

A Daily Practice
Approach to
Paragraph Writing

Created by: Stephanie Moorman http://teachinginroom6.blogspot.com



Thank you so much for purchasing this Paragraph of the Week Resource. I have been using it in my classroom, with great success, and I am hopeful that you will have the same results.

This packet is organized by writing topics. There are four sections of writing topics, with 9 weeks of paragraph ideas within each topic. The paragraph ideas are fairly universal, and your students should not have much trouble writing about them. The point of this packet is to have your students practicing the format of paragraph writing, creating supporting details, and topic/closing sentences....not to be so focused on the content of the writing that they shut down.

The first 18 weeks are heavily scaffolded, resulting in a rough draft of a paragraph at the end of the week. These paragraphs can then be used during workshop or as models to help go through the rest of the writing process. The second 18 weeks are designed to get your students using the entire writing process independently (once they have become more proficient at the art of paragraph writing.) The students will take the paragraphs through the entire writing process throughout the week and return to school at the end with a final draft of the paragraph.

Each week's topic contains a Monday, Tuesday, Wednesday, and Thursday page. I copy these off back to back and staple the two pages together. The students receive their Paragraph of the Week pack on Monday night for homework, and return it on Friday morning with a completed paragraph. These are scaffolded to allow your students the maximum opportunity for success. Because many schools are limiting the number of copies that can be made, I also included a 5th page with all the weekly tasks condensed down to one page. The students can then use regular notebook paper for their work.

If you enjoy these activities, and find them useful to your students and your classroom, please come back and leave feedback. I would love to hear from you!

If you would like to make a suggestion, have a comment, or a concern, PLEASE feel free to contact me at TeachinginRoom6@yahoo.com before leaving feedback. I will be able to make any corrections or help you that way.

You may also visit me at

http://teachinginroom6.blogspot.com

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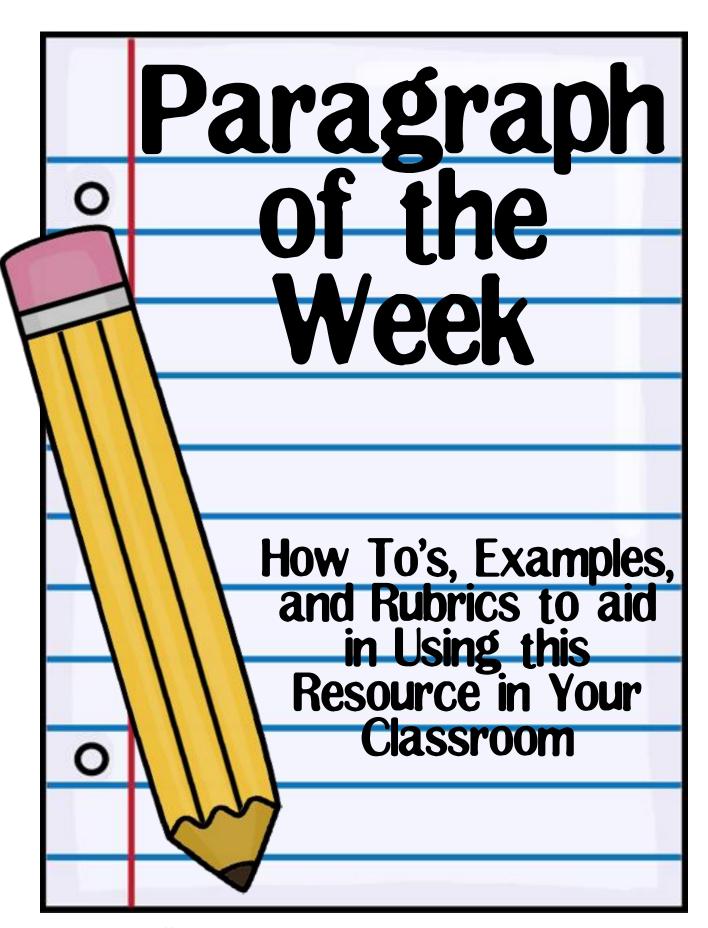
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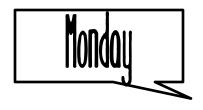
Stephanie Moorman

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The order of each of the paragraph scaffolds found here is the same as that in which I am teaching in my classroom. When students go to write a paragraph (and eventually a multi-paragraph essay) they are following these same steps. Though in class it may happen faster than this, the weekly format of these pages is designed to help your students become proficient at writing a single paragraph, and then to take those same skills and write a multi-paragraph essay.

Each day of the week, for the <u>first 18 weeks</u> (All About Me and What Would Happen If sections) of this resource are outlined as follows:



the students brainstorm all ideas and details they can think of that fall within the subject that is being asked. Students should not write in complete sentences, just bulleted thoughts and ideas. Remind them that not everything will be included in their actual sentences, but the more they have, the easier their writing will be.



Beginning with the BODY sentences of the paragraph allows the students to get the main details set before they write a topic sentence about the whole thing. Allowing them a chance to write the "meat and potatoes" of their paragraph first makes writing the topic sentence a bit easier (and then helps them when they eventually transition to multi-paragraph essays) This also prevents the topic sentence from boxing in the students and locking them into a very, very narrow topic.



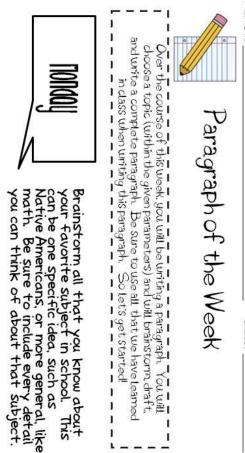
Now that the body is complete, the topic sentence and closing sentence can be used to sum up what was written. These sentences are the main idea of the body sentences and should be written as such. Be sure they don't give anything away!



This day is the time when all of the previous sentences are put together into one, cohesive paragraph. The students do not need to do any new writing here....just re-write the sentences they already wrote on the previous days!

as the more ideas they have, the easier the final writing will be for them. use every brainstorm idea in the final paragraph. However, encourage your students to spend a lot of time on the pre-write, The following are samples of what your students should be doing for each day of the week. You can see that they will not

Name #: Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, Paragraph of the Week Date: Name #:



My favorite subject....

Use in every day life Math l excel at it

I can crunch numbers

It comes easily to me

Numbers seem to just naturally go together

I think linearly and math is "in order' Follows specific patterns Has a specific sequence

I am able to teach others It just seems to make sense up and manipulate them Hike to make numbers match

Math follows specific patterns and sequences

for each.

Faragraph of the Week Date:

main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.

Now that you have the topic of your paragraph, you will write the

Using the brainstorm you created yesterday, choose 3 of the most important things you like about your favorite subject. They will become the three details about your favorite subject. Write a sentence for each Then, write an explanation sentence

Detail Iwo: I also enjoy math because adding and subtracting

brings me Joy.

Explanation: The order of it all is comforting and easy for my brain.

Detail Three: Math is important to my every day life

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My favorite subject.....

brain happy and content

Detail One:

Explanation: This sequence is usually very linear, which makes my

Explanation:

I know that if I can master the concepts now, in

My favorite subject....

School I will have a much easier future.

Use in the future/important

until this point. should have access to it all week. You can also see that the final paragraph is made up of all the sentences they wrote up In the later part of the week, the students will be using their brainstorm page still to construct their paragraphs. They

Name #:

Date:





Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms

The topic sentence goes first, followed by the detail/explanation

and different words.

Topic Sentence: There are many things I like about school, but the one subject I always enjoy learning about is Math.

Closing Sentence: And it is because of all of this, that my most favorite subject to learn about is math.

about is math.

Paragraph of the Week

Aparagraph talks about one topic with many sentences
all supporting that topic. This is the when you will

construct that paragraph.

Inimali

It is time to put all of your work
together in the form of a paragraph

combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

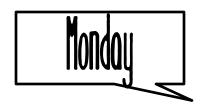
There are many things I like about school, but the one subject I always enjoy learning about is math. Math follows a very specific pattern and sequence. This sequence is usually very linear, which makes my brain happy and content. I also find that I enjoy math because adding and easy for me. Math also is so important to my every day life that I enjoy learning about it. I know that if I can master the concepts now, in school, my life will be much easier in the future.

And it is because of all of this, that my most favorite subject to learn

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The order of each of the paragraph scaffolds found here is the same as that in which I am teaching in my classroom. When students go to write a paragraph (and eventually a multi-paragraph essay) they are following these same steps. Though in class it may happen faster than this, the weekly format of these pages is designed to help your students become proficient at writing a single paragraph, and then to take those same skills and write a multi-paragraph essay.

In the <u>second 18 weeks</u>, the shift focuses from paragraph construction to taking each piece through the entire writing process. Each day of the week, for the <u>second 18 weeks</u> (Pick and Choose and It's A Matter of Opinion sections) of this resource are outlined as follows:



The students brainstorm all ideas and details they can think of that fall within the subject that is being asked. Students should not write in complete sentences, just bulleted thoughts and ideas. Remind them that not everything will be included in their actual sentences, but the more they have, the easier their writing will be.



Now that the students are more proficient at writing a paragraph, they will compose the entire thing in one night (which, they probably already are doing at this point anyway). They should still follow the same "rules", writing the detail/explanations first, then the topic and closing sentences. This will serve as the students' rough draft.



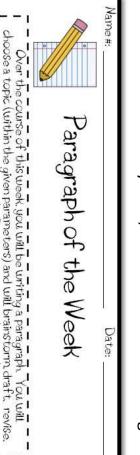
The students will use this day to revise their piece. Choosing TWO of the sentences they wrote, the students will use what they are learning in class about revising and editing, to make their sentences better. They will also use the revising checklist that is attached to each sheet to help them to make the sentence better. Students should be encouraged to not only stop at two sentences, but are only required to work on two.



Now, using the attached rubric, the students will write their final draft. This should be as "perfect" as the students can get. They should include their revisions, write as neatly as they can, and have it follow the rubric as closely as possible. You can then grade them according to the rubric.

use every brainstorm idea in the final paragraph. However, encourage your students to spend a lot of time on the pre-write, The following are samples of what your students should be doing for each day of the week. You can see that they will not

as the more ideas they have, the easier the final writing will be for them.





year? What about it makes it appealing? Pros? Cons? What is good about this season? List Brainstorm which season you would like to have around all year. Why would everything you can think of on this this one season be the one to last all

Which season would you love to see last all year long?

Fall

Air is chilly

Leaves change colors

Harvest of great veggies

get to wear sweaters

school starts

Thanksgiving, Veteran's Day, Halloween crisp, sunny days

> Name #: Be sure that they are all on topic, as this is the rough draft of your paragraph. Sentence, main body sentences (with explanations) and your closing sentence. Now that you have the topic of your paragraph, you will write the topic Paragraph of the Week each. Then write the topic/closing sentences to create an entire They will become the three details about the topic you are good at. Write a sentence for each. Then, write an explanation sentence for yesterday, choose 3 of your reasons for choosing the season that you did Using the brainstorm you created paragraph about your topic. Date:

Topic Sentence: If I could choose one season to last the entire year, it Detail One: One reason is the crisp fall air. would be the Fal

Explanation: The air is so chilly and I get to bundle up

Explanation: They are just so pretty and colorfu Detail Two: Another reason I enjoy the fall is that the leaves change

Detail Three: I also like the fall because of the great holidays

Explanation: Halloween is so festive and fun, and Thanksgiving

has great food!

Closing Sentence: These are all the reasons why I love the Fall!

draft out of. Students will use the rubric and revising checklist during this part of the week. In the later part of the week, the students will be using their paragraph written on Tuesday to revise, edit, and create a final





sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well. enhance and revise. Using the revision checklist, make sure that the two Now that your paragraph is written, choose at least two sentences to

Original Sentence:
One reason is the crisp fall air. love the Fall air, which is so crisp and The sentences have different beginnings The sentences are varied (complex Topic is narrow and manageable The details support the main idea/topic The spelling, punctuation, and capitals are

refreshing, making my spine tingle

Specific descriptive words are used to

instead of BLAH words

Revision:

- opic of many on an	Onginal sentence:
The sentences are varied (complex, compound, simple)	the leaves change color.
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	The beautiful leaves, with their array of different colors, is another reason why
Specific descriptive words are used to enhance the writing (ie: WOW words	the Fall would be my pick of favorite

around all year long

The sentences are varied (complex, Topic is narrow and manageable.

ω	4	
Complete semences, topk semence, 3 supporting details with evidence semence, correct punctuation, correct spelling, neat and legible, on topk	Complete sentences, topic sentence, is supporting details with evidence sentence, closing varied sentence structure, correct punctuation, correct spelling, near and legible, on topic	
Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, near and legible, on topic.	Complete sentences topk sentence, 3 supporting details with evidence sentence, closing sentence, violad jectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, meat and legible, on topic.	It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Paragraph of the Week

with their array of different colors, is another reason why the Fall would tingle. The air is so chilly and I get to bundle up! The beautiful leaves love the Fall air, which is so crisp and refreshing, making my spine If I could choose one season to last the entire year, it would be the Fall.

Mostly complete sentences, topk sentence, 3 supporting details which may contain existence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat near and legible, somewhat on topk. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really near or legible, off topic.

also enjoy the many different holidays that happen in the Fall Halloween is so festive and fun, and Thanksgiving has such great food be my pick of favorite season. They are just so pretty and colortul. hese are all the reasons why I love Fall and would enjoy having it

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instead of BLAH words)

season

enhance the writing (ie: WOW words Specific descriptive words are used to

Name	#: Date:
	Paragraph of the Week ~~~ Rubri
4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible on topic

Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning,

punctuation, correct spelling, neat and legible, on topic. Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct

some varied sentence structure, closing sentence, correct

punctuation and correct spelling, somewhat neat and legible, somewhat on topic. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with

evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Teachers, these are small so that you may use them to grade student papers. You can attach
them to the paragraphs you wish to grade in the first 18 weeks (there is one already attached to
the second 18 weeks), or even make copies for students to keep in writing notebooks.

sentence, may or may not include adjectives and 2 engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, 1 varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic. Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid 4 adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic. Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, 3 some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and 2 engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, 1 varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic. Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid 4 adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic. Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, 3 some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and 2 engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, 1 varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Complete sentences, topic sentence, 3 supporting details

sentence structure, correct punctuation, correct spelling,

Complete sentences, topic sentence, 3 supporting details

correct punctuation, correct spelling, neat and legible, on

Mostly complete sentences, topic sentence, 3 supporting

details which may contain evidence sentence, closing

with evidence sentence, adjectives, engaging beginning,

some varied sentence structure, closing sentence,

adjectives, engaging beginning, a great deal of varied

with evidence sentence, closing sentence, vivid

neat and legible, on topic.

4

3

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic. Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, 3 some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic. Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and 2 engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, 1 varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic. Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid 4 adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.

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with evidence sentence, adjectives, engaging beginning,

some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on

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3

- © S.Moorman, 2012 http://teachinginroom6.blogspot.com Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic. Complete sentences, topic sentence, 3 supporting details
 - some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
 - Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.



All About Me

There are nine weeks of Paragraph of the Week pages that all fall under the category of "All About Me". The students will be writing about themselves, their favorite topic! This allows them to focus on the format of paragraphing, instead of on the subjects they need to write about.

One thing that makes me sad....

My favorite subject...

My trip to...

My best birthday present was...

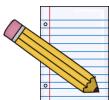
Something I am good at...

My favorite holiday... A food I do not like...
Something I am scared of...

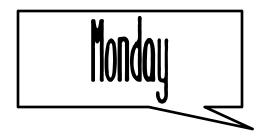
I am most proud of...

You may use these in any order you wish, as they do not build upon each other.

Name #: Date:	
Vame #:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

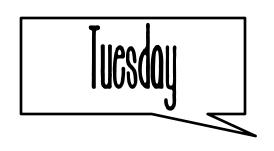


Brainstorm all that you know about a trip that you have taken. This could be as simple as going to the store with your mom, or something bigger like a trip to Guatemala. Be sure to include every detail you can think of about the trip.

My trip to	

Name #:	Date:	
	Paragraph of the Week	
Nou	that you have the topic of your paragraph, you will write the	,

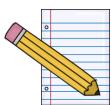
Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of the most important things you did on the trip. These must be EVENTS. They will become the three details about your trip. Write a sentence for each. Then, write an explanation sentence for each.

Detail One:	 	 	
Explanation :			
Detail Two :			
Explanation :	 	 	
Detail Three: _			
Explanation :			

Name #:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.



Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

Topic Sentence:		
Closing Sentence:		

Name #:	Date:
Para	graph of the Week
A paragraph ta l all suppor l	alks about one topic, with many sentences ting that topic. This is when you will construct that paragraph.
Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail, explanation combo sentences. The last sentence is your closing sentence.
	Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

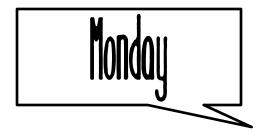
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Name#:	-

Date: _____

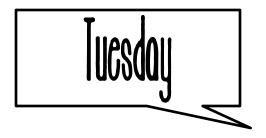
Paragraph of the Week



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm all that you know about a trip that you have taken. This could be as simple as going to the store with your mom, or something bigger like a trip to Guatemala. Be sure to include every detail you can think of about the trip.



Using the brainstorm you created yesterday, choose 3 of the most important things you did on the trip. These must be EVENTS. They will become the three details about your trip. Write a sentence for each. Then, write an explanation sentence for each.



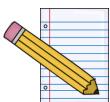
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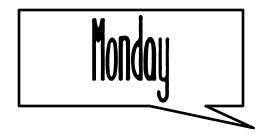
It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

Name #: Date:	
Vame #:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm all that you know about your favorite subject in school. This can be one specific idea, such as Native Americans, or more general, like math. Be sure to include every detail you can think of about that subject.

My favorite subject		

Name#:		Date:
	Paragr	aph of the Week
1	Now that you have the	topic of your paragraph, you will write the
1	main body Sentences. Be "meat an	e sure that they are all on topic, as this is the ld potatoes" of your thoughts.
l		
	Tucsday	Using the brainstorm you created yesterday, choose 3 of the most important things you like about your favorite subject. They will become the three details about your favorite subject. Write a sentence for each. Then, write an explanation sentence for each.
Detail (One :	

Detail One : _______

Explanation : ______

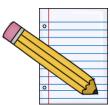
Detail Two : ______

Explanation : ______

Detail Three : _____

Explanation:

Name#:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
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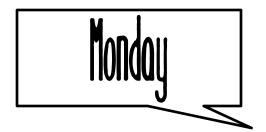
Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

Topic Sentence:		
Closing Sentence:		

Name #: Date: Paragraph of the Week A paragraph talks about one topic, with many sentences all supporting that topic. This is when you will construct that paragraph. It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence. Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm all that you know about your favorite subject in school. This can be one specific idea, such as Native Americans, or more general, like math. Be sure to include every detail you can think of about that subject.



Using the brainstorm you created yesterday, choose 3 of the most important things you like about your favorite subject. They will become the three details about your favorite subject. Write a sentence for each. Then, write an explanation sentence for each.



Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.



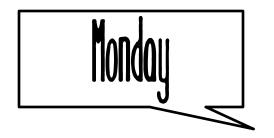
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Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

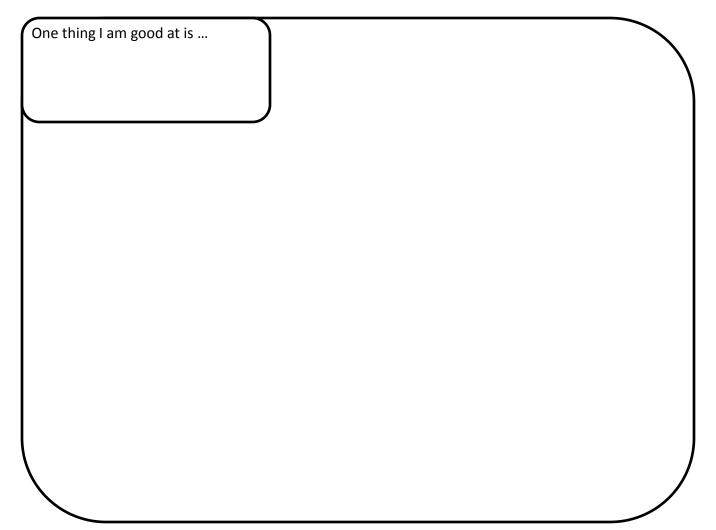
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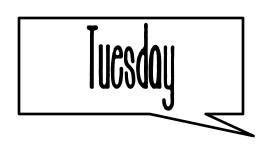
Brainstorm all that you know about something that you are good at. It can be a sport you play, a talent you have, something school related, or whatever you think is something you do well. Be sure to include every detail you can think of about that topic.



Name #:	Date:	



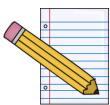
Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of the most important reasons why you are good at the topic you chose. They will become the three details about the topic you are good at. Write a sentence for each. Then, write an explanation sentence for each.

Detail One:	 	
Explanation : _	 	
Detail Two :		
Explanation :	 	
Detail Three:_	 	
Explanation: _	 	

Name#:	Date:	



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.



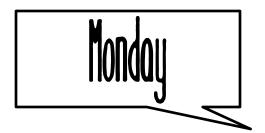
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Topic Sentence:	 	
Closing Sentence:		
-		

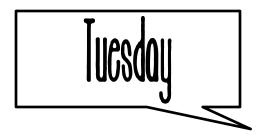
Name #:		Date:
	Paragr	aph of the Week
	A paragraph talks all supporting cor	about one topic, with many sentences that topic. This is when you will struct that paragraph. I
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Brainstorm all that you know about something that you are good at. It can be a sport you play, a talent you have, something school related, or whatever you think is something you do well. Be sure to include every detail you can think of about that topic.



Using the brainstorm you created yesterday, choose 3 of the most important reasons why you are good at the topic you chose. They will become the three details about the topic you are good at. Write a sentence for each. Then, write an explanation sentence for each.



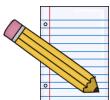
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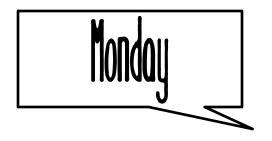
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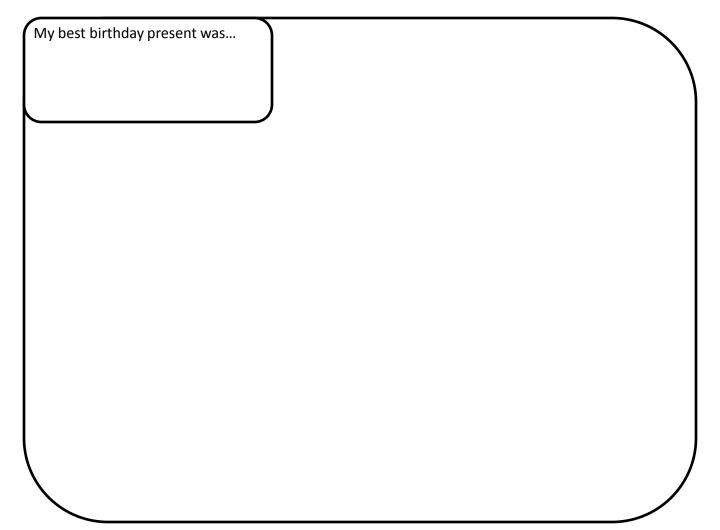
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Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm all that you know about the best birthday present you ever received. List the reasons why it was good, what you liked about it, and describe it. Be sure to include every detail you can think of about that topic.



Name#:	Date:	
	Paragraph of the Week	
	Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the	

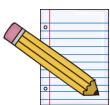
"meat and potatoes" of your thoughts.

Tuesday	
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Using the brainstorm you created yesterday, choose 3 of the most important reasons why you thought the present was the best. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :

Name #:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.



Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

Topic Sentence:		
Closing Sentence:		

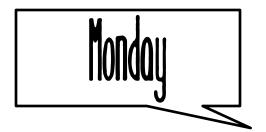
Name#:_		Date:
	Paragr	aph of the Week
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<u></u>		

Date: _____

Paragraph of the Week



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm all that you know about the best birthday present you ever received. List the reasons why it was good, what you liked about it, and describe it. Be sure to include every detail you can think of about that topic.



Using the brainstorm you created yesterday, choose 3 of the most important reasons why you thought the present was the best. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.



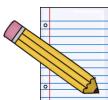
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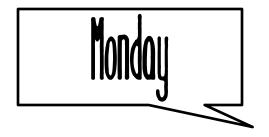
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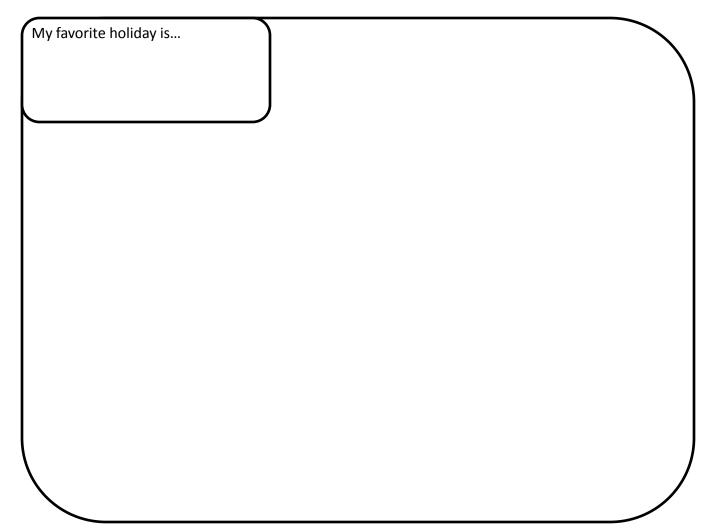
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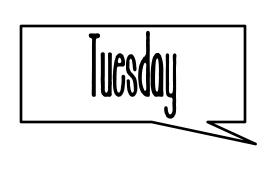
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Brainstorm all that you know about your favorite holiday. List the reasons why it is good, what you like about it, and describe it. Be sure to include every detail you can think of about that topic.



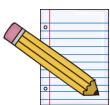
Name #:	Date:
	Paragraph of the Week
	Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



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rplanation:	
etail Two :	
planation :	
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rplanation:	

Name #:	Date:



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Topic Sentence:	 	
Closing Sentence:		
-		

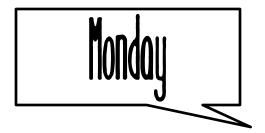
Name #:	Date:		
	Paragr	aph of the Week	
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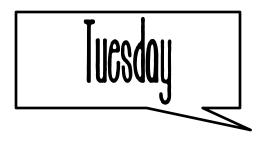
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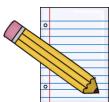
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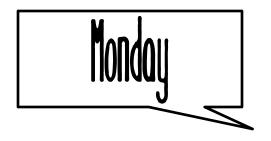
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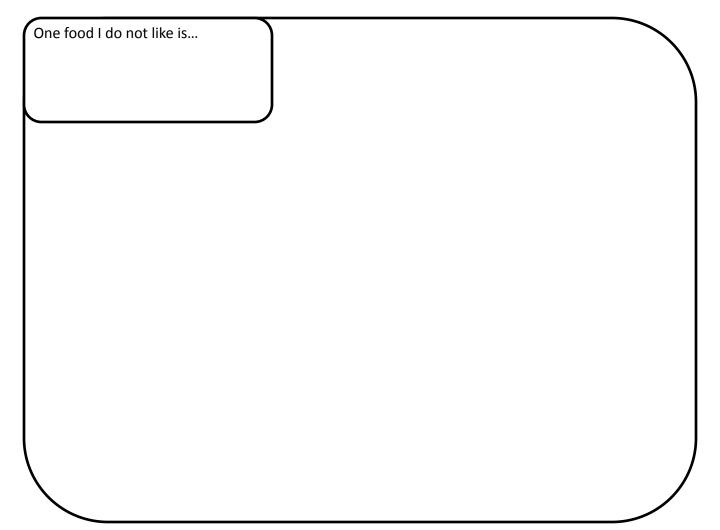
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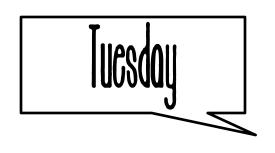
Brainstorm all that you know about a food you just don't like. List the reasons why you don't like it, what it tastes like to you, what makes it unlikable, etc... Be sure to include every detail you can think of about that topic.



Name #:	Date:	



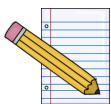
Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of the most important reasons why you do not like the food you chose. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

etail One :
planation :
etail Two:
planation :
etail Three:
planation :

Name#:	Date:	



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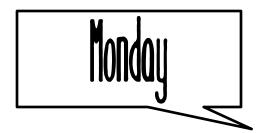


Topic Sentence:	 	
Closing Sentence:		

	Date:
Paragr	raph of the Week
A paragraph talks all supporting coi	about one topic, with many sentences g that topic. This is when you will nstruct that paragraph. I
Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence. Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.
	A paragraph talks all supporting coi



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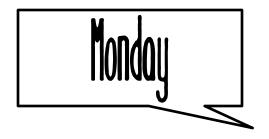


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Vame#:	Date:	



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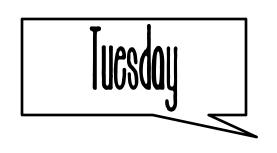
Brainstorm all that you know about something that makes you sad. List the reasons why it makes you sad, details about how you feel, etc... Be sure to include every detail you can think of about that topic.

mething that makes me sad is	
)	
	_

Name #:		Date:	

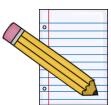


Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of the most important reasons why the thing makes you sad. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Name#:	Date:	



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.



Topic Sentence:	 	
Closing Sentence:		

Paragraph of the Week

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all supporting that topic. This is when you will
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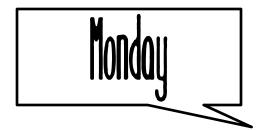
It is time to put all of your work



It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.



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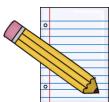


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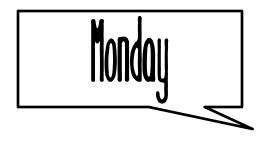


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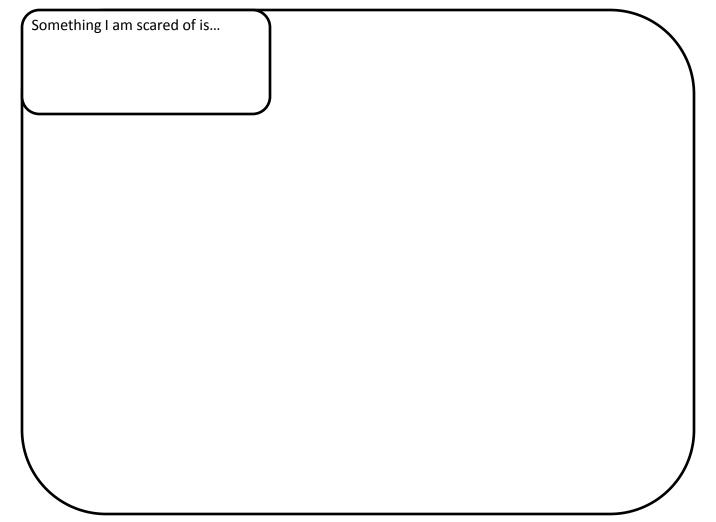
Name #: Date:	
Vame #:	



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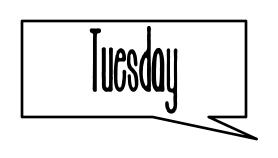
Brainstorm all that you know about something scares you. This can be something real, like spiders, something fake, like monsters, or something more abstract, like being home alone. Be sure to include every detail you can think of about that topic.



Name #:	Date:	
	Paragraph of the Week	•



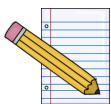
Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of the most important reasons why the thing makes you scared. They will become the three details about the topic. Write a sentence for each. write an explanation sentence for each.

Detail One:	
Explanation:	
Detail Two:	
Explanation:	
Detail Three:	
Explanation :	

Name #:	Date:



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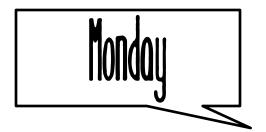


Topic Sentence :		
Closing Sentence:		

Name#:	Date:
Paragr	aph of the Week
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Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.



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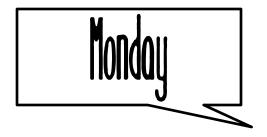


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Vame#:	Date: _	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm all that you know about what you are most proud of. Think of something you have done, were a part of, or accomplished. Be sure to include every detail you can think of about that topic.

I am most proud of	
	\

Name #:	Date:
	Paragraph of the Week
1 y	Now that you have the topic of your paragraph, you will write the lain body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.

lucsday

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Using the brainstorm you created yesterday, choose 3 of the most important reasons why you are proud of what you are. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

I am most proud of....

Detail One :	 	 	
Explanation : _			
Detail Two:			
Explanation: _			
Detail Three:			
Explanation: _			

Name #:	 Date:	



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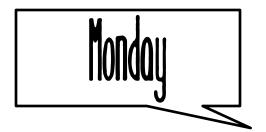
Name#: _		Date:
	Paragr	aph of the Week
	A paragraph talks a all supporting con	about one topic, with many sentences that topic. This is when you will struct that paragraph.
	Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.
		Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

Date: _____

Paragraph of the Week



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm all that you know about what you are most proud of. Think of something you have done, were a part of, or accomplished. Be sure to include every detail you can think of about that topic.



Using the brainstorm you created yesterday, choose 3 of the most important reasons why you are proud of what you are. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.



Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.



It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Writing Topics

What Would Happen??

Each of the prompts in this section will have the students thinking about the question, "What would happen if?" There are no right or wrong answers, just good paragraph writing.

What if you were invisible?

What if there were no TV?
What if the streets were rivers?

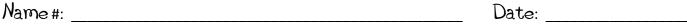
What if kids were in charge of the world?

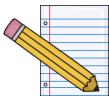
What if you were a fly on the wall?

What if we aged backwards?
What if we lived underwater?

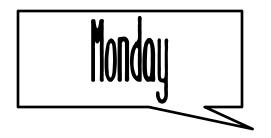
What if animals could talk?
What if it rained cats and dogs?

You may use these in any order you wish, as they do not build upon each other.





Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



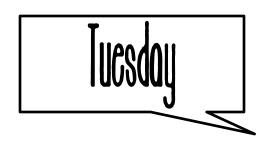
Brainstorm what you think life would be like if there was no television. Think of alternative forms of entertainment, what you would do with your time, and how it would affect everyone over time. Be sure to include every detail you can think of about that topic.

What would happen if there were no tv?	
	1

Name #:	Date: _	
	_	

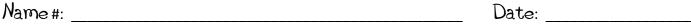


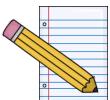
Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of the most intriguing things you think would happen if there were no TV. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

etail One :	_
xplanation :	
etail Two:	_
xplanation :	
etail Three:	_
xplanation :	_



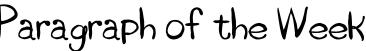


Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.



Topic Sentence :			
Closing Sentence: _	 	 	

Name #:	Date:	
	Paragraph of the Week	•





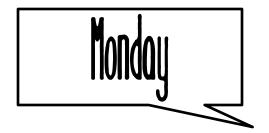
A paragraph talks about one topic, with many sentences all supporting that topic. This is when you will construct that paragraph.



It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think life would be like if there was no television. Think of alternative forms of entertainment, what you would do with your time, and how it would affect everyone over time. Be sure to include every detail you can think of about that topic.



Using the brainstorm you created yesterday, choose 3 of the most intriguing things you think would happen if there were no TV. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each

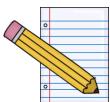


Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

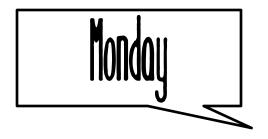


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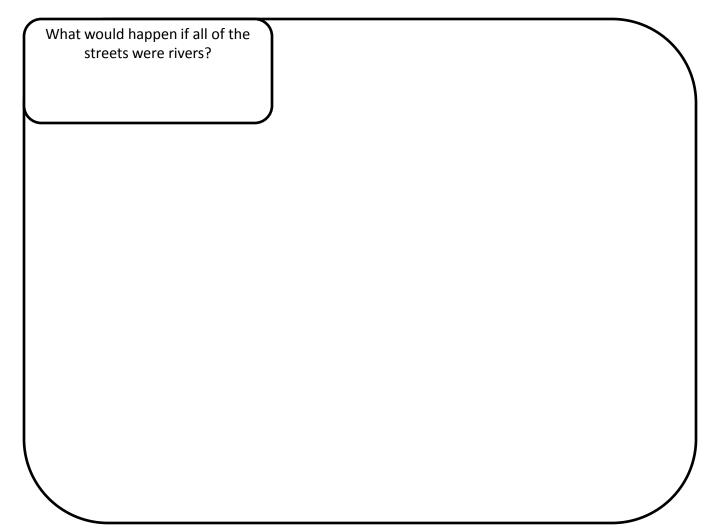
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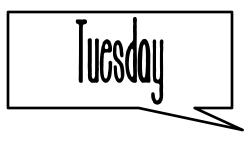
Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think life would be like if every street was a river of water. How would we get around? What would it be like? What would change? Be sure to include every detail you can think of about that topic.

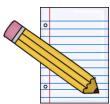


Name #:		Date:
	Parag	graph of the Week
Now the main book	nat you have dy sentences. "meat	the topic of your paragraph, you will write the Be sure that they are all on topic, as this is the and potatoes" of your thoughts.
Tues	Ann -	Using the brainstorm you created yesterday, choose 3 of your thoughts



Using the brainstorm you created yesterday, choose 3 of your thoughts about what a city of river streets would be like. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Name #:	 Date:	



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
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Topic Sentence:	 	
Closing Sentence : _		

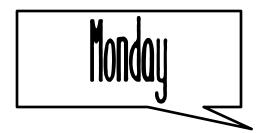
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Paragraph of the Week



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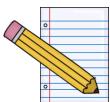


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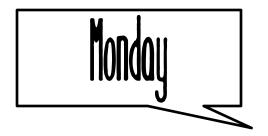


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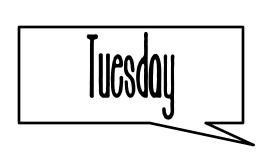
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Brainstorm what you think would happen if it actually did rain cats and dogs, like the idiom says. Be sure to include every detail you can think of about that topic.

What would happen if it really rained cats and dogs?

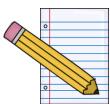
Name#:	Date:
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Detail One:		
Explanation:	 	
Detail Two:	 	
Explanation:	 	
Detail Three:	 	
Explanation :	 	

Name #:	Date:



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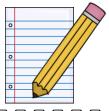


Topic Sentence :	 	
Closing Sentence : _	 	

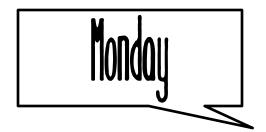
Name #:		Date:	
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Paragraph of the Week



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Brainstorm what you think would happen if it actually did rain cats and dogs, like the idiom says. Be sure to include every detail you can think of about that topic.



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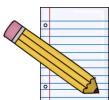


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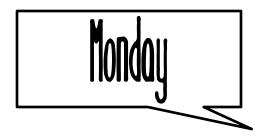


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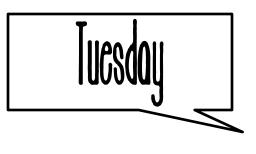
Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think would happen if children were in charge of the world. What would be the same? What would be different? What would be good? What would be bad? Be sure to list everything you can think of regarding this topic.

What would happen if kids were in charge of the world?	

Name #:	Date:
Pa	uragraph of the Week
Now that you main body sente	have the topic of your paragraph, you will write the Inces. Be sure that they are all on topic, as this is the Imeat and potatoes" of your thoughts.
Tuesday	Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if kids were in charge of the world. They will



become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One:	 	 	
Explanation : _	 		
Detail Two:			
Explanation : _			
Detail Three:			
Explanation: _			
	 	 	· · · · · · · · · · · · · · · · · · ·

Name #:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.



Topic Sentence :	 	 	
Closing Sentence :			

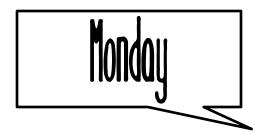
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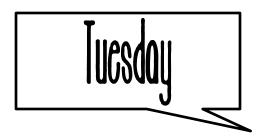
Paragraph of the Week



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Brainstorm what you think would happen if children were in charge of the world. What would be the same? What would be different? What would be good? What would be bad? Be sure to list everything you can think of regarding this topic.



Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if kids were in charge of the world. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.



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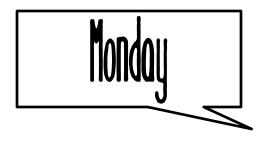


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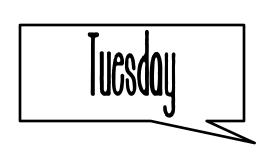


Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think would happen if you actually became a fly on the wall? What would you see? Where would you go? What do you think it would be like? Be sure to list everything you can think of on this topic?

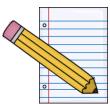
What would happen if you were an actual fly on the wall?		
	J	



Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if you were a fly on the wall. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One : _	 		
Explanation :	 		
Detail Two:_			
Explanation :			
Detail Three :			
Explanation :	 		

Name #:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
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Topic Sentence :	 	 	
Closing Sentence : _			
_			

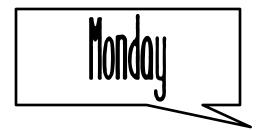
Name #: _		Date:
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j	cons	Struct that paragraph.
	Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence. Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

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Paragraph of the Week



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Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if you were a fly on the wall. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

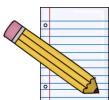


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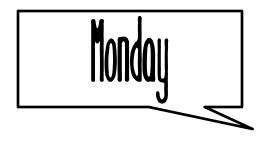


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Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think life would be like if we all lived underwater. Think of how our life would be affected, what we would do for food/clothing/shelter, and how we would get around. Would our bodies be different? What else would change? Be sure to include every detail you can think of about that topic.

What would happen if we underwater?	: lived	

Paragraph of the Week

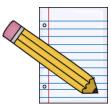
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Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if we all lived underwater. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Explanation :			
Detail Two:	 	 	
Explanation :			
Detail Three:	 	 	
Explanation :	 	 	
Detail Three: Explanation:	 	 	

Detail One ·

Name #:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
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Topic Sentence :	 	
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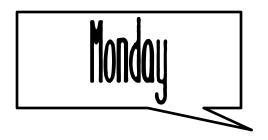
Name #:	Date:
	agraph of the Week
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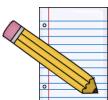


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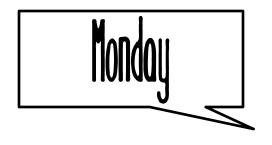


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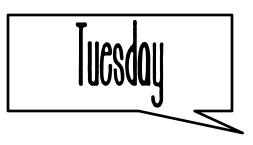


Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what would happen if animals could talk. Think about what conversations we would have with them, how that would change how we interact with animals, and what that would mean for our pets. Write down all you can think of in the space below.

Name #:	Date:
	Paragraph of the Week
Nou main	that you have the topic of your paragraph, you will write the ody sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if animal could talk. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Name#:	Date:	



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
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Topic Sentence :	 	
Closing Sentence : _		

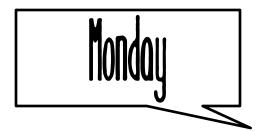
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Paragi	raph of the Week
A paragraph talks all supportin	s about one topic, with many sentences g that topic. This is when you will onstruct that paragraph.
Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence. Reread it all and make sure it makes sense. It should all be about the same
	topic, give lots of information, and be written in complete sentences.

Date: _____

Paragraph of the Week



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what would happen if animals could talk. Think about what conversations we would have with them, how that would change how we interact with animals, and what that would mean for our pets. Write down all you can think of in the space below.



Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if animal could talk. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

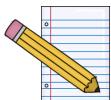


Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

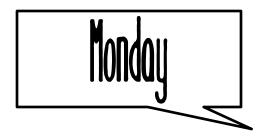


It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



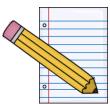
Brainstorm what you think it would be like if you could become invisible whenever you wanted to. When would you use your power? Where would you go? What would be the downside to this power? Write down everything you can think of on this topic.

What would happen if you could become invisible whenever you wanted?	

Name #:	Date:
	Paragraph of the Week
1	Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts

lucsday	yesterday, choose 3 of your thoughts about what would happen if you could become invisible whenever you pleased. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.
Detail One :	
Explanation :	
Detail Two :	
Explanation :	
Detail Three :	
Explanation :	

Name#:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.

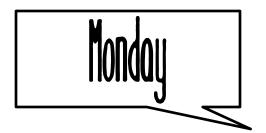


Topic Sentence :		
Closing Sentence :		

Name#:		Date:
	Paragr	aph of the Week
	A paragraph talks all supporting cor	about one topic, with many sentences that topic. This is when you will struct that paragraph. I
	Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence. Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think it would be like if you could become invisible whenever you wanted to. When would you use your power? Where would you go? What would be the downside to this power? Write down everything you can think of on this topic.



Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen if you could become invisible whenever you pleased. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

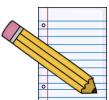


Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

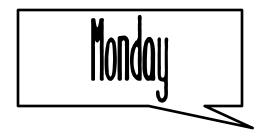


It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think life would be like if everyone aged backwards. What would be the good things? What would be the bad things? How would that change how we ran the world? Write down all you can think of about this topic.

What would happen we all aged backwards?		

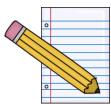
Name #:	Date:
	Paragraph of the Week
Nou Main	that you have the topic of your paragraph, you will write the ody sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.



Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen everyone aged backwards. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One :
Explanation :
Detail Two:
Explanation :
Detail Three :
Explanation :

Name #:	Date:
	·



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.

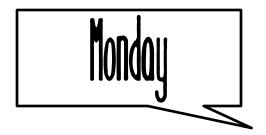


Topic Sentence :			
Closing Sentence: _			

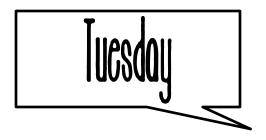
Name#:_		Date:
1 1		aph of the Week about one topic, with many sentences
	all supporting con	about one topic, with many sentences that topic. This is when you will struct that paragraph. I
	Thursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence. Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.
		·



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm what you think life would be like if everyone aged backwards. What would be the good things? What would be the bad things? How would that change how we ran the world? Write down all you can think of about this topic.



Using the brainstorm you created yesterday, choose 3 of your thoughts about what would happen everyone aged backwards. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.



Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.



It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Writing Topics

Pick and Choose

Each of the prompts in this section will have the students thinking about themselves, their character traits, their likes and dislikes...all while choosing between one idea or another. They will also be revising, editing, and creating final drafts with these prompts!

What technology would you give up? What season would you love to see last all year?

Where, in the entire world, would you like to visit?
Which one adjective best describes you?

Which meal would you rather eat?

Would you rather be rich or famous?

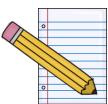
What would you take if stranded on a deserted island?

Would you play sports or video games?

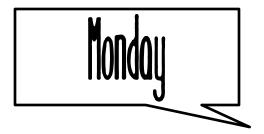
Do you want to be a student or a teacher?

You may use these in any order you wish, as they do not build upon each other.

Vame#:	 Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



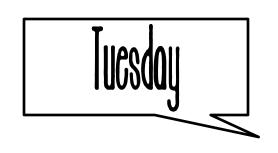
Brainstorm what adjective you would use to describe yourself. You can only pick one adjective and must you write exactly WHY it describes you. List everything you can think of about this topic.

Which adjective best des you and why?	cribes	

Name#:	Date:	

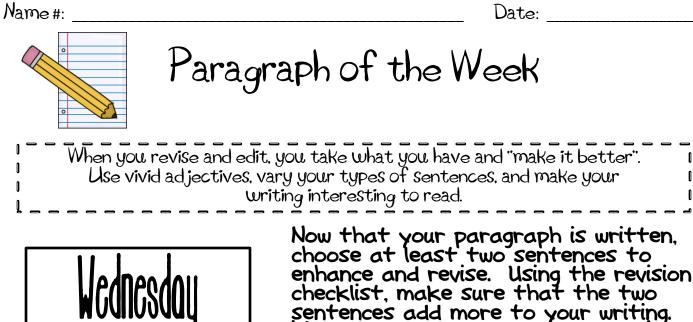


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your thoughts about what adjective best describes you. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your descriptive adjective.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence:	Topic is narrow and manageasie.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
© S Moorman 2012 http://tagshinginroom6.hl	Adjective to describe yoursel

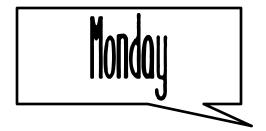
Name #	Date:
	Paragraph of the Week
1	A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!
	It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.
4	omplete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of ried sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	omplete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing intence, correct punctuation, correct spelling, neat and legible, on topic.
2	ostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives id engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
1	ome complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging seginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Nar	ne#:		Date:				
© S.	Over the course o	agraph	of of	 be W	he Week riting a paragraph. You will		
	and write a complet	te paragraph. .	De Sure	e to (and will brainstorm, draft, use all that we have learned So let's get started!		
	Monday	Brainsto describe adjective describes about th	orm when yours and significant with the second points to the second poin	nat self mu: Li pic.	adjective you would use to You can only pick one st you write exactly WHY it st everything you can think of		
	Tuesday	Using the brainstorm you created yesterday, choose 3 of your thoughts about what adjective best describes you. They will become the fhree details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your					
	Wednesday	ive adjective. at your paragraph is written, choose at wo sentences to enhance and revise. ne revision checklist, make sure that the ntences add more to your writing. You so go back to Tuesday's page and revise he as well.					
	Thursday	It is time the form take you final pro write ne	e to p m of o ur rev oduct atly o	out a f risio for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.		
	Topic is narrow and manageab The sentences are varied (com			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.		
cklist	compound, simple) The sentences have different b		ıbric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.		
Revising Checklist	The details support the main ic sentence. The spelling, punctuation, and		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.		
Re	specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.		

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



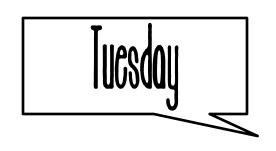
Brainstorm which meal - breakfast, lunch, or dinner - you would rather eat. Think about all the reasons why you would choose that meal over the others. Write down every detail you can think of in the space below.

Which would you rat breakfast, lunch, or	dinner?		

Name #:	Date:	

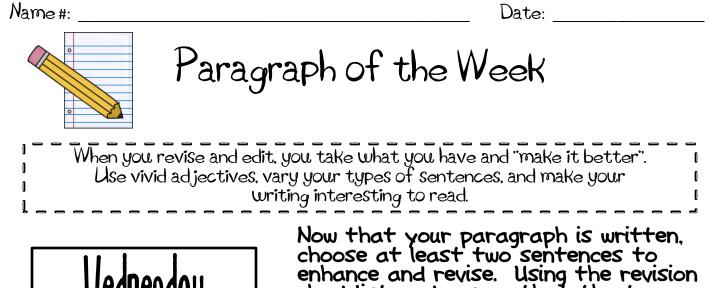


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for choosing the meal that you did. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

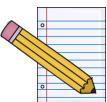
O	riginal Sentence:	Topic is that our and managed action	
		The sentences are varied (complex, compound, simple)	
		The sentences have different beginning	ngs.
Re	evision :	The details support the main idea/top sentence.	oic
		The spelling, punctuation, and capital correct.	s are
		Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
	Topic is narrow and manageable.	Original Sentence :	
	The sentences are varied (complex, compound, simple)		
	The sentences have different beginnings.		
	The details support the main idea/topic sentence.	Revision :	
	The spelling, punctuation, and capitals are correct.		
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)		
<u> </u>	S.Moorman, 2012 http://teachinginroom6.blog	spot.com Breakfast, lunch, or o	annib

Name #	#: Date:
1	Paragraph of the Week
i !	A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!
	It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.
4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	
_	sentence, correct punctuation, correct spelling, neat and legible, on topic. Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives
2	sentence, correct punctuation, correct spelling, neat and legible, on topic. Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging
2	sentence, correct punctuation, correct spelling, neat and legible, on topic. Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic. Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging

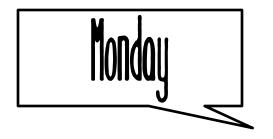
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Name #:			Date:			
© S.	Moorman, 2012 http://teachinginro.			t	he Week	
	choose a topic (wit	thin the given	parame	ters,	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!	
	Monday	dinner – the rea over th	you w sons w e othe	ioule uhy ers.	meal – breakfast, lunch, or d rather eat. Think about all you would choose that meal Write down every detail you he space below.	
	Tuesday	Using the brainstorm you created yesterdarchoose 3 of your reasons for choosing the that you did. They will become the three deabout the topic. Write a sentence for each Then, write an explanation sentence for each Then write the topic/closing sentences to cran entire paragraph about your topic.				
	Wednesday	Usina th	ne revi ntence: so go b	sior s ac ack	aragraph is written, choose at acces to enhance and revise. In checklist, make sure that the add more to your writing. You to Tuesday's page and revise	
	Thursday	It is time the for take you final property write ne	ne to pour revoluct catly o	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.	
	Topic is narrow and manageabl The sentences are varied (comp			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.	
cklist	compound, simple) The sentences have different b	eginnings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
Revising Checklist	The details support the main id sentence. The spelling, punctuation, and		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.	
Re	Specific descriptive words are uenhance the writing (ie: WOW instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.	

Name#: Date:	
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Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



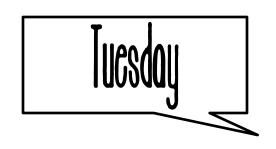
Brainstorm which season you would like to have around all year. Why would this one season be the one to last all year? What about it makes it appealing? Pros? Cons? What is good about this season? List everything you can think of on this topic.

Which season would you lo	ove to	

Name#:	Date:	

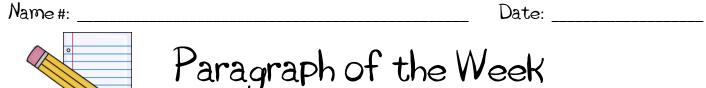


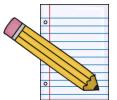
Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for choosing the season that you did. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





When you revise and edit, you take what you have and "make it better". Use vivid adjectives, vary your types of sentences, and make your writing interesting to read.



Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence :		Topic is narrow and manageable.
_		The sentences are varied (complex, compound, simple)
		The sentences have different beginnings.
R	evision :	The details support the main idea/topic sentence.
		The spelling, punctuation, and capitals are correct.
		Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
	Topic is narrow and manageable.	Original Sentence :
	The sentences are varied (complex, compound, simple)	
	The sentences have different beginnings.	
	The details support the main idea/topic sentence.	Revision :
	The spelling, punctuation, and capitals are correct.	
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
<u> </u>	S. Maarman 2012 http://tagchinginroom6.hlo	not com Seaso

Name #:	Date: _	
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A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of

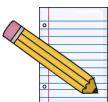


It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

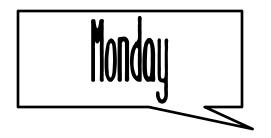
4	varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Nam	e#:				Date:
© S.M		agraph	n of		he Week
0 0 0 0_	choose a topic (wi	thin the given	parame	ters	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!
	Monday	Brainsto around the one it appea this sec on this	350n!	nich ur. st d Pro Lis	season you would like to have Why would this one season be all year? What about it makes os? Cons? What is good about the everything you can think of
	Tucsday	each. T	nen, w hen wr	rite	rorm you created yesterday, reasons for choosing the did. They will become the three e topic. Write a sentence for e an explanation sentence for the topic/closing sentences to paragraph about your topic.
	Wednesday	Using the two sen may also on there	ne revi ntence: so go b e as w	siors ack eack ell.	aragraph is written, choose at acces to enhance and revise. In checklist, make sure that the add more to your writing. You to Tuesday's page and revise
	Thursday	It is time the for take you final prewrite ne	ne to pour recoduct catly o	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a r your readers. Be sure to check the rubric.
	Topic is narrow and manageab The sentences are varied (com			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
scklist	compound, simple) The sentences have different be	eginnings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Revising Checklist	The details support the main in sentence. The spelling, punctuation, and		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
Re	specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)		Ра	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



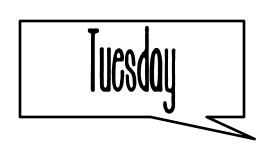
Brainstorm which character from a book, any book, you would choose to be friends with and why. What would make this character a good friend? What experiences would you get to have by simply being that character's friend? Pros? Cons? Write down everything you can think of.

Which book character would you like to be friends with?		
		`

Name#:	Date: _	

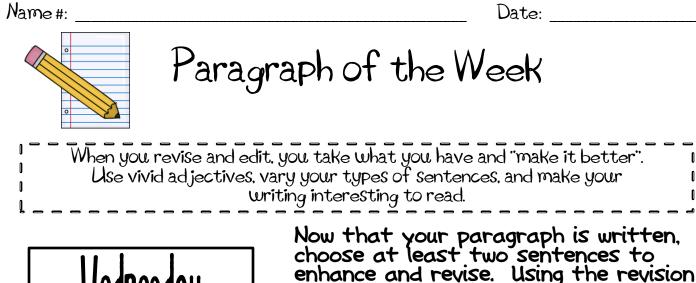


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for choosing the character that you did. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





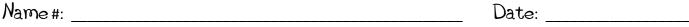
checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

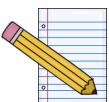
Original Sentence:	Topic is narrow and manageasie.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
© S.Moorman, 2012 http://teachinginroom6.blog	rspot.com Friends with book characte

Name#:	Date:
Paragr	aph of the Week
A final draft is as "perf	Fect" as you can get it. Be sure you really I we your writing off here!
Thursday	It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
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1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Nan	Me #:		Date:			
© S.		.graph	n of		he Week	
	choose a topic (with	hin the given	n parame	ters,	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!	
	Monday	book, y why. V friend; have b Pros?	you wo Vhat u ? Wha y simp Cons	uld Loul	h character from a book, any choose to be friends with and d make this character a good experiences would you get to being that character's friend? Urite down everything you can	
Using the choose 3 character three defor each for each		ne brai 3 of y er tha etails h. The	inst your at y abo	rorm you created yesterday, reasons for choosing the you did. They will become the but the topic. Write a sentence write an explanation sentence write the topic/closing sentences ire paragraph about your topic.		
	Wednesday	Usina th	ne revi ntence: so go b	sior s ack ack	aragraph is written, choose at acces to enhance and revise. In checklist, make sure that the acceptance to your writing. You to Tuesday's page and revise	
	Thursday	It is ting the for take you final pro write no	ne to point of the contract of	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a r your readers. Be sure to check the rubric.	
	Topic is narrow and manageable The sentences are varied (comp			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.	
cklist	compound, simple) The sentences have different be	eginnings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
Revising Checklist	The details support the main ide sentence. The spelling, punctuation, and c	·	Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.	
Re	correct. Specific descriptive words are usenhance the writing (ie: WOW voinstead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.	





Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



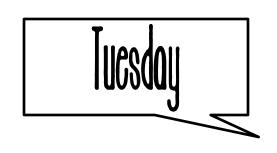
Brainstorm which place you would most like to visit. What about this place makes it appealing to you? Where specifically would you go? What would you do there? Write down everything you can think of about this topic.

Which place in the world w you most like to visit?	rould	

Name #:	Date:	



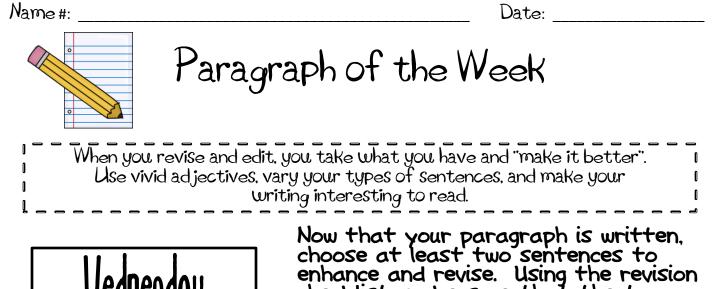
Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for choosing the place that you did. They will become the three details about the topic you. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :

Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

Original Sentence :	Topic is name want manageasies
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
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Name #:	Date:	
	Paragraph of the Week	
Afi	al draft is as "perfect" as you can get it. Be sure you really show your writing off here!	

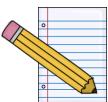
rubric.

It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the

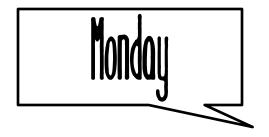
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Nam	ne#:	Date:					
© S.M	Amoorman, 2012 http://teachinginroom6.blogspot.com Paragraph of the Week Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!						
	Monday	Brainst to visit appeali	torm ut. Who ing to? Who veryth	uhic at a you at u	h place you would most like about this place makes it i? Where specifically would would you do there? Write you can think of about		
Using the choose 3 that you about the Then, write the choose that you about the then write them write the choose 3 that you about the them write the choose 3 that you about the them write the choose 3 that you about the theorem.			ne brainstorm you created yesterday, 3 of your reasons for choosing the place ou did. They will become the three details he topic. Write a sentence for each. The ite an explanation sentence for each ite the topic/closing sentences to create be paragraph about your topic.				
two		Using the two sen may als	Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.				
	Thursday	It is time the fore take you final property write ne	ne to pour revoluct	put a f visic foi and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.		
	Topic is narrow and manageab The sentences are varied (com			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.		
cklist	compound, simple) The sentences have different beginnings.		bric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.		
Revising Checklist	The details support the main ic sentence. The spelling, punctuation, and		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.		
Re	Specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.		

Name#: Date:	
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Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



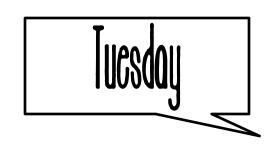
Would you rather be rich or famous? Brainstorm all of the ideas you can think of that would help you decide. What are the pros and cons to the decision you made? What are the advantages? List everything you know about this topic.

Would you rather be rich or famous?			
	J		

Name#:	Date:	
-		

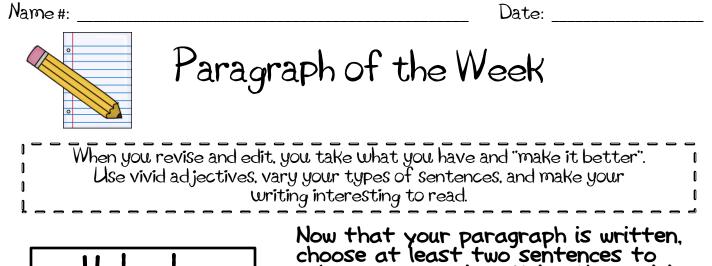


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for choosing if you would be rich or famous. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

0	riginal Sentence:		Topic is narrow and manageable.
			The sentences are varied (complex, compound, simple)
			The sentences have different beginnings.
Revision :			The details support the main idea/topic sentence.
			The spelling, punctuation, and capitals are correct.
			Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
	Topic is narrow and manageable. The sentences are varied (complex,	Original Sentenc	e:
	compound, simple)		
	The sentences have different beginnings.		
	The details support the main idea/topic sentence.	Revision :	
	The spelling, punctuation, and capitals are correct.		
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<u>_</u>	S.Moorman, 2012 http://teachinginroom6.blo	- gspot.com	Rich or famou

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A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of

varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.



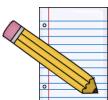
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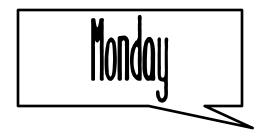
Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
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Nar	ne#:	#: Date:			Date:	
© S.	Over the course of	agraph	n of	 ce W	he Week riting a paragraph. You will and will brainstorm, draft,	
	and write a comple	te paragraph.	De Sure	e to i	use all that we have learned So let's get started!	
	Monday	Would you rather be rich or famous? Brainstorm all of the ideas you can think of that would help you decide. What are the proand cons to the decision you made? What are the advantages? List everything you know about this topic.				
	Tucsday	Using the brainstorm you created yesterday, choose 3 of your reasons for choosing if you would rather be rich or famous. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.				
	Wednesday	Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.				
	Thursday	It is time the fore take you final property write ne	ne to pour recoduct	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.	
	Topic is narrow and manageab	ole.		4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct	
	The sentences are varied (com compound, simple)	ıplex,			punctuation, correct spelling, neat and legible, on topic. Complete sentences, topic sentence, 3 supporting details with	
cklist	The sentences have different beginnings.		ubric	3	evidence sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
g Che	The details support the main idea/topic sentence.		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.	
Revising Checklist	The spelling, punctuation, and correct.	unctuation, and capitals are				
	Specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)			1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.	

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



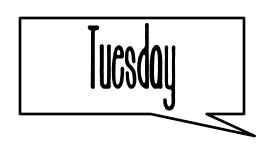
Brainstorm which three things you would take with you if stranded on a deserted island. Why would those things be useful to you? What makes them most valuable in your situation and most wanted over all other things? List everything you can think of here.

What three items would you take with you if stranded on a		
deserted island?		1

Name#:	Date:	

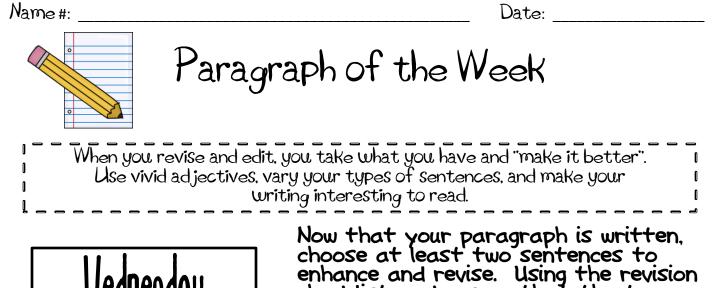


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for choosing your three items. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
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Explanation :
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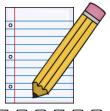




checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence :	Topic is flattow and filaliageable.
	The sentences are varied (complex, compound, simple)
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Revision :	The details support the main idea/topic sentence.
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© S.Moorman, 2012 http://teachinginroom6.blog	spot.com Deserted island

Name #:	Date: _		
	Paragraph of the Week		



A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of



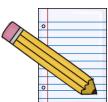
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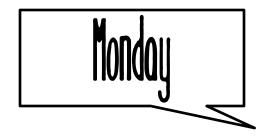
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Name #:			Date:			
© S.	Moorman, 2012 http://teachinginroo.			t	he Week	
	choose a topic (wit	thin the given	parame	ters,	riting a paragraph. You will I) and will brainstorm, draft, I use all that we have learned I So let's get started!	
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Re	correct. Specific descriptive words are under the writing (ie: WOW with instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.	

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



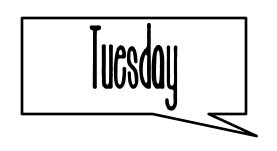
Brainstorm ideas about whether you would rather be outside playing a sport or inside playing a video game. What are the pros to your choice? Why do you think that is better? What are the advantages to your choice? List everything you can think of about this topic.

Would you rather play a sport or a video game?		

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	 _	

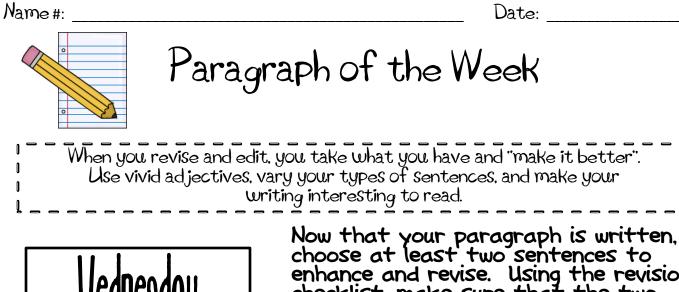


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your activity of choice. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence:





enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

Original Sentence :		
		The sentences are varied (complex, compound, simple)
		The sentences have different beginnings.
Revision :		The details support the main idea/topic sentence.
		The spelling, punctuation, and capitals are correct.
		Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable	Original Sente	nce :
The sentences are varied (comp compound, simple)	ex,	
The sentences have different be	ginnings.	
The details support the main ide sentence.	a/topic Revision :	
The spelling, punctuation, and correct.	apitals are	
Specific descriptive words are us enhance the writing (ie: WOW w instead of BLAH words)		
© S Moorman 2012 http://teaching	inroom6 bloasnot com	Playing a sport or video game

Name #:	Date:	Date:		
P	aragraph of the Week			
A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!				
Thursdou	It is time to put all of your work together in the form of a final draft. This is where you take your			

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of



varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.

4

revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

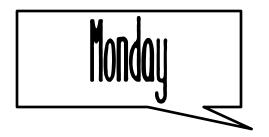
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Name #:				Date:	
© S.I	Paragraph of the Week Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!				
	Monday	what a	re the	aa	about whether you would e playing a sport or inside ame. What are the pros to y do you think that is better? Ivantages to your choice? List an think of about this topic.
	Tuesday	Using the brainstorm you created yesterday, choose 3 of your reasons for your activity of choice. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic. Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.			
	Wednesday				
	It is time the form take you final pro-		ne to pour revoluct	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.
	Topic is narrow and manageab The sentences are varied (com		s. spric	4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
cklist	compound, simple) The sentences have different b			3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Revising Checklist	The details support the main ic sentence. The spelling, punctuation, and correct		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
¥	Specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)		ي م	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



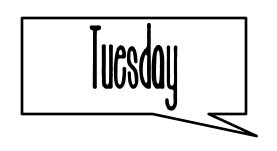
Brainstorm which you would rather be, a student or a teacher. Why would you make that choice? What are the advantages to your position? What would you be able to do as one over the other? Pros? Cons? List everything you can think of about this topic.

Which would you rather student or a teacher	r?	

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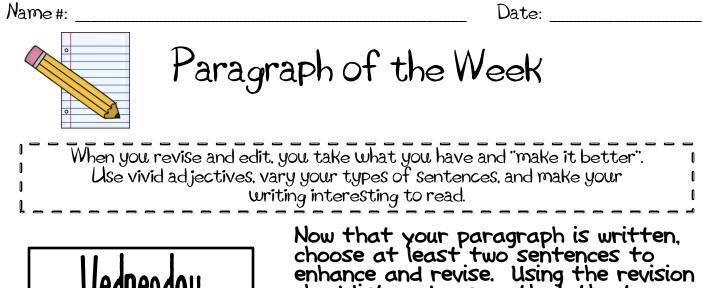


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your choice. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

Original Sentence:	
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	Original Sentence .
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
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Name #:		Dat	e:
	Parag	graph of the Weel	≺
, A	final draft is as "po s	erfect" as you can get it. Be sure how your writing off here!	you really i
T	<u>l</u>	It is time to put all of	f your work

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of



varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.

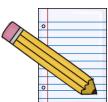
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It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

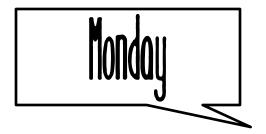
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Nam	ame#: Date:					
© S.M	Over the course o choose a topic (wi and write a comple	agraph of this week. In thin the given te paragraph.	you will be parame Be sure	e w ters)	he Week riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!	
	Monday	studen that c your pour as one	t or a hoice? ositior over t	te W ? the	h you would rather be, a acher. Why would you make hat are the advantages to What would you be able to do other? Pros? Cons? List can think of about this topic.	
	Tucsday	write a explana topic/cl	Using the brainstorm you created yesterday, choose 3 of your reasons for your choice. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.			
Vednesday	Wednesday	Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.				
	Thursday	It is time to the form of take your red final product write neatly o		out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.	
	Topic is narrow and manageab The sentences are varied (com			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.	
Revising Checklist	compound, simple) The sentences have different be		ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
	The details support the main ic sentence. The spelling, punctuation, and correct.			2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.	
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Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



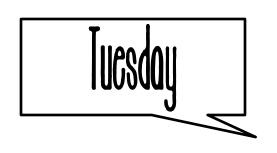
Brainstorm which piece of technology you would be willing to give up for good. Why would you choose that piece? How would your life change without it? Better? Worse? List everything you can think of on this topic.

If you could give up one piece of technology, what would it be?

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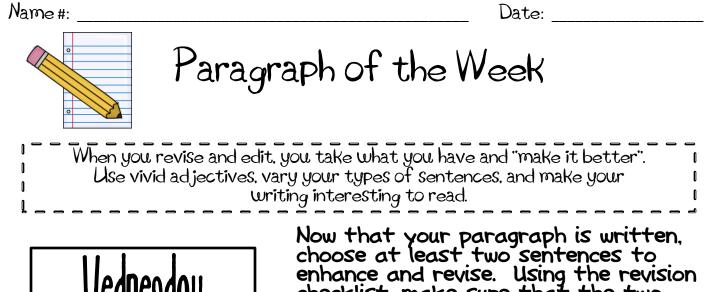


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your choice. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence :	Topic is narrow and manageasic.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable. The sentences are varied (complex,	Original Sentence :
compound, simple)	
The sentences have different beginnings.	
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The spelling, punctuation, and capitals are correct.	
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Name #:	Date:	
	Paragraph of the Week	
1 A	final draft is as "perfect" as you can get it. Be sure you really show your writing off here!	Ī
1	show your writing off here!	0

Thursday	
	•

4

It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of

varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.

Nam	e#:				Date:
© S.M	Para			t	he Week
0 0 0 0 0	choose a topic (wit and write a complet	thin the given te paragraph.	n parame Be sure	ters, e to i	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!
	Monday	Brainst be willir choose withou you cal	torm ung to o that tit? n thin!	uhic give pie Bet	h piece of technology you would up for good. Why would you ce? How would your life change ter? Worse? List everything f on this topic.
	Tucsday	Using the brainstorm you created yesterday, choose 3 of your reasons for your choice. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.			
	Wednesday	Now that your paragraph is written, choose of least two sentences to enhance and revise. Using the revision checklist, make sure that two sentences add more to your writing. You may also go back to Tuesday's page and revision there as well.			n checklist, make sure that the dd more to your writing. You to Tuesday's page and revise
	Thursday	It is time the for take you final property write ne	ne to point of the contract of	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.
	Topic is narrow and manageab The sentences are varied (com			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
scklist	compound, simple) The sentences have different b	eginnings.	a/topic adot/e	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Revising Checklist	The details support the main id sentence. The spelling, punctuation, and	·		2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
Re	Specific descriptive words are uenhance the writing (ie: WOW instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Writing Topics

It's A Matter of Opinion

Each of the prompts in this section will have the students thinking about the world around them and stating their own personal opinions. There are no right or wrongs here. The student will be revising, editing, and creating final drafts with these prompts!

What makes a teacher "great:?

Should cell phones be banned in public? Is there too much violence on television?

Should school be year round?

Should children be barred from junk food?

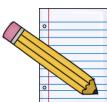
Why are good manners important? Should tests be allowed in school?

Are books better than TV?

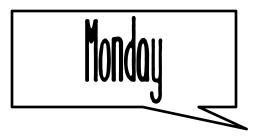
Should homework be banned?

You may use these in any order you wish, as they do not build upon each other.

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Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



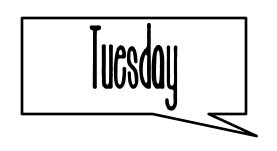
Brainstorm your thoughts on whether or not tests should be allowed in school. What do we need them for? What are the pros and cons to having them? What do you personally think will happen with or without them? There is no right or wrong, just list your opinions and evidence to back them up!

Should tests be allowed in school?		

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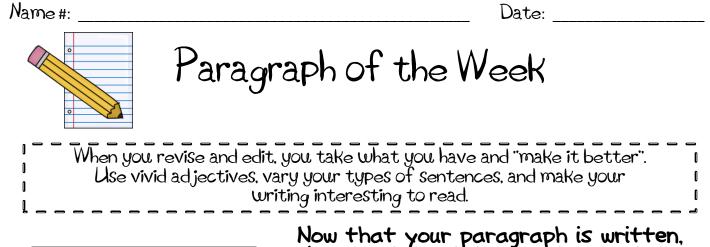


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :	
Detail One :	
Explanation :	
Detail Two :	
Explanation :	
Detail Three :	
Explanation :	
Closing Sentence :	





Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Эr	iginal Sentence :		Topic is narrow and manageable.
			The sentences are varied (complex, compound, simple)
			The sentences have different beginnings.
Re	vision :		The details support the main idea/topic sentence.
			The spelling, punctuation, and capitals are correct.
			Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
1	Topic is narrow and manageable.		
	Topic is flatrow and manageable.	Original Sentend	e:
	The sentences are varied (complex, compound, simple)		
	The sentences have different beginnings.		
	The details support the main idea/topic sentence.	Revision :	
	The spelling, punctuation, and capitals are correct.		
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)		
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A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of



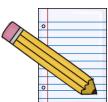
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It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

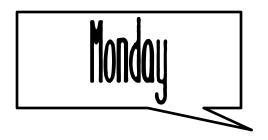
4	varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
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Nan	ne#:		Date:			
© S.1	Over the course of choose a topic (wit	graph This week. I	you will be parame	oe W	he Week riting a paragraph. You will) and will brainstorm, draft,	
	and write a complet	e paragraph. Muriting this Brainst tests: need to to have will har	pe sure sparagra torm y should hem fo ing the	ph. our be or? ith	So let's get started! Thoughts on whether or not allowed in school. What do we What are the pros and cons What do you personally think or without them? There is no	
	Tucsday	right or wrong, just list your opinions and evidence to back them up! Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your descriptive adjective.				
	Wednesday	Now that your paragraph is written, choose a least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.				
	Thursday	It is tin the for take yo final pr write no	ne to pour revoluct	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.	
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cklist	compound, simple) The sentences have different be		lbric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
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Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on the qualities and traits that make a teacher "great". What do they do that sets them apart from others? How are the lessons different? What does it feel like to be in their classroom? There is no right or wrong, just list your opinions and evidence to back them up!

What makes a teacher "great"?	

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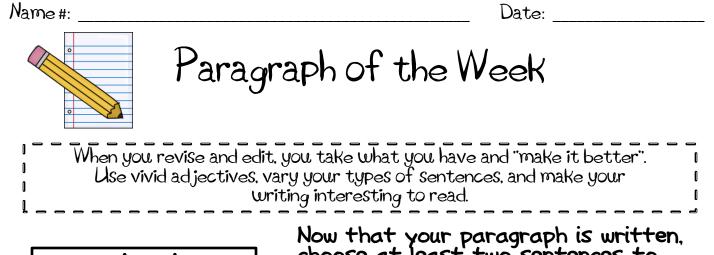


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Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
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Explanation :
Closing Sentence :





Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

Original Sentence:	ropic is nurrow and managedote.
	The sentences are varied (complex, compound, simple)
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Topic is narrow and manageable.	Original Sentence :
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Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
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A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of

varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.



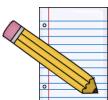
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It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

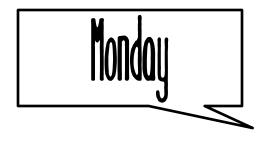
Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Nan	ne #: Date:				
© S.		graph	n of		he Week
	choose a topic (within	n the giver	parame	ters,	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!
	Monday	right o	ic to t	>e (r 19. j	thoughts on the qualities and ce a teacher great. What do ets them apart from others? Sons different? What does it their classroom? There is no just list your opinions and
		Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic. Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.			
	Wednesday				
	Thursday	lt is tin the for take yo final pr write ne	ne to point of our recoduct coduct	put a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.
	Topic is narrow and manageable. The sentences are varied (comple	х,		4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
cklist	compound, simple) The sentences have different beginning.	innings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Revising Checklist	The details support the main idea sentence. The spelling, punctuation, and cap		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
Re	Specific descriptive words are use enhance the writing (ie: WOW wo instead of BLAH words)		Ĭ Ğ	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on whether cell phones should be banned in movie theaters, restaurants, and other public places? What would be the pros and cons of your side? Why would this be a benefit to others? There is no right or wrong, just list your opinions and evidence to back them up!

Should cell phones be banned movie theaters, restaurants, a other public places?		

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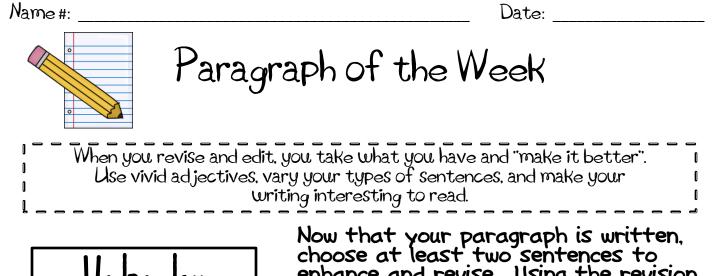


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





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Topic is narrow and manageable.

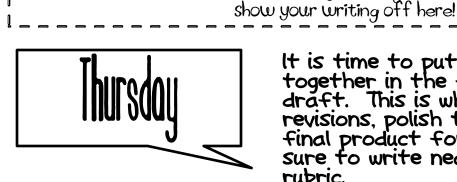
0	riginal Sentence:		
			The sentences are varied (complex, compound, simple)
			The sentences have different beginnings.
Re	evision :		The details support the main idea/topic sentence.
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	Topic is narrow and manageable.	Original Sentence	:
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	The details support the main idea/topic sentence.	Revision :	
	The spelling, punctuation, and capitals are correct.		
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)		
©	S.Moorman, 2012 http://teachinginroom6.blog	gspot.com	Ban cell phone

Name#:	Date: _	
	Paragraph of the Week	0

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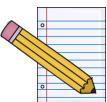
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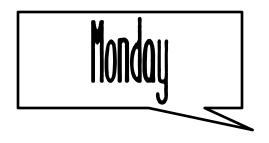
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Nar	Name#:		Date:				
© S.	Over the course choose a topic (w	agraph	you will	= = be W	he Week riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!		
	Monday	Brains phones restau would t	torm y s shoul rants be the	your d be and pro	thoughts on whether cell banned in movie theaters, d other public places? What os and cons of your side? Why benefit to others? There is no		
	Tucsday	right or wrong, just list your opinions and evidence to back them up! Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.					
	Wednesday	Now that your paragraph is written, choose a least two sentences to enhance and revise. Using the revision checklist, make sure that two sentences add more to your writing. You may also go back to Tuesday's page and revision there as well.					
	Thursday	It is tin the for take you final pr write no		put a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.		
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Revising Checklist	The details support the main sentence. The spelling, punctuation, and correct.	yan		2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.		
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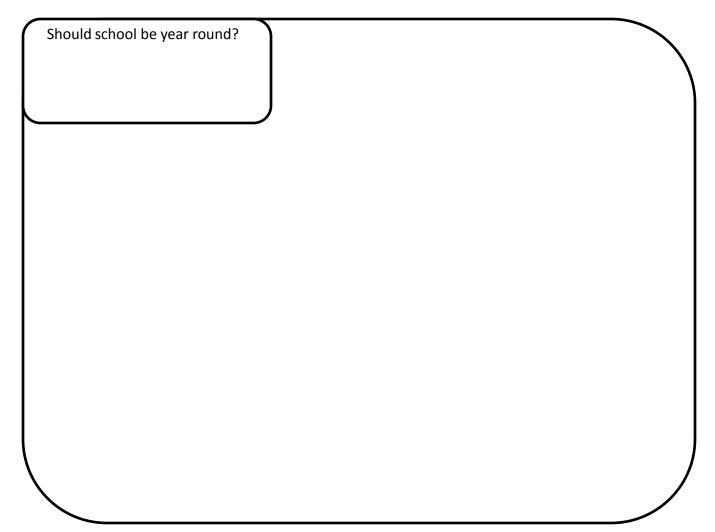
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Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on whether school should be year round. What would be the pros and cons of your side? Why would this be a benefit to others? How would students be impacted by your side? There is no right or wrong, just list your opinions and evidence to back them up!



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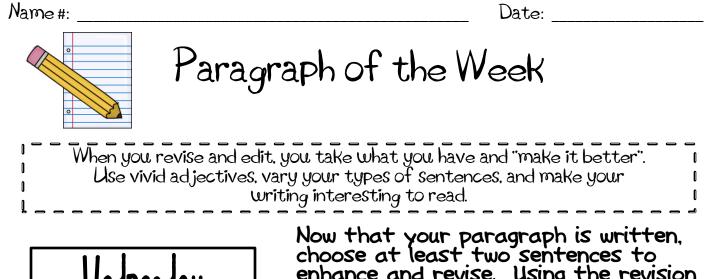


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Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :	
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Explanation :	
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Explanation :	
Closing Sentence :	





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Topic is narrow and manageable.

Original Sentence :	
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
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© S.Moorman, 2012 http://teachinginroom6.blog	spot.com Year round schoo

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Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of



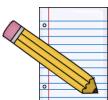
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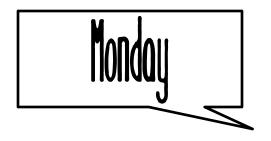
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Nam	ne #:			Date:			
© S.A	Over the course of choose a topic (with	agraph f this week. I thin the given	you will be parame	oe W	he Week riting a paragraph. You will and will brainstorm, draft,		
	in class whe	en writing this Brainst Should and col benefit impact	torm y be yed ns of t to oved	ph. your you the	use all that we have learned So let's get started! Thoughts on whether school cound. What would be the prosure side? Why would this be a rs? How would students be a rside? There is no right or your opinions and evidence to		
	Tucsday	Using the choose will become will be considered to be con	ne brains of yome the sente tion sente to sente	inst vour le t ence ent sent	rorm you created yesterday, reasons for your opinion. They hree details about the topic. for each. Then, write an ence for each. Then write the tences to create an entire your topic.		
	Wednesday	Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.					
	Thursday	It is time the for take you final prower to the write new terms of the second s	ne to pour revoluct	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.		
	Topic is narrow and manageab The sentences are varied (com		le.		Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.		
cklist	compound, simple) The sentences have different b		3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.			
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Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on whether or not you think there is too much violence on television. What do you consider too much? What impact does violence on TV have on others? What can we do to change it or do we even need to? There is no right or wrong, just list your opinions and evidence to back them up!

Is there too much violence on television?

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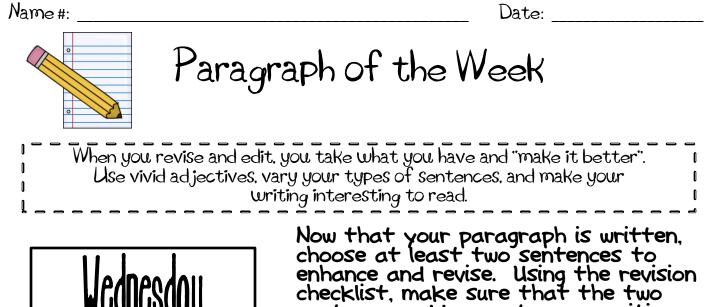
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Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :

Detail One :
Explanation :
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Detail Three :
Explanation :
Closing Sentence :





sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence:	Topic is narrow and manageasic.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
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Topic is narrow and manageable.	Original Sentence :
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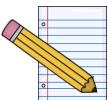
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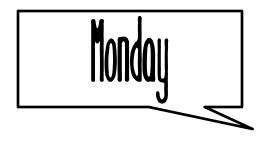
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Name #:			Date:			
© S.N		agrapl	n of		he Week	
]]]	and write a comple	ete paragraph.	. De Sure	e to (riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!	
	Monday	Brainstorm your thoughts on whether or not you think there is too much violence on television. What do you consider too much? What impact does violence on TV have on others? What can we do to change it or do we even need to? There is no right or wrong, just list your opinions and evidence to back them up!				
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	compound, simple) The sentences have different			3	punctuation, correct spelling, neat and legible, on topic. Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
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Vame#:	Date: _	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on whether or not children should be allowed to eat junk food. What are the pros to your side? Why do you think it will help or not? What reasons can you give for your side? There is no right or wrong, just list your opinions and evidence to back them up!

Should children be barred from eating junk food?		

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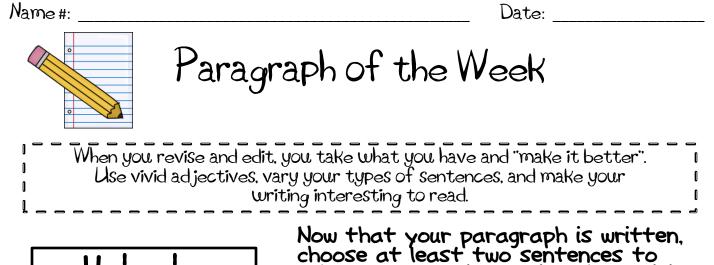


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Topic Sentence :	
Detail One :	
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Detail Two :	
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© S.Moorman, 2012 http://teachinginroom6.blog	spot.com Junk food

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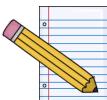
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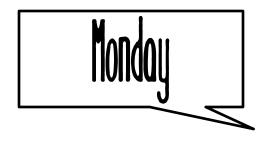
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	Monday	What a think it give for	re the will he your tyour	elp Side	thoughts on whether or not e allowed to eat junk food. os to your side? Why do you or not? What reasons can you e? There is no right or wrong, nions and evidence to back
	Tucsday	Write a explana topic/cl	sente tion so osing s	ence ent sent	form you created yesterday, reasons for your opinion. They hree details about the topic. For each. Then, write an ence for each. Then write the tences to create an entire your topic.
	Wednesday	Using the	ne revi ntence: so go b	sior s ack ack	aragraph is written, choose at acces to enhance and revise. In checklist, make sure that the add more to your writing. You to Tuesday's page and revise
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	Topic is narrow and manageal The sentences are varied (con]	4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
cklist	compound, simple) The sentences have different	beginnings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Revising Checklist	The details support the main i sentence. The spelling, punctuation, and servest			2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
¥	Specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)		į ä	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on why good manners are important. What do you think life would be like without them? What do we even use good manners for? What reasons can you give for your side? There is no right or wrong, just list your opinions and evidence to back them up!

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_	e good	e good

Name#:	Date:	

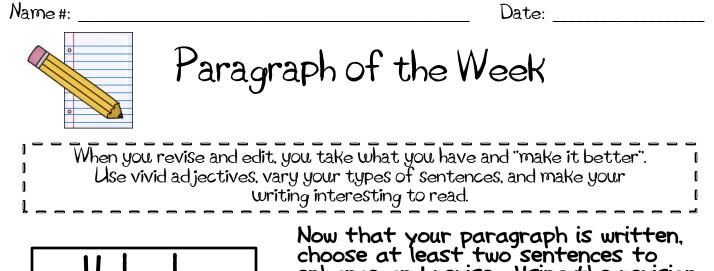


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

Original Sentence:	
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
© S.Moorman, 2012 http://teachinginroom6.blog	gspot.com Good manners

Name #:				Date:	
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A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of

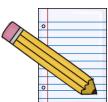


It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

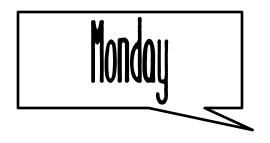
4	varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Name #:				Date:			
© S.M	oorman, 2012 http://teachinginro			t	he Week		
0 0 0 0 0	choose a topic (wi	thin the given	parame	ters,	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!		
	Monday	Brainst are imp like wit manner your si your o	torm y portar hout s for de? T pinions	rournt. the ? V her : an	thoughts on why good manners What do you think life would be m? What do we even use good What reasons can you give for e is no right or wrong, just list devidence to back them up!		
Tucsday		write a explana topic/cl	Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.				
	Wednesday	Now that your paragraph is written, chooleast two sentences to enhance and revisusing the revision checklist, make sure the two sentences add more to your writing. may also go back to Tuesday's page and on there as well.					
	Thursday	It is time the fore take you final presented write ne	ne to point of cour revoluct court of c	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.		
	Topic is narrow and manageab The sentences are varied (com			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.		
cklist	compound, simple) The sentences have different be	peginnings.	eginnings.	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.		
Revising Checklist	The details support the main in sentence. The spelling, punctuation, and		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.		
Re	Specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.		

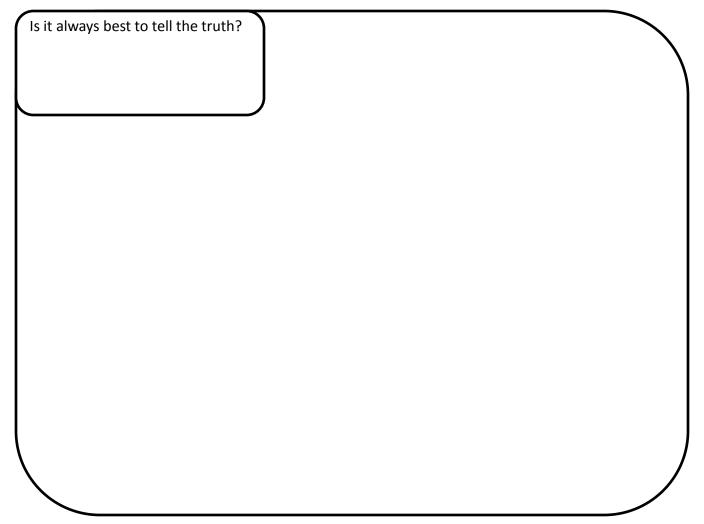
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Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on whether or not it is always good to tell the truth. Should you never tell a lie? Is there instances when it is ok? Pros and cons to being honest all of the time? There is no right or wrong, just list your opinions and evidence to back them up!



Name#:	Date:	

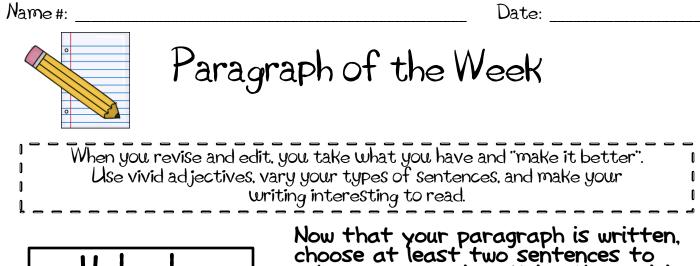


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :	
Detail One :	_
Explanation :	-
Detail Two :	_
Explanation :	_
Detail Three :	
Explanation :	_
Closing Sentence :	_





enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence :	Topic is narrow and manageable.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
T	 1
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
© S Moorman 2012 http://teachinginroom6.hlo	respot com Tell the truth

Name #:	Date: _	
	Paragraph of the Wook	•



A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of



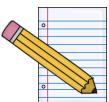
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It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

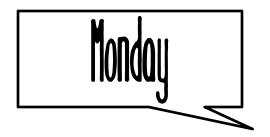
4	varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Nam	ne#:		Date:			
© S.M	Over the course of choose a topic (will and write a comple	agraph of this week. I of this week. I of this week. I of this week. I	you will be parame Be sure	e W ters)	he Week riting a paragraph. You will and will brainstorm, draft, use all that we have learned So let's get started!	
	Monday	never to	ell a lie	?'	thoughts on whether or not it to tell the truth. Should you ls there instances when it is no to being honest all of the or ight or wrong, just list your ence to back them up!	
	Tucsday	Using the brainstorm you created yesterday choose 3 of your reasons for your opinion. will become the three details about the topic Write a sentence for each. Then, write an explanation sentence for each. Then write topic/closing sentences to create an entire paragraph about your topic.				
	Wednesday	Now that your paragraph is written, choose a least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.				
	Thursday	It is time the fore take you final property write ne	ne to pour revoluct catly o	out a f visio for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.	
	Topic is narrow and manageab			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.	
cklist	compound, simple) The sentences have different be	beginnings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
Revising Checklist	The details support the main in sentence. The spelling, punctuation, and correct.	·	Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.	
<u>~</u>	Specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)		ا م	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.	

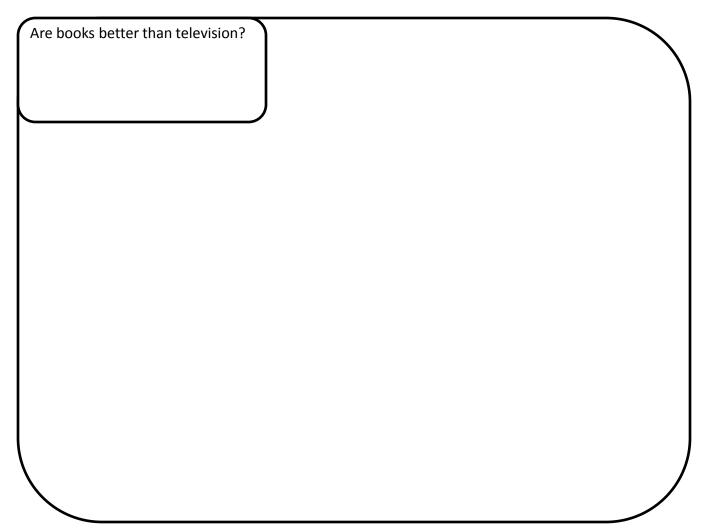
Vame#:	 Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



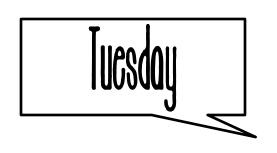
Brainstorm your thoughts on whether books or television is better. What is the advantage to one over the other? Why would people prefer one over the other? There is no right or wrong, just list your opinions and evidence to back them up!



Name#:	Date:	

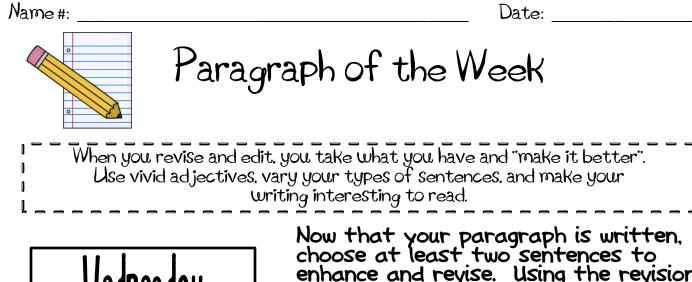


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :	
Detail One :	
Explanation :	
Detail Two :	
Explanation :	
Detail Three :	
Explanation :	
Closing Sentence :	





enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

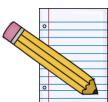
Original Sentence :	
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable. The sentences are varied (complex,	Original Sentence :
compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
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Name #:	Date:		
	Paragraph of the Week		
1	A final draft is as "perfect" as you can get it. Be sure you really		

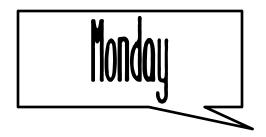
	graph of the Week
Atinal drattis as "p	erfect" as you can get it. Be sure you really Ishow your writing off here!
Thursday	It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.
	orting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of on, correct spelling, neat and legible, on topic.
Complete sentences, topic sentence, 3 suppo sentence, correct punctuation, correct spellin	orting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing ng, neat and legible, on topic.
	B supporting details which may contain evidence sentence, closing sentence, may or may not include adjective ce structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topi
	ontain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Nan	ne #:				Date:
© S.N	Moorman, 2012 http://teachinginroo			t	he Week
	choose a topic (wit	thin the given	parame	ters,	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!
	Monday	Brainst televisi one ove one ove just lis them u	ion is t er the er the it,your	our et ot ot	thoughts on whether books or ter. What is the advantage to her? Why would people prefer her? There is no right or wrong, pinions and evidence to back
	Tucsday	write a explana topic/cl	sente tion so osing s	ence ent sent	rorm you created yesterday, reasons for your opinion. They hree details about the topic. e for each. Then, write an ence for each. Then write the tences to create an entire your topic.
	Wednesday	Using the two send may also on there	ne revi ntence: so go b re as w	siors ack eack ell.	aragraph is written, choose at loces to enhance and revise. In checklist, make sure that the ladd more to your writing. You to Tuesday's page and revise
	Thursday	It is time the for take you final property write ne	ne to pour recoduct catly o	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.
	Topic is narrow and manageabl The sentences are varied (comp			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
cklist	compound, simple) The sentences have different be	beginnings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
Revising Checklist	The details support the main id sentence. The spelling, punctuation, and of	מני		2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
Re	Specific descriptive words are under the writing (ie: WOW instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Vame#:	Date:	



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Brainstorm your thoughts on whether homework should be banned. Why do you think this? How would life be better or worse with the banning? Pros? Cons? There is no right or wrong, just list your opinions and evidence to back them up!

Should homework be banne from school?		

Name #:	Date:	

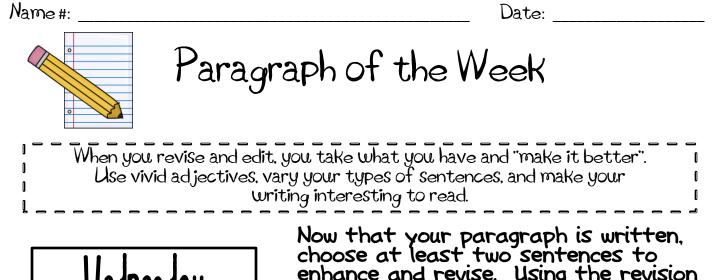


Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation :
Detail Three :
Explanation :
Closing Sentence :





enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Topic is narrow and manageable.

Original Sentence :	
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)	
© S.Moorman, 2012 http://teachinginroom6.blo	gspot.com Homework banned

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A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

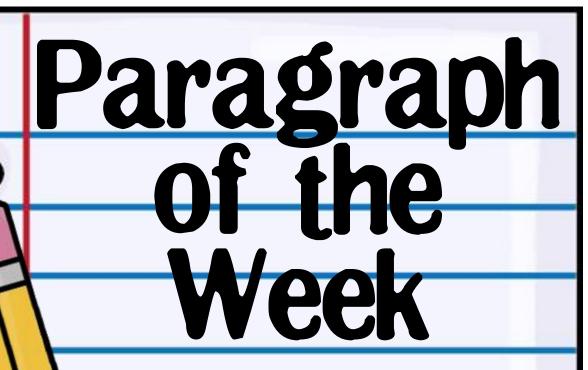
Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of



It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

4	varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

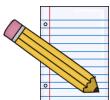
Nar	Name #: Date:					
© S.	Over the course of	agraph	of will i	 ce W	he Week	
	choose a topic (with and write a comple	ithin the giver ete paragraph.	n parame Be sure	ters, e to 1	and will brainstorm, draft, use all that we have learned So let's get started!	
	Monday	Brainste should li- would li- Pros? (list you	orm yo be ban fe be t Cons? r opini	our ned et Th ons	thoughts on whether homework. Why do you think this? How ter or worse with the banning? here is no right or wrong, just and evidence to back them up!	
Tuesday Vednesday		choose will beco Write a explana topic/cl	3 of yome the sente tion so	rour le t ence ent sent	rorm you created yesterday, reasons for your opinion. They hree details about the topic. for each. Then, write an ence for each. Then write the tences to create an entire your topic.	
		Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.				
	Thursday	It is tin the for take yo final pr write ne	ne to point of the contract of	out a f visic for and	all of your work together in inal draft. This is where you ons, polish them up, and create a your readers. Be sure to check the rubric.	
	Topic is narrow and manageal The sentences are varied (con			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.	
cklist	compound, simple) The sentences have different		ıbric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
Revising Checklist	The details support the main i sentence. The spelling, punctuation, and		ragraph Ru	Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
Re	Specific descriptive words are enhance the writing (ie: WOW instead of BLAH words)] 	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.	



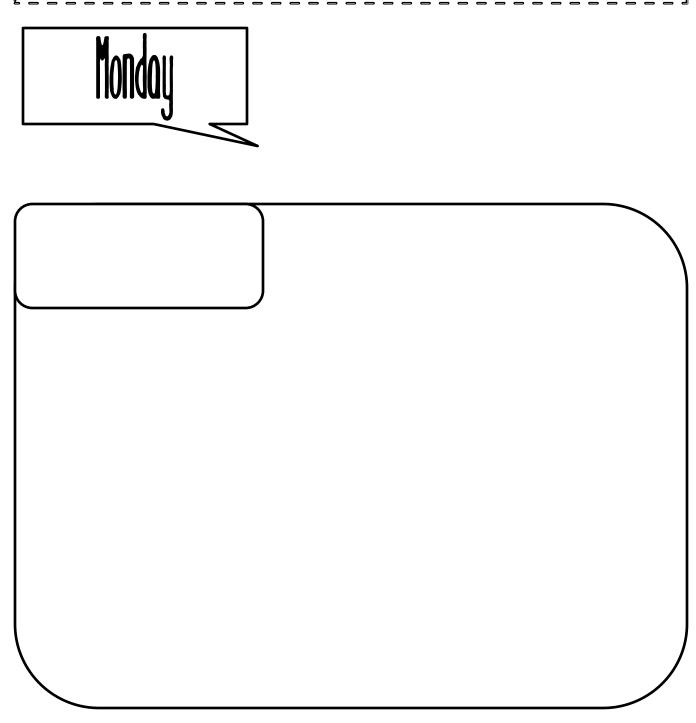
Blank pages to customize

These next pages are set up so that you can customize your own writing prompts to suit your classroom needs. Monday is left blank for the prompt. The rest of the pages have the instructions as normal, as those are generic. There are pages for the firs 18 weeks AND the second 18 weeks.

Name#:	Date:	
	 _	



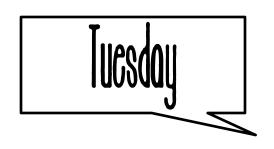
Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Name #:	Date:



Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.

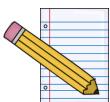


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Using the brainstorm you created yesterday, choose 3 of the most important reasons for your topic. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One :	 	
Explanation :		
Detail Two :		
Explanation :		
Detail Three :	 	
Explanation :		

Name#:	Date:



Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.



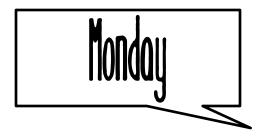
Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

Topic Sentence :	 	
Closing Sentence:		

Name #:		Date:
	Parag	graph of the Week
	alľ support	ks about one topic, with many sentences ting that topic. This is when you will construct that paragraph.
	Ihursday	It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence. Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!





Using the brainstorm you created yesterday, choose 3 of the ideas about your topic. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.



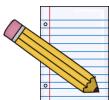
Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.



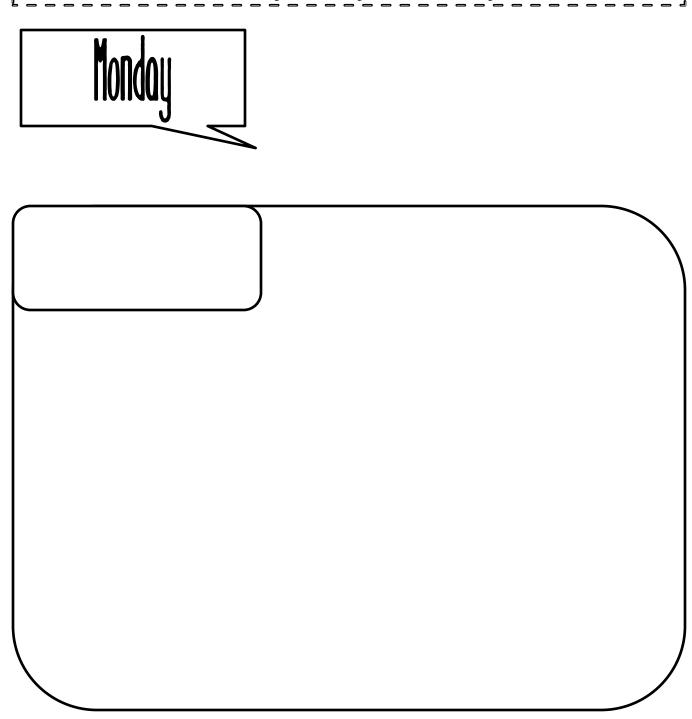
It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

Name#:	Date:	
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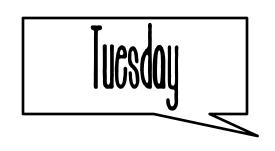
Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!



Name #:	Date:



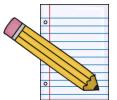
Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence.. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your topic. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence :
Detail One :
Explanation :
Detail Two :
Explanation:
Detail Three :
Explanation :
Closing Sentence :

Name #:	Date:
0	Paragraph of the Week



When you revise and edit, you take what you have and "make it better". Use vivid adjectives, vary your types of sentences, and make your

writing interesting to read.



Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence :	Topic is narrow and manageable.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
Revision :	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)
Topic is narrow and manageable.	Original Sentence :
The sentences are varied (complex, compound, simple)	
The sentences have different beginnings.	
The details support the main idea/topic sentence.	Revision :
The spelling, punctuation, and capitals are correct.	
Specific descriptive words are used to enhance the writing (ie: WOW words	
instead of BLAH words)	<u> </u>

Name#:	Date:	
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A final draft is as "perfect" as you can get it. Be sure you really show your writing off here!

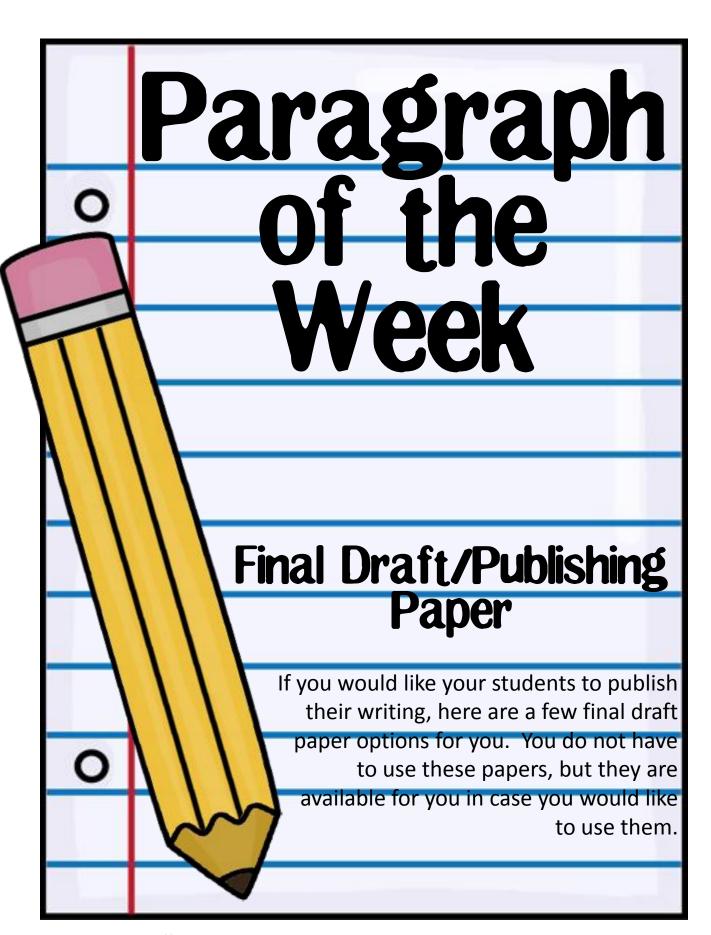
Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of

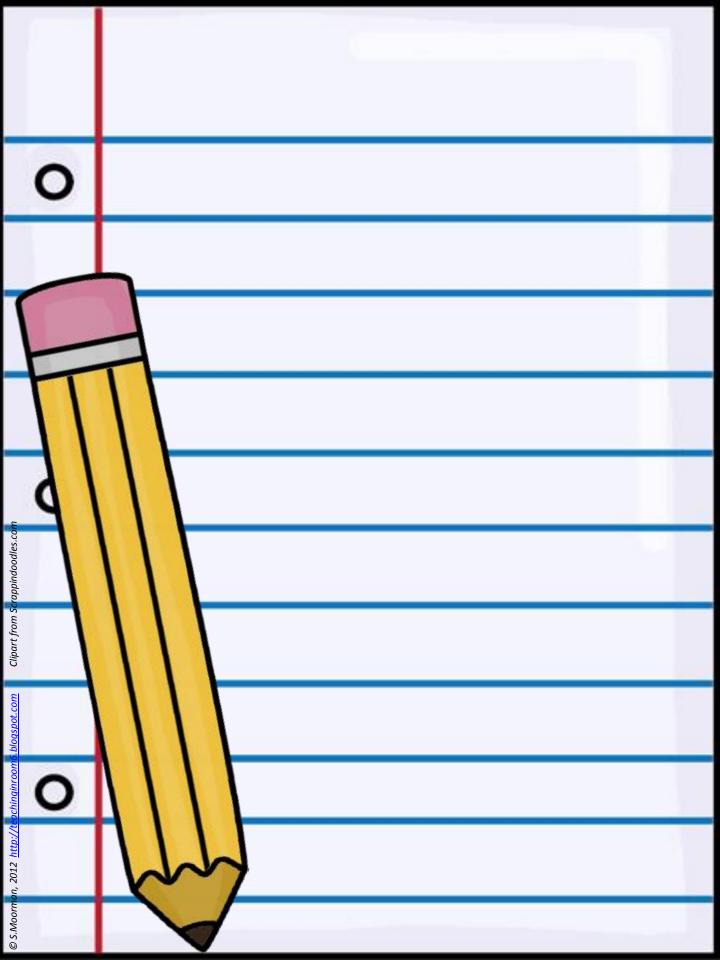


It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

4	varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjective and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Nam	ne#:				Date:	
© S.N	Noorman, 2012 http://teachinginro			t	he Week	
0 0 0 0	choose a topic (wit	thin the aiven	parame	ters.	riting a paragraph. You will) and will brainstorm, draft, use all that we have learned So let's get started!	
	Monday					
	Tucsday	write a explana topic/cl	Using the brainstorm you created yesterday, choose 3 of your reasons for your topic. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.			
two ma		Using the two sen may also on there	Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.			
	Thursday	It is time the for take you final prowurite ne	ime to put all of your work together in orm of a final draft. This is where you your revisions, polish them up, and create a broduct for your readers. Be sure to neatly and check the rubric.			
	Topic is narrow and manageabl The sentences are varied (comp			4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.	
cklist	compound, simple) The sentences have different b	eginnings.	ubric	3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.	
Revising Checklist	The details support the main idea/topic sentence. The spelling, punctuation, and capitals are		Paragraph Rubric	2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.	
Re	specific descriptive words are unenhance the writing (ie: WOW instead of BLAH words)		Pa	1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.	





	Written By:
	Written By: AUTHOR
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Name #:	 vate:	
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