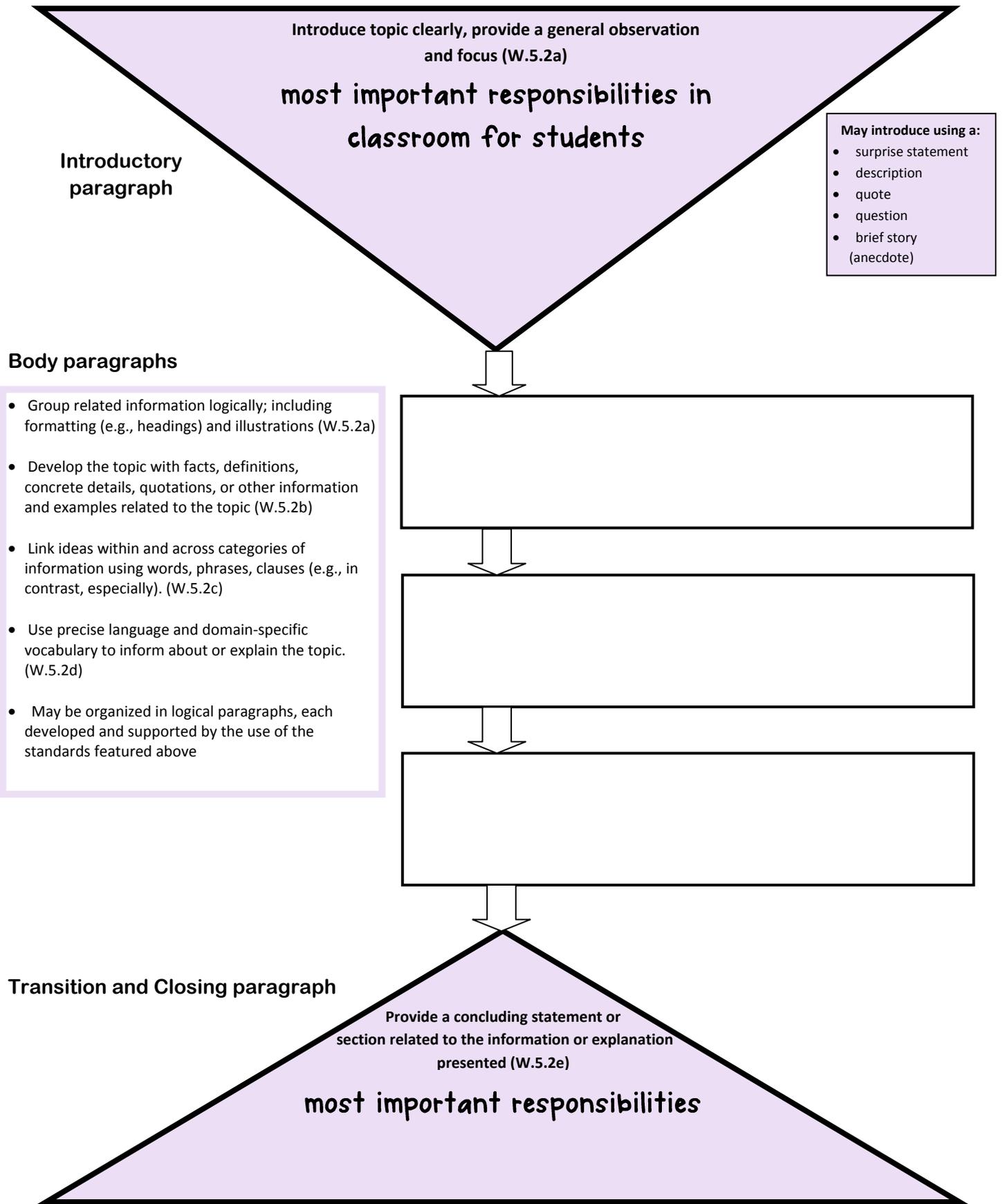
Third rectangle – third is following rules

Bottom triangle – most important responsibilities

6. Distribute the “Responsibilities” piece to partners. Display the diamond words from the prompt. Tell students to locate all the places where the diamond words appear in the piece. Share results in the following manner:

- Look at the introductory and concluding paragraphs to see how the writer has used the diamond words.
- Ask students to show where the diamond words/phrases show up in the other paragraphs.
- Point out how the writer has used the diamond words throughout the piece.

WRITE TO THE INFORMATIVE/EXPLANATORY POINT



Responsibilities in the Classroom

You're starting the fourth grade this year. You need to know what responsibilities you will have in the classroom. Here are the responsibilities that I think are the most important. They are listening, completing homework, and following rules. Let me tell you why they are important.

First listening carefully is important. It's important because when you listen carefully, you will learn what the teacher is teaching. For example, if the teacher is teaching how to tell time and you are listening carefully, you will know how to tell time and will get an A on the test. If you aren't listening, you won't learn and you will probably get an F. That's why listening is so important.

Another important responsibility is completing homework. It's important because it will help you learn more. For example, if you do your spelling homework you will probably do a good job on your spelling test on Friday. Also if you do your math homework, like practicing your multiplication facts, you will learn them much faster and multiplication will be easier. Always do your homework.

The third responsibility that is important is following rules, because doing that keeps you out of trouble. I've got an example for you. If you break the rules, like hitting someone, your teacher will have to call your parent. That will definitely get you in trouble. And the kids won't like you very much if you hit people. But if you follow the rules, you will get good grades, your parent will be happy, and kids will like you too.

So now you know the most important responsibilities in the fourth grade. There are more but I think these are the most important. I hope you like fourth grade.

Activity 2: Guided Practice using a shared writing experience in order to find the *BLING! BLING!* words and phrases to use in the Write to the Point planner.

Materials: another on-demand prompt from the opinion or informative/explanatory lists. Make copies for students or partners
Write to the Point planner

1. Select a prompt from the list at the end of this unit. Provide copies for students and display it.
2. Have students draw a diamond shape on a piece of paper. Instruct students to dig into the prompt and find three important words/phrases and write them on the diamond. (Some students will want to write every word in the prompt. Asking them to look for only the top three “diamond” words requires the students to be selective.) Share results and give feedback about the most valuable words.
3. Give partners a Write to the Point planner. Tell them to complete the planner using information from the prompt and the diamond words. Return to the whole group and compare points and main ideas. Reconstruct the planner together, reaching consensus on the language and main ideas.

Activity 3: Have student work independently to locate the important words in a prompt and construct a Write to the Point planner.

Materials: any on-demand prompt
Write to the Point planner

1. Read the prompt aloud. Instruct students to dig for diamonds and underline them in the prompt. As students work independently, assess their understanding of finding the important words in a prompt.
2. Discuss the diamond words/phrases as a whole group. Allow all students to correct or revise what they've underlined.
3. Hand out “Write to the Point” planners and tell students to complete the planner using the diamond words. Again, observe students’ understanding of this process. Discuss their results and give feedback about the use of the important words in the planner.

Consider repeating this activity with each type of prompt.

Developing Main Idea Paragraphs

Objective: In these activities, students practice developing main idea paragraphs using the Ex-Team.

Activity 1: Guided Practice in identifying the Ex-Team in a piece of writing.

Materials: Ex-Team chart
Responsibilities Write-to-the-Point planner
Responsibilities on-demand piece
(See Activity called Finding Important Words: Digging for Diamonds for the planner and piece)

1. Review the Ex-Team chart for developing main ideas.
2. Display the Responsibilities piece. Draw a line around the first main idea paragraph. Read the paragraph and ask students to help identify the Ex-Team strategies used in the paragraph. (Explanation: explaining why it's important. Example: listening to get an A.)

Repeat this process for the next two main idea paragraphs. (Students will see that the writer uses the same Ex-Team strategies for developing each main idea.)

3. Ask students what they think about the fact that the same strategies are used. Discuss the predictable pattern in each main idea paragraph. What is their opinion of this piece?
[Hopefully the students will hear how predictable, voiceless, and boring the piece is!]

Return to the first main idea paragraph. What else could the writer have done to develop the main idea of "listening carefully?" How about relating a personal experience? How about giving a quote? Who would be considered an "expert" about the importance of listening carefully?

Discuss one of the other main idea paragraphs and map out how the writer could have used additional Ex-Team strategies to pump up the idea development in the piece.

Activity 2: Guided Practice in Developing Main Idea Paragraphs

Objective: In this activity, students will practice using Ex-Team strategies to develop a main idea paragraph.

Materials: Responsibilities piece
Ex-Team chart
Blank paper or large index cards – one for each set of partners

1. Allow partners to select one of the three main idea paragraphs (or assign the same paragraph to all partners). Direct students to work with a partner to revise the paragraph with additional Ex-Team strategies. Write the revision on an index card or paper.
2. Ask for volunteers to share their paragraphs as the class identifies the type of Ex-Team development they've added to the paragraph.

THE "EX" Team

Pumping Up Idea Development

EXPLANATION



Tell more about it
tell what
explain why
explain how

EXAMPLE



Tell about one
specific person
place
thing

EXPERIENCE



Tell about an experience,
Yours or
someone else's

EXPERT



Tell what an expert says
quotation
statistics
facts

Writing an Introductory Paragraph

Objective: In these activities, students will practice writing an introductory paragraph that engages the reader and supports the purpose stated in the prompt.

In on-demand writing, the purpose is, of course, stated in the prompt. So the student must first determine the purpose then write an introductory paragraph that reflects that purpose. In addition, the student may include background information and/or key words (diamond words) from the prompt in order to meet the needs of the reader.

Activity 1: Thinking-aloud about a clear purpose

Materials: Paragraphs and prompts included in activity

1. Remind students that **the introductory paragraph should set up the purpose of the piece for the reader and begin with a sentence that catches the reader's attention.** Of those two expectations, setting the purpose and engaging the reader, the **more important is setting a clear purpose.** Also, since this is on-demand writing, the first paragraph must connect to the purpose given in the prompt. Explain that you are going to begin this activity by focusing on "purpose."
2. Display and read the following introductory paragraph for a piece of on-demand writing:

"There are many moments when my friends help me and I help them, but there is one friend who would do anything for me. Her name is Sarah. Sarah proved it the time she jumped in to help me when others just stood and watched."

Tell students you should be able to figure out the purpose of the piece from the introductory paragraph. Do a think-aloud as you determine the purpose. Use the following as a guide for your think-aloud. Point out words/phrases in the introductory paragraph that support your thinking.

I think the purpose of the piece is to tell me about a time when Sarah did something to help the writer. I think this will be something pretty important, something that Sarah did because she was such a good friend.

Show the prompt below that led to the introductory paragraph you just shared. Point out how the purpose stated in the prompt matches the introductory paragraph.

Writing Situation: During Friendship Week, your school is going to display student writing on the bulletin board outside the principal's office. To have your piece placed on the bulletin board, you must write about a friend who has done something to help you.

Writing Directions: Write a story about a time that a friend did something for you that most friends would not do. Your story may be real or imagined. Be sure to show the significance of the friend's actions.

3. Display another introductory paragraph that was written to a different prompt.

"Mr. Smith is a good teacher. He is very organized, he always helps kids, and he makes learning fun. The only thing I don't like is social studies. Out of all the things Mr. Smith teaches, that's the one that is boring."

Talk about how the purpose is not clear using the following as a model for your think-aloud:

The first and second sentences make me think the purpose of the piece will be to tell how Mr. Smith is a good teacher. But then the last two sentences are about social studies. Now I wonder if the purpose is to tell me both the good and bad

things about the teacher. Or maybe the piece is going to focus on how social studies is boring. As a reader, I'm not clear about what the purpose of the piece is going to be.

Next show the prompt:

Writing Situation: The school newspaper is printing articles about what makes a good teacher.

Writing Directions: Write an article about someone whom you think is a good teacher. Tell what this teacher does that makes him or her a good teacher.

Discuss how the introductory paragraph could be revised to more clearly reflect the purpose stated in the prompt.

4. Tell students that this time you will look at the introductory paragraphs to see how the writers try to engage the reader in the lead sentence. Review different types of engaging leads. *[Refer to mini lessons and anchor charts on leads from other units taught throughout the year.]*

- a surprising statement
- a description
- a quote
- a question
- a brief personal story (anecdote)

Remind students to avoid the tired and boring leads, such as:

- Hi, my name is...
- I'm going to tell you about...
- My article (letter) is about...

5. Display the first intro paragraph again and show how the writer could have used different engaging leads.

"There are many moments when my friends help me and I help them, but there is one friend who would do anything for me. Her name is Sarah. She proved it the time she jumped in to help me when others just stood and watched."

A brief personal story:

"I couldn't move. It was like I was frozen. I saw the big black dog and I just knew it was going to hurt me. Just then Sarah stepped in between me and the dog. There are many moments when my friends help me and I help them, but there is one friend who would do anything for me. Sarah proved it the time she jumped in to help me when others just stood and watched."

A surprising statement:

"Sarah is a real superhero! There are many moments when my friends help me and I help them, but there is one friend who would do anything for me. Her name is Sarah. She proved it the time she jumped in to help me when others just stood and watched."

A question:

"Have you ever been rescued by a superhero?" There are many moments when my friends help me and I help them, but there is one friend who would do anything for me. Her name is Sarah. She proved it the time she jumped in to help me when others just stood and watched."

Activity 2: Guided Practice

1. Revise the second introductory paragraph (revised to present a clear purpose) using one of the types of leads on the list. Assign one or more types of leads and have partners work together to write a lead sentence to replace the first one in the paragraph. Ask students to rewrite their introductory paragraph with the new lead on chart paper.

“Mr. Smith is a good teacher.” He is very organized, he always helps kids, and he makes learning fun. I think Mr. Smith is the best teacher I’ve ever had.”

[In step 5, the rest of the paragraph stayed almost the same as the original. Of course, when you change the lead sentence, it is very likely that other sentences might need to be changed too, in order to make sense. As long as the purpose is clear, feel free to revise the paragraph as desired.]

2. Have students display their charts. Affirm their attempts (or successes!) in using more engaging lead sentences and in establishing a clear purpose.

Activity 3: Independent Practice

1. Assign one of the prompts from the back of this unit. You may choose to go over the prompt with the students to clarify the purpose. Notice key words. (You may want the students to actually do W-W-F and look for “diamond words” prior to writing the paragraph.) Instruct the students to write an introductory paragraph for the prompt.
2. Instruct students to read their paragraphs with a partner. The listening partner should help the writer label the lead and underline the purpose.
3. Have several volunteers share their paragraphs.

Writing a Closing Paragraph

Objective: In these activities, students will practice writing a closing paragraph that supports the purpose stated in the prompt.

Activity 1: Showing models

Materials: prompt, introductory paragraph, closing paragraph samples

1. Remind students that the final paragraph is the writer's last chance to make his or her point. In on-demand writing, that point or purpose is the one from the prompt. To wrap up the piece, **the last paragraph should reaffirm the purpose**. In an on-demand prompt, the student should also **repeat any key words/phrases (diamond words) from the prompt** that were also used in the introductory paragraph. Other strategies for wrapping up include:

- summarizing the main ideas
- adding a visualization
- ending with a personal reflection or thought
- ending with a question for the reader to think about
- ending with an exclamation or strong statement

2. Display and read the following prompt and introductory paragraph:

Writing Situation: During Friendship Week, your school is going to display student writing on the bulletin board outside the principal's office. To have your piece placed on the bulletin board, you must write about a friend who has done something to help you.

Writing Directions: Write a story about a time that a friend did something for you that most friends would not do. Your story may be real or imagined. Be sure to show the significance of the friend's actions.

"There are many moments when my friends help me and I help them, but there is one friend who would do anything for me. Her name is Sarah. She proved it when she jumped in to help me when others just stood and watched."

3. Explain that even without reading the piece in its entirety, it is possible to see how a closing paragraph can be used to reconnect to the purpose and wrap things up. Show the following possible closing paragraphs:

Reflection:

I can't imagine what would have happened that day if Sarah hadn't been there and jumped in to help me. I'm very lucky to have a friend like Sarah.

Question:

Can you imagine what would have happened that day if Sarah hadn't been there and jumped in to help me? Me neither! I'm lucky to have a friend like her.

Visualization:

I know I'll never forget the day Sara jumped in to help me. I can imagine growing up, being married, and having a little girl of my own. I can imagine telling her about this day and how important it is to have a friend like Sarah to count on.

Activity 2: Guided Practice

Display the on-demand piece entitled "Responsibilities." Mark the introductory and closing paragraphs. Read the piece. Ask students whether the writer restates the purpose. (yes) Discuss the quality of writing in the final paragraph. Is it interesting? Do a shared writing and rewrite the conclusion using an alternate strategy to write a better one. (Do this as a whole class or have students work with partners.)

Activity 3: Independent Practice

1. Provide a piece of on-demand writing for your students. *[You may use the student sample of on-demand writing called "Louisville's Fun-tastic Place!" in the lesson entitled "Evaluating On-Demand Writing" from this unit. Remove the final paragraph. Instruct individual students to practice writing only the closing paragraph.*
2. Compare the students' work with the original paragraph and applaud how much better the students' revisions are.

Using Transitions

Objective: In this activity, students will practice using a variety of transitions to connect one paragraph to another.

Materials: Responsibilities on-demand piece
highlighters
Kentucky Writing Rubric

1. Explain the term “transitional elements.”

[*Transitional elements* include more than just words like “then,” “after,” and “first.” Transitional elements may also include phrases, complete sentences, repetitive words, or subheadings—anything that connects one main idea, one paragraph, to another. Transitional elements are often used within paragraphs to connect one sentence (detail) to another. The focus of this activity, however, is on the use of transitional elements from one main idea (paragraph) to the next. In addition, for the purpose of this activity, transitional phrases will be confined to a variety of words or phrases.]

2. Display the KY Writing Rubric. Point out the fourth bullet under *Communicating with an Audience through Structure*. Beginning with narrative writing, read the bullets dealing with transitional elements across the continuum.
3. Display and distribute the piece entitled “Responsibilities” to each student. Tell students to find and highlight the transitions that connect the first paragraph to the second, the second to the third, etc. (Do this together or have students highlight with a partner and compare results.)
4. Using the Writing Rubric, determine the level of success with applying meaningful transitions within this piece. Discuss how the transitions are very predictable and pretty boring. To improve the quality of the piece, the students need to use a variety of transitions. Discuss other transitions that might have been used in place of these more predictable transitions.

Evaluating On-Demand Writing

Objective: In this activity, students will practice thinking like the scorer* and evaluating a piece of on-demand writing.

Materials: drawing paper – for students and teacher
Kentucky Writing Rubric
“Louisville’s Fun-tastic Place!”
highlighters
annotated version of “Louisville’s Fun-tastic Place!”
accompanying notes for “Louisville’s Fun-tastic Place!”

This on-demand sample was written independently by a 5th grade student in a practice on-demand setting. It is important to note that the student did not go back to edit the piece for spelling, punctuation, and capitalization. With editing, this student would have had far fewer correctness errors in the final copy. This becomes even more significant when you consider that, in the Kentucky Writing Rubric, demonstration of control of grammar and language standards is expected. Teachers will need to practice editing skills with students throughout the year using various writing contexts.

1. Talk to your students about Writing On-Demand. Discuss the purpose of the on-demand writing (to demonstrate their knowledge of and skills in writing). Talk about **who** will score the 5th grade on-demand writing pieces on K-PREP (a group of people hired by the testing company). Tell the students that you want them to draw a picture of someone who they visualize being a scorer. Model this first. (Assure them that artistic perfection is NOT important. Draw a stick figure, if you like.) Put yourself in the role of the scorer and write details about “yourself” or about “your ability to be a scorer” (e.g., I’ve been teaching writing to fourth graders for 10 years, I’ve got a child in the 5th grade, etc.) Write these qualities around your picture. Model a second drawing—perhaps drawing a man or woman—and, again, make this person come to life by sharing pertinent details.
2. Give students drawing paper and instruct them to draw a scorer and write a couple of details of his or her life around the picture. Instruct students to share with someone nearby. Ask for a couple of volunteers to share with the class.
3. Now that students can visualize a real person who will score their on-demand pieces, discuss the tool the scorers will use to evaluate them. Display the Kentucky Writing Rubric. If your students have seen this before, a quick review of the layout and purpose may be sufficient. If this is the first time they have seen this rubric, plan to spend more time familiarizing the students with the rubric.
4. Distribute and read the piece of on-demand writing to students entitled “Louisville’s Fun-tastic Place!” Display and read the prompt.

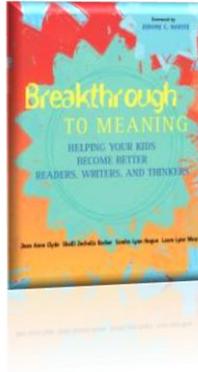
Writing Situation: The school’s newspaper wants to print articles about places in Louisville that are fun, interesting, or educational for kids.

Writing Directions: Write an article about a place in Louisville that is fun or interesting for kids. Be sure to describe the place with specific details and tell why it is fun, interesting, or educational.

5. Display only the “**Communicating with an Audience through Purpose/Focus**” section of the Kentucky Writing Rubric. Remind students that this is one fourth of the rubric. Direct their attention to the second column labeled, “Informative/Explanatory”. Tell students to think like the scorer and read each of the indicators for purpose/focus. Talk about the on-demand piece and determine the degree to which the student focused on the purpose stated in the prompt. Come to an agreement and highlight the indicator. Go to the next indicator that addresses “**idea development**.” Point out the annotations that affirm and/or inform the students’ thinking.
6. Continue to “**Structure**” and evaluate the six indicators.
7. Do the same for “**Language & Conventions**”.

Use this piece for instructional purposes to learn more about a specific indicator or skill. For example, students could identify an interesting sentence and discuss why it is different, locate places for editing, etc.

*The book **Breakthrough to Meaning: Helping Your Kids Become Better Readers, Writers, and Thinkers** by Jean Anne Clyde, Shelli Barber, Sandra Hogue, and Laura Wasz contains a wonderful chapter on On-Demand Writing. The book also includes several lesson plans, one of which shows you how to teach students to “subtext” in order to think like the reader and like the scorer.



Louisville's "Fun"tastic Place!

There are a lot of interesting places in Louisville just for kids! But there is one special place that I like...THE ZOO! I like the zoo because it's educational, fun, and a place where you can see exotic animals! So read this article (even though you don't like to read) and find out why I love this place.

Ed-zoo-cational!

Now I know almost every kid thinks that the zoo is nice, fun, and non-educational. That's where their wrong and you too! You see at the zoo you learn about all of the different characteristics about animals. For example, the zebra, they all may look alike, but look closely at their stripes. You can tell that they really are different. Also from my own experience if you look at the cage there is usually a plaque that tells all about the animal.

Fun-tastic!

I think the zoo is fun because it's a place where you can see animals that you may have never seen before. Take me for example. I've never seen a meerkat. That's right, and at the Louisville zoo they have meerkats! There is also something called the "Wallaroo Walk-About." That's where you get to walk in this enclosure while little wallaroos are hopping around! They even have a really cool playground and take it from an expert it is awesome. It has a jungle gym, a couple of slides, and a mini rock wall. It's about 4 feet high.

Exzotic Creatures!

The zoo is also a place where you can see exzotic creatures. Like their rare white Aligator or Hippos! Hippos are exzotic because they have a very large mouth! It can open maybe 4 feet tall. That's about as tall as me! Meerkats are also exzotic mammals. Even though their called meerkats they act a little more like dogs. They bark unlike cats that meow. There is one creature there that is a lot like humans...the Gorilla! Did you know that Gorrillas are so smart that they have the ability to learn sign language! Yep, that's right!

I hate to say it but it's the end of this article. I know I'm sad too. But I know you can beg and plead your parents so you can come to this fun and interesting place for kids.

Louisville's "Fun"tastic Place!

Title, subheads. } characteristics paragraphs, lead, } of the genre conclusion

Establishes a purpose

There are a lot of interesting places in Louisville just for kids! But there is one special place that I like...THE ZOO! I like the zoo because it's educational, fun, and a place where you can see exotic animals! So read this article (even though you don't like to read) and find out why I love this place.

inappropriate awareness of audience

inappropriate tone/lack of audience awareness

variety in sentence structure

transition

Ed-zoo-cational!

Now I know almost every kid thinks that the zoo is nice, fun, and non-educational. That's where their wrong and you too! You see at the zoo you learn about all of the different characteristics about animals. For example, the zebra, they all may look alike, but look closely at their stripes. You can tell that they really are different. Also from my own experience if you look at the cage there is usually a plaque that tells all about the animal.

precise word choice

transition

} shows awareness audience

subheads are transitional elements

Logical, coherent organization

Fun-tastic!

I think the zoo is fun because it's a place where you can see animals that you may have never seen before. Take me for example. I've never seen a meerkat. That's right, and at the Louisville zoo they have meerkats! There is also something called the "Wallaroo Walk-About." That's where you get to walk in this enclosure while little wallaroos are hopping around! They even have a really cool playground and take it from an expert it is awesome. It has a jungle gym, a couple of slides, and a mini rock wall. It's about 4 feet high.

precise word choice

transitional

} awareness of audience

Exzotic Creatures!

transition

Precise word choice

voice

The zoo is also a place where you can see exzotic creatures. Like their rare white Aligator or Hippos!
Hippos are exzotic because they have a very large mouth! It can open maybe 4 feet tall. That's about as tall as me! Meerkats are also exzotic mammals. Even though their called meerkats they act a little more like dogs. They bark unlike cats that meow. There is one creature there that is a lot like humans...the Gorilla! Did you know that Gorrillas are so smart that they have the ability to learn sign language! Yep, that's right!

transition

sufficient details to support idea

I hate to say it but it's the end of this article. I know I'm sad too. But I know you can beg and plead your parents so you can come to this fun and interesting place for kids.

communicates with audience

lack of audience awareness

ending demonstrates an inappropriate tone

Analysis of “Louisville’s Fun-tastic Place!” with the Kentucky Writing Rubric

[This rationale represents one way of thinking about the piece using the Kentucky Rubric.]

Purpose/Focus:

- Establishes and maintain a thesis/ focused purpose:
The zoo is a special place that the writer loves.
- Some awareness of audience; some appropriate tone
- The writer is definitely communicating with the audience, which you would expect for a piece meeting the standard, but in the introduction and conclusion, the inappropriate tone shows a significant lack of awareness of who the audience is (“even though you don’t like to read” and “I hate to say it but it’s the end...”).

Idea Development:

- Idea development with some depth and complexity:
The writer supports most ideas with one or more specific details.
Meerkats are exotic...act like dogs...bark

Structure:

- Groups related information
- Logical progression of ideas:
The subheads help to move the reader from one idea to the next. The writer has also used transitional phrases in the first sentence of each paragraph and within the paragraphs to connect sentences together.
- Varied and subtle transitional elements throughout
- Control and variety in sentence structure:
There are several sentence fragments. Sometimes this appears to be done intentionally by the writer to create voice.

Language & Conventions:

- Precise language and domain-specific vocabulary
- Applies some correct grammar, usage and mechanics
The writer has a number of errors, but he/she also goes beyond simple punctuation and includes some correctness to enhance meaning (“I like...THE ZOO!” and “Wallaroo Walk-About” and “Ed-zoo-cational!”)

FYI – This is a good piece to use for other instructional purposes!

Kentucky Writing Rubric (DRAFT from KDE)

	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
Criteria for Evaluating Writing			
<p>Communicating with an Audience through Purpose/Focus</p> <ul style="list-style-type: none"> Establishes and maintains an authentic purpose Addresses an appropriate audience Establishes and maintains an awareness of audience needs 	<ul style="list-style-type: none"> Demonstrates audience awareness by establishing a context and maintaining a clear purpose Engages the audience by employing a variety of techniques (e. g. dialogue, description, anecdote, rhetorical question, surprising fact, quotation) Conveys the significance and complexities of the experience, either explicitly or implicitly, whether real or imagined 	<ul style="list-style-type: none"> Establishes thesis/focused purpose Indicates awareness of audience needs by providing relevant background & contextual information Communicates purpose, responding to the anticipated needs of the audience 	<ul style="list-style-type: none"> Establishes purpose by introducing a(n) opinion/claim; maintains focus throughout Indicates awareness of audience’s needs by providing relevant background; anticipating audience’s knowledge level and concerns Communicates purpose, responding to the anticipated needs of the audience by addressing reasons/alternate claims
<p>Communicating with an Audience through Idea Development</p> <ul style="list-style-type: none"> Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose Elaborates ideas with details, support & examples specifically relevant to the audience and purpose Applies characteristics of the mode 	<ul style="list-style-type: none"> Develops ideas that convey insight about the experience or event Uses effective examples and sensory details, if appropriate, illustrates and recreates the experience for the audience Uses narrative techniques to develop ideas, experiences, events or characters (e.g. dialogue, pacing, description, etc.) 	<ul style="list-style-type: none"> Provides a thoughtful and insightful explanation of the subject by examining the topic/issue as a whole, and by identifying and discussing significant parts of the subject, Uses general and specific details and examples to support understanding Uses a variety of approaches to idea development (e.g., analysis, evaluation, narration, specific facts, quotes, examples, descriptions) to provide explanation of ideas and concepts 	<ul style="list-style-type: none"> Demonstrates depth of idea development by using facts, details and examples to support opinions/argument Supports opinions/claims with relevant, reliable evidence Uses a variety of approaches to develop ideas (e.g., analysis, evaluation, specific facts, quotes) to support the opinion/argument

<p>Communicating with an Audience through Structure</p> <ul style="list-style-type: none"> • Demonstrates coherent and effective text structure in relation to the purpose • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments • Maintains control of sentence structure • Varies sentence structure effectively 	<ul style="list-style-type: none"> • Organizes an event sequence that unfolds naturally for the reader • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events • Maintains control of sentence structure • Varies sentence structure effectively 	<ul style="list-style-type: none"> • Groups related information logically; include formatting when useful to aiding comprehension • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments • Maintains control of sentence structure • Varies sentence structure effectively 	<ul style="list-style-type: none"> • Provides logically ordered reasons that are supported by facts and details. • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of ideas, or opinions/ arguments • Maintains control of sentence structure • Varies sentence structure effectively
<p>Communicating with an Audience through Language & Conventions</p> <ul style="list-style-type: none"> • Selects and maintains word choices to communicate effectively with the audience • Employs voice and tone appropriate for audience and purpose • Communicates with audience effectively, applying correct grammar, usage and mechanics 	<ul style="list-style-type: none"> • Use concrete words and phrases and sensory details to convey experiences and events precisely • Employs voice appropriate for the audience and purpose • Communicates effectively with audience applying correct grammar, usage and mechanics 	<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic • Employs tone appropriate for the audience and purpose • Communicates effectively with audience applying correct grammar, usage and mechanics 	<ul style="list-style-type: none"> • Use words, phrases, and clauses to clarify the relationships among opinions (s)/claim(s), reasons, and evidence • Employs tone appropriate for the audience and purpose • Communicates effectively with audience applying correct grammar, usage and mechanics

DON'T GET TRIPPED UP! TAKE ONE STEP AT A TIME!

1. READ through the prompt.
 - Check the W-W-F (audience, purpose and form).
2. REREAD the prompt, put yourself into the prompt.
 - Make the prompt seem real.
 - Picture the reader.
3. CHOOSE the appropriate “Write to the Point” planner.
 - Decide if you have to write your opinion, inform/explain, or narrate a real or imagined story.
4. FIND the key words/phrase in the prompt.
 - Dig for the diamond words to use in the planner and in the piece.
5. COMPLETE a “Write to the Point” planner.
 - Make sure you make the point match the purpose in the prompt.
 - Make sure your main ideas fit the purpose.
6. WRITE your introductory paragraph.
 - Make sure you use key words or phrases from the prompt.
 - State the purpose and use an engaging lead.
7. WRITE each main idea paragraph.
 - Use a transition at the beginning of each paragraph.
 - Develop your idea with the Ex-Team.
8. WRITE your closing paragraph.
 - Start the paragraph with a transition.
 - Make sure it restates the purpose and wraps up the piece.
9. REREAD your piece carefully.
 - Check for any missing words.
 - Make sure your writing make sense and says what you want.
10. CHECK for good words and editing mistakes.
 - Use a dictionary to check for spelling.
 - Use a thesaurus for a better word, BUT only use words that you know!
 - Fix capital letters and punctuation.

Tips for “DOING” On-Demand Prompts Effectively

- **DO use the prompts to practice “chunks” of writing.**
It is not necessary for the students to write a complete on-demand piece of writing each time they receive a prompt. Break down the task and have students focus on a specific skill(s) or parts of the on-demand task.
- **DO provide a few opportunities to write an entire piece in a single sitting.**
Your students will need the chance to do “dry runs” from beginning to end to learn how to pace themselves and do all the steps.
- **DO expect students to QUICKLY do a prewriting planner.**
Use “Write to the Point” or another planner with which your students are familiar.
- **DO teach students to reread their work.**
Practice this strategy. Have students reread their work with a partner to locate missing words and sentences that do not make sense.

Practice having students reread their own work. Model this for your students by pointing to each word and/or “silently” reading aloud.
- **DO emphasize the importance of transitions or subheads, when applicable.**
Transitional elements are easy for most students.
- **DO review using a dictionary.**
However, warn your students that on-demand writing is not a good time for looking up words as you write. Save the spell check for after all ideas are clearly on paper.

DIRECT OR WRITING SITUATION ON-DEMAND PROMPTS: OPINION WRITING

Prompt #1

Writing Situation: Some kids seem to have nothing to do with their spare time except watch television or play video games. Others participate in a variety of activities, such as basketball, dance teams, Boy Scouts, etc. These activities can be good for kids for many different reasons.

Writing Directions: Write an article about an activity that you think is especially good for kids to do. Be sure to use evidence to support your opinion on why this is such a good activity for kids.

Prompt #2

Writing Situation: Your principal has received \$5000 from the PTA to purchase something for the school. The principal made a list of possible items that he thinks the school needs. His list includes new books for the library, new computers, or new playground equipment. The principal has decided to ask the students which item they think the school needs the most.

Writing Directions: Select one of the following items from the principal's list that you think your school needs most:

- 800 new books for the school library
- a new computer for each fourth and fifth grade classroom
- new playground equipment

Write a letter to the principal convincing him or her to buy the item you have selected. Support your ideas with reasons or evidence.

Prompt #3

Writing Situation: National Teacher Appreciation Week is coming soon and the school newspaper is sponsoring a "Best Teacher" contest. Students may enter the name of any teacher they think deserves this award. The editor of the newspaper will select one teacher to be the contest winner.

Writing Directions: Write an essay to send to the editor about a teacher you think is the best. Support your ideas about why you think this teacher deserves the award.

Prompt #4

Writing Situation: Your school has a dress code that requires all students to wear blue or tan pants/skirts and red or white shirts/blouses. Some students like the dress code but others do not. The SBDM committee is considering whether to continue or end the current dress code rule at your school.

Writing Directions: Write a speech to share with the SBDM committee giving your opinion about the current dress code. Support your ideas with details and evidence.

Prompt #5

Writing Situation: Because of the risk of accidents, many states require motorcyclists and bikers to wear helmets on the road. Some people think this is a good law. Others disagree and say it is unfair to motorcycle and bicycle owners.

Writing Directions: Write a letter to the editor of the newspaper giving your opinion about the law that motorcyclists and bike riders to wear helmets on the road. Explain why you think this is a good law or an unfair law.

Prompt #6

Writing Situation: Your teacher is selecting fifth grade students to be “Big Buddies” with kindergarten students. The fifth grade Big Buddies will read, write or draw with the kindergarteners once a week.

Writing Directions: Write a letter to your teacher to convince her to choose you as a fifth grade buddy. Be sure to tell why you would make a good Big Buddy.

Prompt #7

Writing Situation: Each year the fifth grade classes take a special three-day trip. In the past, the classes have gone camping at Otter Creek, taken a trip to Washington D.C., and have spent a weekend at the Children’s Museum in Indianapolis, Indiana. The teachers are trying to decide which trip would be the best for the classes to take this year.

Writing Directions: Write a letter to your teacher about the trip you should take this year. Choose one of the places mentioned above, then give and support your opinion why this would be the best place to go.

DIRECT OR WRITING SITUATION ON-DEMAND PROMPTS: REAL OR IMAGINED NARRATIVE WRITING

Prompt #1

Writing Situation: National Safety Week is coming. The school newspaper is going to print stories about safety issues.

Writing Directions: Write a story about a time that you or someone you know did something that was dangerous or unsafe. Be sure to include the safety lesson you learned as a result of the experience. Your story may be real or imagined.

Prompt #2

Writing Situation: Kentucky is a state with all kinds of weather. Depending upon the time of the year, it can be rainy, snowy, windy, hot or cold. Sometimes the weather becomes extreme and causes big problems.

Writing Directions: Think about a time in your life when you have been affected by some kind of extreme weather. Write an essay for the school newspaper about the experience. Be sure to explain why you will never forget this experience.

Prompt #3

Writing Situation: Mother's Day is a holiday for honoring mothers, of course. But it is also a day to show appreciation to any woman—an aunt, a grandmother, a neighbor, a teacher—any woman who cares about you. For Mother's Day, your teacher is providing special writing paper for you to write a letter to express your appreciation to a special woman in your life.

Writing Directions: Write a letter to your mother or to another special woman whom you appreciate. Tell this person a story about a specific time when she did something for you or with you—a time when she showed she cared for you. Be sure to express your appreciation to her.

Prompt #4

Writing Situation: Most people can remember something that happened to them that made them very angry. Think about something that happened to you that made you angry that you will never forget as long as you live.

Writing Directions: Write the story for the classroom webpage telling about an event that made you angry. Be sure to tell why you will never forget this event. The story can be real or imagined.

Prompt #5

Writing Situation: A local television station is looking for students to write and deliver speeches for its “I Wanted to Just Melt Away!” column. They hope to share stories of different embarrassing moments in a special feature story. The embarrassing event must be about the author (not some other person) and only first names will be used.

Writing Directions: Pick an embarrassing moment to share. Write a speech that narrates an embarrassing event from your life.

Prompt #6

Writing Situation: The local newspaper is going to print a series of articles written by students for a column entitled “Older and Wiser”. Students will write about personal experiences from which they learned a lesson. The experiences may be humorous or serious, but they must have taught the writers a lesson that made them wiser.

Writing Directions: Write an article about an experience you had that taught you an important lesson about something you should or should not do. Be sure to explain how you became a wiser person as a result of this experience. The story may be real or imagined.

Prompt #7

Writing Situation: The school website is publishing stories about heroes. They want stories about real heroes—real people who do things for other people. Heroes can be parents, grandparents, teachers, custodians, bus drivers, teachers, neighbors, or principals. Heroes are the people in your life who help you in little ways or big ways.

Writing Directions: Write a story for the school website and tell about a time when someone was a hero to you. Be sure to show what this person did for you that made him or her a hero to you.

Prompt #8

Writing Situation: Think about a time when you had to work hard to do something. Maybe you spent a long time working on a special project, learning to do something well, or maybe you did something else.

Writing Directions: Write a story about a time when you had to work hard to do something and why it was difficult for you. Give enough detail in your story to show readers why you had to work hard.

Working with Passage-Based Prompts

Objective: In this activity, students will explore strategies for passage-based on-demand writing.

*In passage-based on-demand writing, the purpose is, of course, stated in the prompt. **These prompts will require students to inform or explain something based on the situation.** That purpose is directly dependent on the passage provided at the beginning. So students must read the passage to generate the piece of writing. However, before reading the passage, the student must first determine the purpose presented in the prompt.*

Activity 1: Determining the Purpose of a Passage-Based Open Response Prompt

Materials: W-W-F chart
chart paper – for students and teacher
Kentucky Writing Rubric
“Two American Holidays” and “Moina Michael”
writing prompt highlighters

NOTE: For the first time, passage-based on-demand prompts will also be used to determine the level of students’ skills as writers. This learning experience is designed for teachers to show students the thinking necessary to demonstrate writing skills based on a passage-based prompt.

1. Talk to your students about Writing On-Demand. Discuss the purpose of the on-demand writing (to demonstrate their knowledge of, and skills, in writing). Talk about **passage-based** on-demand prompts. Explain that these writing prompts require students to read a provided text, writing situation, and writing directions to generate a piece of writing in a single **90 minute** sitting.
2. Display an enlarged copy of the passages, *Two American Holidays* and *Moina Michael* and the prompt provided that follows. Conduct a think aloud to model an effective approach to such prompts using the following as a model of your thinking.

*I know that it is most helpful to read the writing situation and directions prior to reading the passage so that I have a clear idea about the purpose of my writing. [Read aloud the writing situation and directions. Fill in the W-W-F chart featured in the unit lesson titled, “Analyzing the Prompt.” Reminder: The passage-based on-demand will require students to **inform or explain**.]*

Who is my audience?

I know from reading the directions that I will be crafting for a new student in my class who is from another country. [Write NEW STUDENTS IN CLASS FROM ANOTHER COUNTRY next to your first “W” on the blank sheet.]

What are the task and purpose?

First of all, what is my task? I remember there can be three possible tasks. [Refer to the chart.] When I look at the Writing Directions of the prompt, I see the words ‘information’ and ‘describe’. On the chart, the words ‘tell’ and ‘explain’ mean the same thing as ‘inform’ or ‘explain.’ So my task is to write an informative or explanatory piece. [Write TO INFORM or EXPLAIN beside the second “W”.]

Now what’s the purpose? What am I suppose to provide information on or explain to the new student? The prompt says I need to tell the new student about the two celebrations that honor past and present members of the American armed forces. [Write TELL ABOUT TWO CELEBRATIONS THAT HONOR PAST AND PRESENT MEMBER OF THE AMERICAN ARMED FORCES beside the second “W”.]

Form?

I know the prompt can tell me to write in one of many different forms. I see in the Writing Directions it says to write an article. [Write ARTICLE beside “F”.]

Activity 2: Guided practice (“shared writing”) to identify audience, purpose, and form.

Materials: passage-based on-demand prompt
blank paper for students
WWF Chart

1. Select a prompt from the back of the unit or another resource.
2. Direct students to write the W-W-F acronym letters on the blank sheet.
3. Display the passage-based on-demand prompt and WWF Chart. Ask students to work with a partner to identify the audience, task/purpose, and form, and give immediate feedback to affirm or correct students' responses.

Repeat this Guided Practice activity or additional think-alouds modeling with additional prompts.

Activity #3 Reading and coding the text for key details to support the writing task

Materials: passage-based on-demand prompt
highlighters
markers

1. Display the prompt used in activity one and explain to students that you will demonstrate how a reader who understands the audience, task/purpose and form of the passage-based on-demand may code the text as they read to focus on details that will help in crafting the piece. Conduct your think-aloud. (See the sample below to support your think aloud.)
2. Allow students to work in small groups or pairs with a different passage-based prompt to code the text based on their knowledge of the audience, purpose, and form. As students work, give immediate feedback to affirm or scaffold students' responses.
3. Allow volunteer groups to share their thinking with the class to provide additional modeled think-alouds and to receive feedback on their work. This is a formative assessment opportunity for the teacher to determine who is thinking deeply about the audience, purpose and form, **and** who may require additional modeling in focus groups or when conferring.

Two American Holidays

"Vet's Day" began in 1919 as "Armistice Day" in honor of the end of WWI.

Here's a list of what some people do to celebrate. The prompt asks me to include this info.

Began May 30, 1868 with graves of Civil War vets; soon for all vets

The fighting in World War I stopped on the eleventh hour of the eleventh day of the eleventh month in 1918. The next year, President Woodrow Wilson said that November 11, 1919, would be a day of public celebration and parades to remember the end of the war. In 1938, it became a national holiday and was called Armistice Day. In 1954, the name of the holiday was changed to Veterans Day. It is now a day that has been set aside to thank all members of the American armed forces for their service.

Many people today celebrate Memorial Day, the last Monday in May, with family picnics, parties, and lake trips. The day is often thought of as the beginning of summer. On May 5, 1868, General John Logan set the first official Memorial Day as May 30, 1868. Flowers were placed on the graves of Union and Confederate soldiers in Arlington National Cemetery. Soon after the end of World War I, Memorial Day became a day for all of America to honor those who had served bravely in any war, not just the Civil War.

Moina Michael

Moina Michael was born in 1869 in Good Hope, Georgia. She studied in Georgia and New York City and spent the next fifty years as a teacher. After the United States entered World War I, she left her job at the University of Georgia and volunteered to teach people who were going to help the soldiers in Europe.

After reading a poem titled "In Flanders Fields," Moina Michael decided to write her own poem in honor of American soldiers. Her poem was called "We Shall Keep the Faith." Moina Michael cared about the soldiers. She worked hard to raise money for their needs after they came home. Some of her ideas spread to England, France, and Australia as well as several other countries.

In 1948, the U.S. Postal Service issued a stamp in honor of Moina Michael's life-long work for American soldiers and their care. She was also remembered by her home state of Georgia. In 1969, a section of highway was named the Moina Michael Highway.

Started by President Woodrow Wilson

Changed to Vet's Day in 1954 – honor all servicemen/women

I will probably have to define **veteran** for her.

I will likely have these five paragraphs in my article – 1) intro to tell about the focus (holidays honoring vets), 2) Memorial Day, 3) Veterans Day, 4) How we celebrate today 5) closing

This information on Moina Michael is interesting, but the prompt does not require me to use it in the piece I'm writing.

Activity #4: Using the Coded Passage and Prompt to Complete the Write to the Point Planner

Material: passage-based prompts
Write to the Point planner
chart paper
markers

1. Revisit the coded passage-based prompt from the previous activity. Discuss the passage and thinking captured as the text was read with the prompt in mind.
2. Model the use of the appropriate Write to the Point planner based on the prompt. [Use the following as a guide for your think-aloud. Point out words/phrases in the introductory paragraph which support your thinking.]

*I know the prompt requires me to write an **article** for the new student's notebook about both Veterans Day and Memorial Day. I remember from our studies that the Write to the Point planner can help me plan my piece so that I don't just begin writing and get off track. I'll use the planner we've worked on for articles. (Continue thinking aloud as you fill in the planner. See the model below to support your think aloud.)*

“WRITE” TO THE OPINION OR INFORMATIVE/EXPLANATORY POINT

Introductory paragraph

Introduce topic clearly, provide a general observation and focus (W.5.2a)

sharing American holidays - Memorial and Veterans Day (holidays honoring veterans and their contributions to the country)

May introduce using a:

- surprise statement
- description
- quote
- question
- brief story (anecdote)

Body paragraphs

- Group related information logically; including formatting (e.g., headings) and illustrations (W.5.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.5.2b)
- Link ideas within and across categories of information using words, phrases, clauses (e.g., *in contrast, especially*). (W.5.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2d)
- *May be organized in logical paragraphs, each developed and supported by the use of the standards featured above*

Memorial Day - in May, first in 1868 for Civil War vets; Gen. John Logan; now all vets.

Veterans Day - 1st for 1919 Armistice Day, Pre. Wilson, end of WWI, 1954 Vets;

How each is celebrated today - M. parties, picnics, lake, start summer; V. honoring

Transition and Closing paragraph

Provide a concluding statement or section related to the information or explanation presented (W.5.2e)

Honor and respect for those who protect and serve
Memorial and Veterans special days
Family togetherness

Activity #5: Developing a Planned Passage-Based Piece in a Single Sitting

Materials: chart paper
timer
markers
passage-based prompt (including previously coded passage)
completed Write to the Point planner

1. Revisit the coded passage-based prompt and completed Write to the Point planner. Explain to students that you have now done all the planning and thinking to allow you to generate a whole piece in a single sitting. Explain that you are going to allow yourself 60 minutes to complete the entire piece. [The K-PREP passage-based on-demand will allow students 90 minutes to 1) read and interpret the passage and prompt, 2) plan, 3) develop, 4) craft, and 5) review an entire piece. This modeled lesson should be limited to no more than 60 minutes as steps one through three were completed in previous activities. Teachers are modeling only the crafting and reviewing steps in the process.]
2. Model crafting a complete piece that includes each component of the Write to the Point planner. You may wish to be intentional in the think aloud about ensuring ideas are grouped logically, possibly using headings. Then focusing on idea development, transitions and vocabulary (all significant according to the standards). Also, model rereading the piece a couple of time to ensure it is the best work possible. [Use the lead from the sample below as a guide for your think-aloud.]

American Holidays of Honor by _____

*"I'm proud to be an American, where at least I know I'm free.
So, I won't forget the men who died, who gave that right to me.
And I gladly stand UP, next to you and defend her still today.
'Cause there ain't no doubt I love this land. . . God Bless the U.S.A."*

These lyrics to a popular song reflect the respect and admiration America aims to show those who risk their lives in the military to protect and defend American freedoms. In addition to songs of appreciation, America has special days set aside every year to honor our military of the past and present – Memorial Day and Veterans Day. Read on to find out more about the history of each holiday and some things Americans do today to celebrate our national heroes.

Memorial Day

One of our national holidays honoring those who serve in the military is Memorial Day. Memorial Day is ...

3. Debrief the think aloud model. Encourage students to discuss the behaviors, actions and thinking they noticed in the modeled sample.
4. Explain to students that they will now have the opportunity to craft the piece they have planned in a single sitting of 60 minutes. This should be considered a guided experience as you will encourage as much independence as students are prepared to handle while supporting and encouraging efforts as needed to ensure success.

Prospective follow-up lessons include:

- modeling the "EX" Team lesson in this unit to reflect on idea development
- self-assessing work using the KY Scoring Rubric
- living the passage-based on-demand experience (from start to finish) in single 90 minute sittings
- living the passage-based on-demand experience in varied forms
- ANY writing mini-lessons or inquiry experiences needed to grow student writers

PASSAGE-BASED ON-DEMAND PROMPT: WRITING TO INFORM / EXPLAIN

Two American Holidays

The fighting in World War I stopped on the eleventh hour of the eleventh day of the eleventh month in 1918. The next year, President Woodrow Wilson said that November 11, 1919, would be a day of public celebration and parades to remember the end of the war. In 1938, it became a national holiday and was called Armistice Day. In 1954, the name of the holiday was changed to Veterans Day. It is now a day that has been set aside to thank all members of the American armed forces for their service.

Many people today celebrate Memorial Day, the last Monday in May, with family picnics, parties, and lake trips. The day is often thought of as the beginning of summer. On May 5, 1868, General John Logan set the first official Memorial Day as May 30, 1868. Flowers were placed on the graves of Union and Confederate soldiers in Arlington National Cemetery. Soon after the end of World War I, Memorial Day became a day for America to honor those who had served bravely in any war, not just the Civil War.

Moina Michael

Moina Michael was born in 1869 in Good Hope, Georgia. She studied in Georgia and New York City and spent the next fifty years as a teacher. After the United States entered World War I, she left her job at the University of Georgia and volunteered to teach people who were going to help the soldiers in Europe.

After reading a poem titled “In Flanders Fields,” Moina Michael decided to write her own poem in honor of American soldiers. Her poem was called “We Shall Keep the Faith.” Moina Michael cared about the soldiers. She worked hard to raise money for their needs after they came home. Some of her ideas spread to England, France, and Australia, as well as several other countries.

In 1948, the U.S. Postal Service issued a stamp in honor of Moina Michael’s life-long work for American soldiers and their care. She was also remembered by her home state of Georgia. In 1969, a section of highway was named the Moina Michael Highway.

Writing situation:

Your class is studying American celebrations when a new student from another country joins the class. The new student speaks English but knows very little about American celebrations. To help the new student, the teacher asks the class to create a notebook with articles about celebrations in the United States. You have read the passage about the two celebrations and the article about Moina Michael. You decide what you want to tell the new student about Memorial Day and Veterans Day.

Writing directions:

Write an article for the new student's notebook about the two celebrations that honor past and present members of the American armed forces. Include information about why the celebrations are held. Describe the activities that some people might enjoy on these days.

PASSAGE-BASED ON-DEMAND PROMPTS: WRITING TO INFORM / EXPLAIN

CAUSES OF THE AMERICAN REVOLUTION

The American Revolution, also called the War for Independence, is one of the most important events in the history of the United States. In order to understand what caused the first battle in 1775, it is important to understand some of the events leading up to the war. What were the causes of the War for Independence?

BRITAIN NEEDED MONEY

Britain needed money to pay for the French and Indian War. Because of this, Parliament (PAR-luh-muhnt) planned to raise money by taxing the colonists. These taxes were to help pay for services provided to the colonists, like protection from Native Americans.

THE SUGAR ACT

In order to raise money to pay for the French and Indian War, Parliament passed a law in 1764 called the Sugar Act. This law taxed sugar and many other imported goods, such as coffee and cloth. As a result of this act, some merchants began to smuggle goods into the colonies. By smuggling the goods, merchants avoided paying the tax to the British.

THE STAMP ACT

Since the Sugar Act was unsuccessful, Parliament created a new tax. It was called the Stamp Act. This act said colonists had to pay a tax on anything printed on paper. This included newspapers, calendars, and even playing cards. Some British tax collectors were yelled at by angry mobs of people. Some were even beaten and injured by the mobs. Colonists wrote articles and gave speeches about their complaints against the British government. Groups of merchants held a **boycott** on British goods. They agreed to stop buying and selling some British goods.

TAXATION WITHOUT REPRESENTATION

The main reason many colonists were upset by the Stamp Act was because they did not have elected representatives in Parliament. Colonists could not take part in the passing of laws. Many colonists believed they were being treated unfairly.

THE TOWNSHEND ACTS

Since the Stamp Act was not successful, and Britain still needed money, Parliament passed the Townshend Acts in 1767. These new

taxes were collected when people bought paint, paper, tea, glass, and lead. Anger was brewing in Boston as a result of these new taxes. People threatened to harm the British soldiers and tax collectors.

BOSTON MASSACRE

Due to the threat of violence in Boston, Britain sent even more troops to Boston. These troops tried to keep the peace and protect the tax collectors. Even though Parliament gave in and **repealed** taxes on paint, paper, glass, and lead, they kept the tax on tea. Anger toward the British troops grew stronger. In March of 1770, a fight broke out between a colonist and a British soldier. During the fight, Colonists threw rocks and ice and shouted insults at the soldiers. Soldiers shot into the crowd, and five colonists were killed. Americans called this event the Boston Massacre.

THE TEA ACT

Parliament passed the Tea Act almost three years later, in 1773. This act allowed just a few shop owners to sell tea. Britain tried to control the sale of tea in order to collect the tax. Because the colonists did not want Britain to control the tea trade, Boston merchants refused to sell the British tea. It sat on ships in Boston Harbor. One night in December, a group of colonists, called the Sons of Liberty, boarded the ships and threw the tea into the harbor. This became known as the Boston Tea Party.

THE INTOLERABLE ACTS

The Boston Tea Party led Parliament to respond with even stronger acts. These laws are called the **Intolerable** Acts. These acts were so harsh that many people became furious. One law stopped all trade in Boston Harbor. As a result, colonists could no longer fish or use the ocean for trade. Many people lost their jobs. Another law ended town meetings. Still another law required the colonists to **quarter** soldiers. (The British called these acts the Coercive Acts. To coerce means to force.)

The events and acts, beginning with the Sugar Act and continuing through the Intolerable Acts, soured colonists to British rule. By 1775, colonists began to talk of war-- a war for independence.

GLOSSARY:

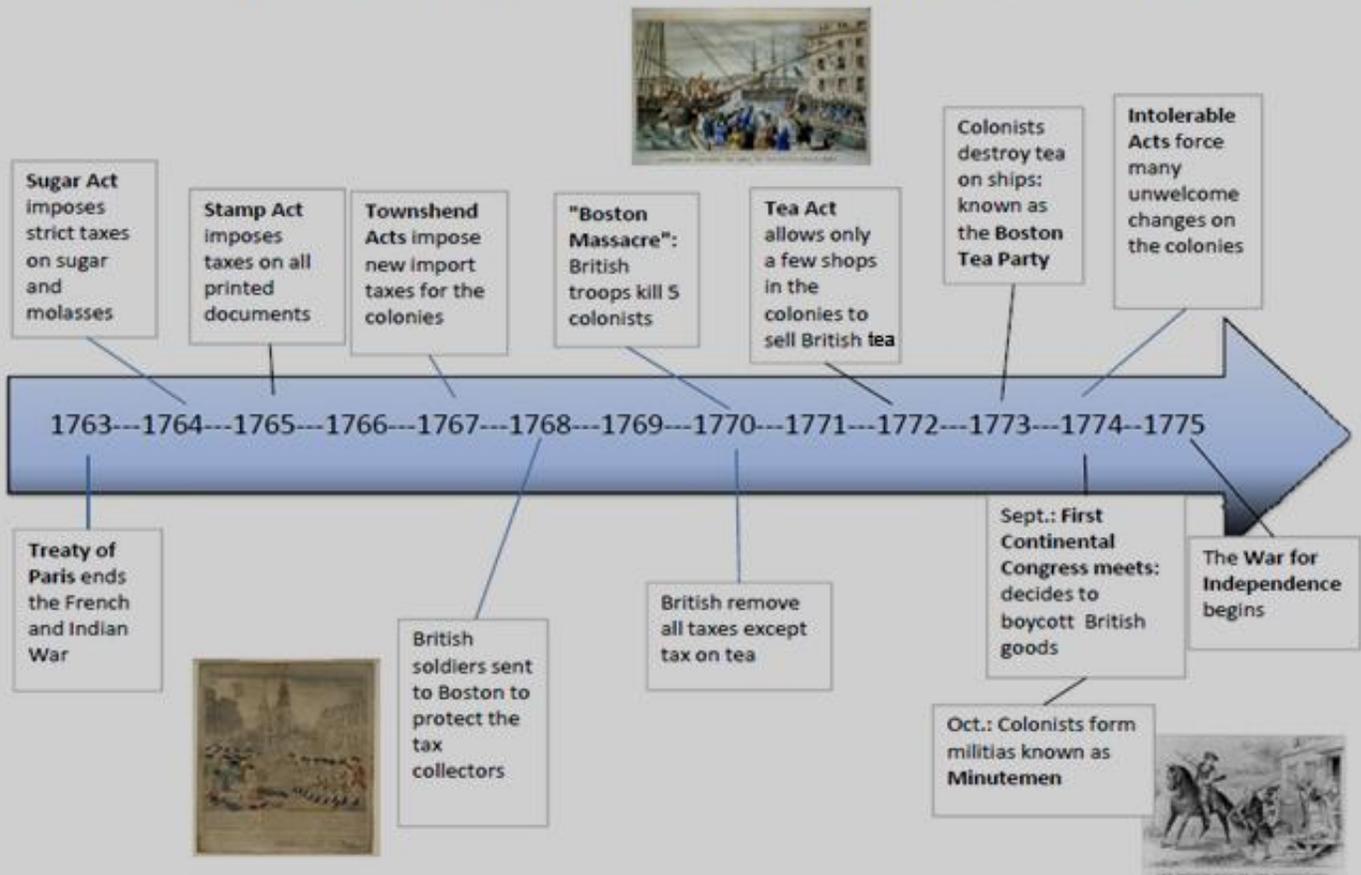
boycott- people refuse to buy, sell, or use specific goods

repeal- cancel

quarter- to give people food and shelter

intolerable- hard to live with, unbearable

The Road to the American Revolution 1763-1775



Writing situation:

Your class is studying the events that led to the American Revolution when your principal announces a *writing about learning* contest. The contest requires students to write about something they are learning in class. As leaders in the school, all grade five students are expected to participate. You have read the passage, *Causes of the American Revolution* and studied the timeline. You decide you want to write about what you have learned about the events that led to the American Revolution.

Writing directions:

Write a report about the events that lead to the American Revolution for the writing contest. Include information about choices made by both the British and the colonists and explain the effects of those choices.