

FINISH LINE

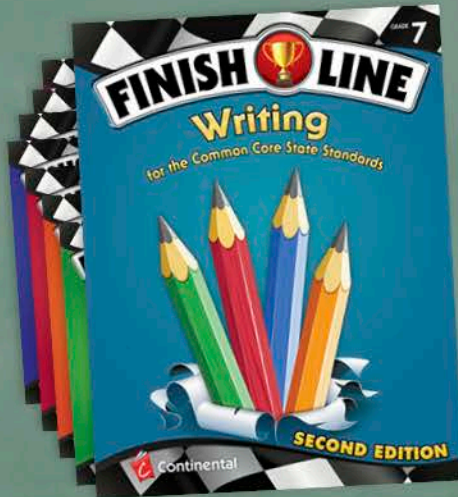


Writing

for the Common Core State Standards, Second Edition



Continental
inspire every learner

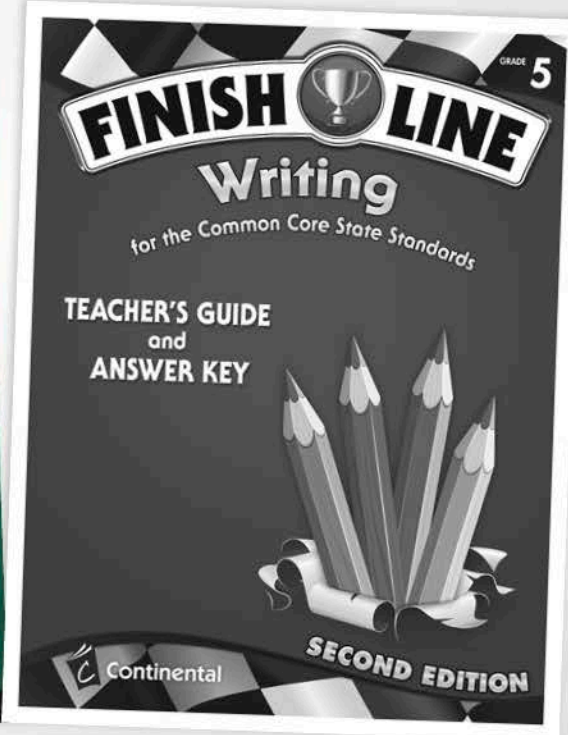
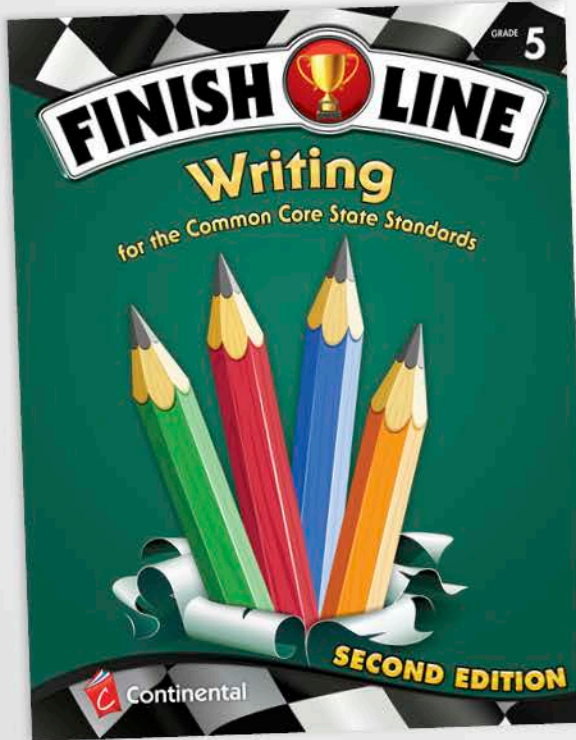


Grades 1-8



What does this series do?

Finish Line Writing for the Common Core State Standards, Second Edition provides instruction and reinforcement to help students become proficient with today's writing requirements. Components include student workbooks and teacher's guides with answer keys.



Connections to Common Core

Books are organized by the College and Career Readiness standards. Lessons in each grade-level book are aligned to the specific K–12 Standards for that grade.

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Connections to Common Core Types of Writing

A full unit is devoted to writing descriptive, narrative, informational, and reasoned texts.

6

Reasoned Writing

W.6.1, 4–6, 9; WHST.6.1, 4–6, 9

Sometimes, you will be asked for your opinion. You might be asked to write an opinion of a movie, a book, or a game. Other times, you may be asked to convince readers to change the way they think about an issue. First, present your opinion clearly. Then support it with facts, examples, or explanations.

Guided Practice

Read the passage. Then answer the questions.


Will Recently Opened Harry's Burger House Succeed?

By Jenna Smith, *Townsend Gazette*

Harry's Burger House, located just across from the Townsend post office, offers a wide selection of burgers of every kind imaginable. The restaurant opened only a week ago.

For a set price of \$9.50, patrons can choose from a menu offering 40 different kinds of burgers. They range from old-fashioned beef burgers to turkey burgers, chicken burgers, and pork burgers, plus a variety of vegetarian-style burgers. You also get your choice of sweet potato or regular fries and a large, refillable soft drink. It's a great deal price-wise! Harry's also has an old-fashioned jukebox at every table. For a dollar, patrons can choose four songs to listen to while they eat.

So, what's the downside? If you're looking for a quiet evening meal, you may want to go somewhere a little less popular. Harry's Burger House is small, and with a dining room full of people, it's a pretty noisy place to be. Expect to wait to be seated. Also, expect to wait a good 25 minutes for your meal. If someone in your party is not in the mood for a burger, there really isn't much else to choose from on the menu. This can be disappointing. Finally, the restaurant has only one restroom and no off-street parking.



Imagine you have eaten at Harry's Burger House. Write a restaurant review for your classmates that states your opinion about this restaurant. Support your opinion with at least three good reasons or facts from the article.

Step 1: Prewriting

Here's how one boy, Javier, answered the question. First, he read the question. He made sure he knew his subject, the form of his answer, his audience, and other important details. He underlined important words.

Read
Note
Organize

What key words did Javier underline?

Underlining key terms as you read helps you understand the writing purpose. It helps you answer who, what, and why questions. Here is a sample answer:

Javier underlined your opinion, three good reasons or facts, and classmates.

Then he took notes to help him plan his writing. Here's what he wrote:

Read
Note
Organize

my subject—Harry's Burger House

what I have to write—a review

what I have to do—state my opinion about Harry's Burger House and back it up with at least three good reasons or facts

Connections to Common Core Creating a Research Paper

Books include a full unit of step-by-step lessons and focused projects.

LESSON 11 Outlining the Research Paper W.5.2, 4, 6-9

Selecting a topic and doing research about the topic are the first two steps in writing your research paper. The third step is to organize the information that you have found. You want to decide on a main point for your paper. Then you want to use the information you researched to support the main point of your paper. If you find that you need more information, you can continue researching your topic.

Step 3: Determine the Thesis Statement

The **thesis statement** sums up the main point of your paper. It tells the purpose of your paper. It is like the main idea or topic sentence that you learned about in Lesson 3. The thesis statement should be specific. It should have one main point. Your research paper will support the thesis statement with examples and evidence. The thesis statement should appear at the end of your opening paragraph.

Keep in mind that your thesis statement may change. Sometimes when you do research you find that your argument is no longer valid. Or, maybe you want to write about a different aspect than what you intended. You can always revise your thesis statement. However, the thesis statement must be related to what you discuss in your paper. It sets out the direction in which you are going.

Depending on the type of research paper, the thesis statement might set out your position on an issue. Or, it might offer a hypothesis that your paper will prove.



LESSON 10 Researching Sources and Content W.5.2, 4-9

Research means using different sources to find out about a subject. If you were researching where the Bengal tiger lives, you would use different sources than you would if you were researching a person's life. These sources can be as different as a letter, a group's website, an encyclopedia, or an interview with an expert. Knowing what sources to use and how to find these sources is a valuable skill.

Writing about your research is a process done in steps. Many of these steps are already familiar to you.

- Step 1: Determine the topic.
- Step 2: Research the topic.
- Step 3: Determine the thesis statement.
- Step 4: Outline the paper.
- Step 5: Write the paper.
- Step 6: Create a bibliography.

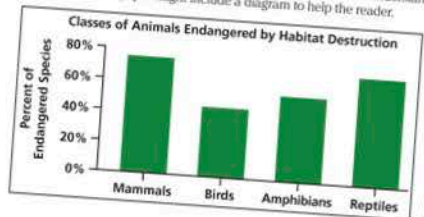
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LESSON 12 Writing the Research Paper W.5.2, 4, 6-9

First, you decided on your topic, then you researched the topic. Next, you developed a thesis statement that explained the purpose of your paper. The outline helped you decide on the structure for your paper. Now, you are ready to begin writing the draft of your paper.

Step 5: Write the Paper

Writing the research paper uses the same writing process as you learned in Lesson 1. You want to plan your paper, write your draft, then revise and edit the paper, and publish it. You might decide to include visual materials in your paper. Think about what would help the reader. If you are writing about a particular place, a map might be helpful. If you are giving the reader facts and figures, a graph or chart might make this information easier to understand. A science research paper might include a diagram to help the reader.



Guided Practice

Read the passage. Then answer the questions.

Marco wants to include some visual aids in his research paper. He is considering a bar graph and a map. He is not sure which one is better. He asks you for your opinion. Write a paragraph explaining your opinion to Marco.

Connections to Common Core Performance Models

Annotated samples of student writing model the processes.

The effect is what happens and the cause is why it happens. Here is a sample answer:

Cause 1 (Topic Sentence): The greenhouse effect is caused by too much carbon dioxide in the air.

Effect 1: Trees can't turn so much carbon dioxide into oxygen.

Effect 2: Because the earth is warmer, all the water is, too. Fish can't breathe and are getting too hot.

Effect 3: Glaciers might melt and cause other problems.

Conclusion: The greenhouse effect is very harmful to Earth.

Caitlin's next step is to revise her draft.

Step 3: Revising

Read Caitlin's revised draft. Then answer the questions.

the green house effect is caused by too much carbon dioxide ~~gas~~ in the air. It comes from all the exhaust from cars and trucks and factories. The greenhouse effect is very harmful to Earth. One effect is that the tree^s can't turn so much carbon dioxide into oxygen. Because the earth is warmer, all the water is, too. soon the fish will get to hot, and they won't be able to breathe. Another ^{effect} could be that the glaciers will melt. Then the ocean would rise, and the wetlands would be part of the ocean. ←

Connections to Common Core

Connections to the reading standards require students to support their analysis and research with evidence drawn from literary and informational texts.

3

Main Idea and Details

W.4.1, 2, 4-6, 8, 9

The **main idea** is what the text is about. The **details** in the text support or explain the main idea. In Lesson 2, you learned about topic sentences. A **topic sentence** is the main idea of a paragraph.


Guided Practice

Read the passage. Then answer the questions.

The Edible Schoolyard

Students at the Martin Luther King Jr. Middle School in Berkeley, California, have unusual lunches. They eat fruit, vegetables, and grains that they grow themselves! All of the students take part in the Edible Schoolyard program. They plant and tend a one-acre organic garden. Then they harvest their crops and cook them in their kitchen classroom. At lunchtime, students and teachers gather to share the day's meal. The students feel pride and have formed a great sense of community from working together. Many students say that the garden program is their second favorite activity, after gym!

The Edible Schoolyard was the idea of Alice Waters, a famous California chef. Waters strongly believes in healthy food. She buys only organic produce—food grown without pesticides or chemicals—from local farmers for her restaurant. In 1995, Waters and the school principal decided to make a paved-over area on the school's property into a garden. Then students could grow healthy food instead of buying fast food from a truck parked outside the school.



5

Comparison and Contrast

W.4.3, 4-6, 8, 9

Some writing assignments or test questions may ask you to compare and contrast two events, characters, or ideas. A **comparison** is when you explain how two things are the same. A **contrast** is when you explain how they are different.

Guided Practice


Read the passage. Then answer the questions.

Dear Sam,

It's strange going back to school without you! I hope that you are having fun in Arizona and that the kids are nice!

We have two new students in our class, Tom and Drake. They're identical twins, so it can be hard to tell them apart. Sometimes they wear the same clothes, but usually they don't.

Here is a funny story. Last week, Drake and I were working on a science project when there was a fire drill. After we came back to class, we rushed to finish our poster. Drake made a great drawing of the rain forest. We were ready to put it up on the bulletin board when Miss Munoz tapped Drake on the shoulder. She realized that my partner "Drake" was really Tom! I had no idea! Tom made one of his funny jokes. But he did apologize and said that he really liked to draw, so the twins had switched. I couldn't help laughing, but I guess it wasn't such a smart thing to do.



Lesson Format

- Instruction
- Guided practice
 Explanations of right and wrong answer choices, and sample writing answers
- Independent practice

LESSON

7

Descriptive Writing

W.6.2-6, 8, 9; WHST.6.2-6, 8, 9


Descriptive writing creates a vivid picture in words of a person, place, or thing. Descriptive writing is part of many types of writing. When writing a description, it's impossible to include every single detail about a subject. Instead, you need to decide on the feeling you would like your readers to come away with. Then choose details to make this feeling come alive.

The best way to "paint a picture" of something for a reader is to use details that relate to the senses. For example, a descriptive paragraph about a walk on the beach might include details about the smell of the ocean air, the glare of the sun off the water, and the sounds of seagulls overhead.

In most descriptive paragraphs, a topic sentence introduces the subject and suggests a feeling about it. The supporting details that follow help bring the subject to life. The concluding sentence sums up the general feeling about the person, place, or thing being described.

Guided Practice

Read the question. Then answer the questions.



You have been asked to write a short article for your school newspaper about your favorite pet, either real or imaginary. Use details about how this pet looks, sounds, smells, feels, and makes you feel. Be sure to:

- use details that make this pet come to life for readers
- arrange your details in logical order

5-step writing process

Step 1: Prewriting

Here's how one student, Keiko, approached the question. She began by reading the question carefully. She underlined the important words that gave her clues about the audience, form, and subject.

Read Note
Organize

What form will the writing take?

✓ Read the question carefully. How does it explain what you will be writing? Are you asked to entertain, inform, describe, or explain? Here's a sample answer:

The words "Use details about how this pet looks, sounds, smells, feels, and makes you feel" give clues about what I will be writing. I will write a descriptive paragraph.

What words tell what you will be writing about?

✓ You need to know the form, purpose, and audience before you start writing. What is the subject or topic? Here is a sample answer:

The words "about your favorite pet, either real or imaginary" tell that I will be writing from my own experience and imagination.

Lesson Format—Independent Practice

Test Yourself

Read the poem. Then answer the questions and write a response.

Escape

By Karen Stamfil

It's hard to find any peace and quiet
When home life is a constant riot.
Older sister, Mom and Pop,
They keep this girl going like a top.
Time for homework! Do your chores!
Feed the dog! Now sweep the floors!
Go clean your room! Stay out of mine!
Watch your mouth! You're out of line!
They cluck and snort and bleat and bray
A hundred million times each day.
Even the clock, with its beating heart
Reminds me that it's time to start.
That's when my closet calls to me,
And I bring a snack and my new CD
And, snug as a mouse in her cozy hole,
I'm soothed by the calm of rock 'n' roll!

Write a short essay in which you describe the girl's closet. Include details from both the poem and your own imagination. Be sure to:

- use words related to the five senses to "paint a picture"
- use a concluding sentence that sums up the overall essay

- 1 What kind of writing are you being asked to do and how do you know?



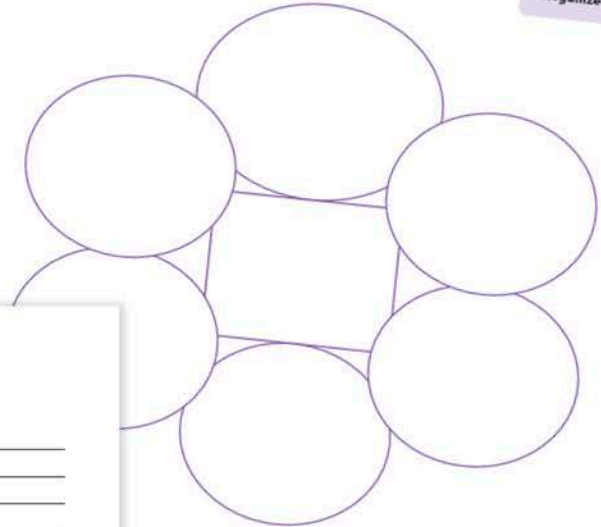
Read
Note
Organize

- 2 What subject are you being asked to write about?

- 3 Use the sensory web to help you answer the question.



Read
Note
Organize



- 4 Now, it's your turn to write a draft. Before you begin, review your graphic organizer. Think about how your topic sentence will introduce your main subject and the details that follow. Will the supporting details make the reader feel like he or she is there? Be sure to use interesting, lively words.

Teacher's Guide

Teaching support, answer keys, and more

TEACHER'S GUIDE

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