



Program Overview

Provide explicit, systematic writing instruction that builds knowledge through real-world tasks and develops confident, proficient writers.



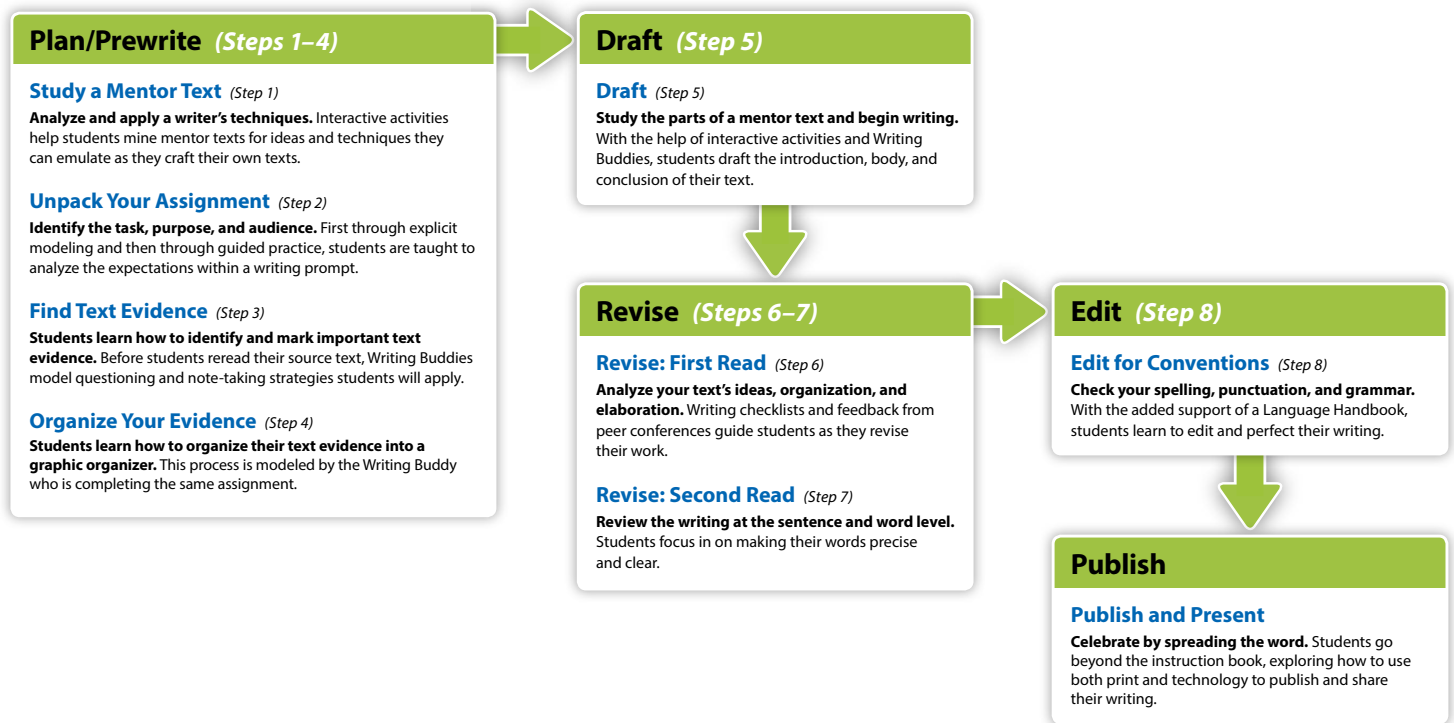
Grades

2-5

Build Confident Writers with Systematic, Explicit Instruction

Systematic Instruction

A systematic eight-step sequence uses modeling, coaching, and feedback to guide Grades 2–5 students through the writing process throughout the lesson.



“As with most things that we want students to learn, we have to model for them. Students need to understand what is expected and how to do it. In other words, they need to see our thinking. Of course, students cannot literally see our thinking. Instead, **we have to describe how we do what we do.”**

Fisher, D., & Frey, N. (2014). *Close reading and writing from sources*. International Reading Association.

Explicit Instruction

Throughout each step of the writing process, teachers explicitly model and students practice the skill before applying it in their own writing. This builds students' confidence as they work toward their finished piece.

Steps for Writing

- Step 1** Study a Mentor Text
- Step 2** Unpack Your Assignment
- Step 3** Find Text Evidence
- Step 4** Organize Your Evidence
- Step 5** Draft Your Article
- Step 6** Revise: First Read
- Step 7** Revise: Second Read
- Step 8** Edit for Conventions

- 1 Modeled Instruction**
Ready instructional materials show students how to approach each step of the process of writing to sources.
- 2 Guided Instruction**
Gradually begins to transfer knowledge and responsibility to the students. Students practice the step that was just modeled. Hints provide strong guidance as they work on a specific question or activity.
- 3 Independent Practice**
At the end of each step in a lesson, students independently apply what they just learned to their own writing.

Lesson 2 Writing to Inform: Article

Step 2 Unpack Your Assignment

FOCUS Identify Task, Purpose, and Audience

Before you begin writing, you should read your assignment carefully to identify your task, audience, and purpose. When you write informational text, you know that your **purpose** is to inform. So as you read your assignment, look for details about your task and audience.

- **Task.** What type of writing will you be doing? What information will you need to include?
- **Audience.** Who will be reading your writing? What do they already know about your topic? What might they be interested in learning?

1 Modeled Instruction

Kelley Kane, who wrote "Pizza: Past to Present" on pages 32–33, was given the assignment below. She read it carefully and marked up some important details.

Read Kelley's assignment. Then read the points in her Think Aloud, which tell how she identified her task, audience, and purpose.

KELLEY'S Assignment

A local magazine is planning an issue about restaurants in the city. Its editors have asked each restaurant to submit an article about the history of the food it serves. You will research and write the article for our restaurant, Pizza Parlor, about the history of pizza.

In your article

- Tell where pizza was first made.
- Explain how pizza has changed over the years.
- Tell about how pizza became so popular.

Use headings to organize your information.

Think Aloud

Audience The words *local magazine* tell me that my readers are people who live in this city. People who buy a special issue about restaurants are probably very interested in food and learning more about it.

Purpose My purpose is to inform my readers about the history of pizza. I'll research to find some interesting, little-known facts in order to keep my audience interested.

Task My task is to write an article. Each of these bullet points tells me what information I need to include in the article. This will help me plan my research and organize my writing. I also see that I need to use headings. I think I'll write a heading for each of the three categories of information in the bullet points.

34 Lesson 2 Writing to Inform: Article ©Curriculum Associates, LLC. Copying is not permitted.

2 Guided Practice

Now it's your turn to write an informational article. Read Your Assignment carefully. Then complete the activities, using the Hints for help.

Your Assignment

A popular cooking magazine is planning a new series called "Bet You Didn't Know..." This series will educate cooks about the ingredients they use. For next month's issue, the editors have asked you to write an article about spices, explaining how they have played an important role in history throughout the world.

To prepare to write your article, you will read the following:

- from "Why Salt? Valuable Little Cubes" page 40
- The Life of Spice pages 41–45

In your article:

- Describe some ways spices were used at different times in history.
- Explain how spices affected trade and business.
- Explain how some nations used spices to gain power.

Use headings to organize your information.

1 Audience Draw a box around the word in your assignment that tells who will be reading your writing.

2 Purpose Your purpose for writing is to educate. What does it mean to *educate*?

3 Task Circle the type of writing you will do. Then underline the information that you need to include in your writing.

HINT Who wants to find out more about the ingredients they use?

HINT Reread the name of the series to find a clue.

HINT What do you need to describe and explain?

3 Independent Practice

Quick Write Why might it be harder to write an article about spices that cooks will be reading than to write one for your classmates?

Turn and Talk
Discuss what your assignment tells you about your audience. How does understanding your audience help you to plan your writing?

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Produce Real-World Writing



Ready Writing uses real-world assignments to frame different types of writing.

Each grade level has two 15-day lessons for each writing type, providing full coverage of grade-level expectations for writing.

LESSON OVERVIEW Lesson 4
Writing a Narrative: Folktale

Lesson Assignment
In Lesson 4, students will learn about narrative writing, specifically a folktale, and then write their own folktale.

What is Narrative Writing?
Narrative writing tells a real or imagined story. The author of a piece of narrative writing uses characters, settings, and a sequence of events, or plot, that includes a problem and solution to entertain and sometimes teach readers.

Lesson Source Text  Social Studies
 Source Text "Folktales" Online Article

Examples of Narrative Writing include:
historical fiction, folktales, tall tales, fantasies, fables, plays, poems




Narrative

LESSON OVERVIEW Lesson 5
Writing to Inform: Article

Lesson Assignment
In Lesson 5, students will learn about informational writing, specifically an article, and then write their own articles.

What is Informational Writing?
Informational writing gives readers information about a topic or an idea. The author of an informational text uses facts, definitions, and details to tell about (inform) or explain the topic or idea.

Examples of informational writing include:
nonfiction books, textbooks, how-to texts, articles, directions, reports

Lesson Source Texts  Social Studies
 Source Text 1 "Voices on the Telephone" by Paula Morrow Bank Chanter
 Source Text 2 "Telephones: Past and Present" by Jarel Th...




Informative

LESSON OVERVIEW Lesson 3
Writing an Opinion: Essay

Lesson Assignment
In Lesson 3, students will learn about opinion writing, specifically an opinion essay, and then write their own opinion essays.

What is Opinion Writing?
Opinion writing is writing that expresses the author's opinion about a topic. The author of a piece of opinion writing states an opinion, or what he or she thinks, feels, or believes, and provides reasons and evidence to support the opinion.


Examples of Opinion Writing include
newspaper and magazine editorials or letters to the editor, book and movie reviews, and advertisements. Essays, speeches, and letters can also be opinion writing if a writer uses the form to express his or her opinion about a topic.

Lesson Source Texts  Social Studies
 Source Text 1 from "The Good Fortune Kettle" retold by Virginia Haviland Story from Folktale Collection
 Source Text 2 "Zel, the Gentle Donkey" Story from Folktale Collection

Opinion

Guided Practice

Now it's your turn to write an informational article. Read Your Assignment carefully. Then complete the activities. Use the Hints for help.

Your Assignment 

You are a writer for *Young Inventors* magazine. It is a magazine for children ages 8 to 10. The next issue is about how inventions change over time. Write an article about how telephones have changed since they were invented.

To get ready to write your article, you will read the following:

- Voices on the Telephone pages 120–125
- Telephones: Past and Present pages 126–127

In your article:

- Describe what phones have looked like at three different times in history.
- Explain how people made calls using each type of phone.

1 Audience Who is your audience? **Draw a box** around the words in your assignment that tell who will read your article.


2 Purpose The purpose of your article is to inform, or explain. **Underline** the sentence that tells what you want your readers to understand.

3 Task What two kinds of information will you need to include in your article?

HINT Who reads the magazine you're writing for?

HINT What does the assignment say your article should tell about?

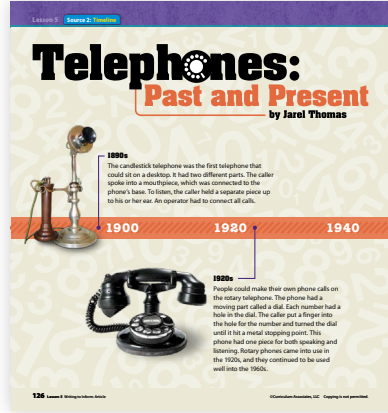
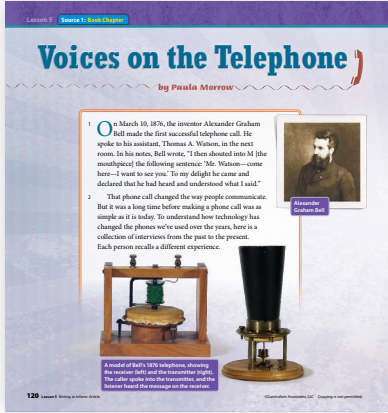
HINT What types of details do you need to provide about each kind of telephone?



Students apply research and writing skills to real-world writing assignments such as blog posts, magazine articles, editorials, and historical fiction.

Write to Learn about the World

Ready Writing builds knowledge with lessons that explore real-world topics through a student-centered lens. Students write to learn as they conduct short research projects and increase their knowledge of literature, science, and social studies topics.



Source Texts help students deepen their understanding of grade-level-appropriate literature, science, and social studies topics.

Mentor Texts encourage students to read as writers while studying the key features and writer's techniques they can apply to their own writing.

MENTOR TEXT: Article

Computers Big and Small
by Camila Santos

- Can you imagine a computer the size of a school bus, or one that fills a whole room? The earliest computers looked nothing like today's computers. From their size to the way they are used, computers have gone through many changes. All these changes have happened in less than 100 years.

Early Computers

- The first computers were invented during the 1930s. These early computers were very large. They had thousands of parts. Huge rows of panels filled a space larger than a classroom, and miles of colored wires connected the panels. Vacuum tubes covered each panel. These tubes helped electricity flow, so they got very hot. Unless the tubes were cooled, they would overheat and break.
- Using these early computers was hard work, and only experts could run them. To run a program, people often had to reset wires and switches. They had to write directions, called *commands*. These

1 Introduction In the first paragraph, the writer states the topic of the article. **Draw a dashed line** under the sentence that states the topic.

2 Headings Explain why the writer puts the heading "Early Computers" before paragraph 2.

Think It Through

Complete the following activities. Use details from both sources.

Source 1: "Voices on the Telephone"
Source 2: "Telephones: Past and Present"

- List three details that tell what a candlestick phone looked like. After each detail, write the number of the source it came from.

HINT Use both the texts and the photos to help you.

Detail: _____

Detail: _____

Detail: _____

Think It Through activities allow students to gather, sort, and synthesize new knowledge from Source Texts before they begin to draft.

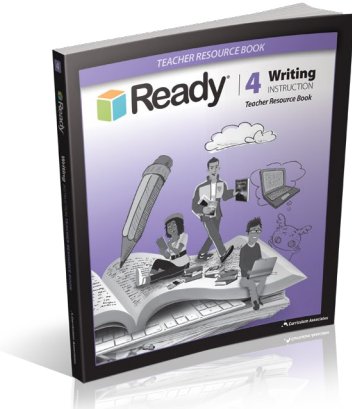
"In using content area connections to support students' knowledge building as part of ELA instruction, **we create opportunities for rich engagement.**"

Cervetti, G. N., & Hiebert, E. (2015). The sixth pillar of reading instruction. *Reading Teacher*, 68(7), 551.

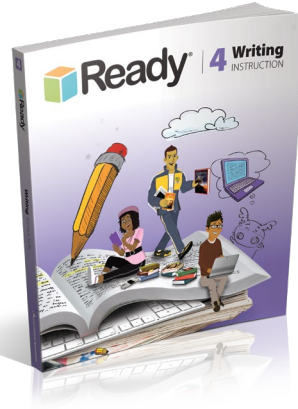
Program Components

Resources for Grade-Level Success

Print Components



Teacher Resource Book
Delivers step-by-step guidance to help Grades 2–5 teachers effectively teach writing

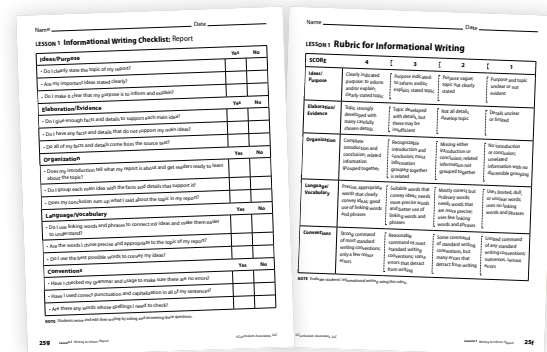
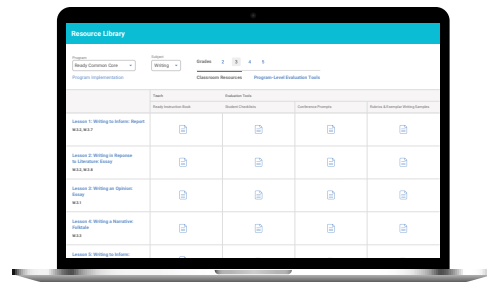


Student Instruction Book
Encourages students to take ownership of their learning as they build confidence as writers

Digital Components

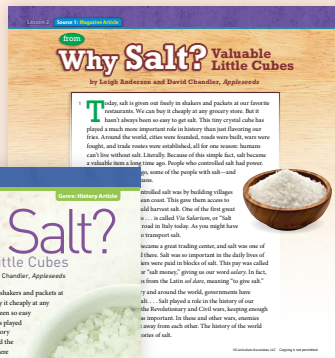
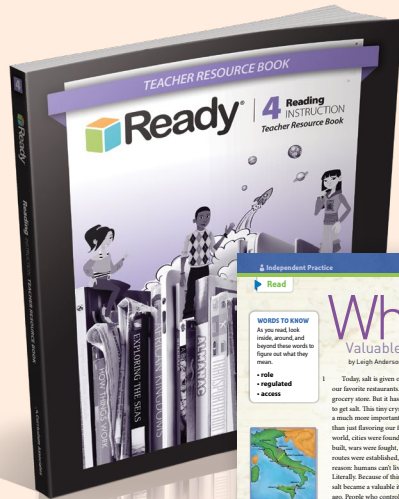
Teacher Toolbox provides access to all *Ready* resources in one convenient location. A few highlights include:

- Fillable Student Instruction Book PDFs
- Teacher Resource Book PDFs
- Student Checklists
- Conference Prompts and Records
- Rubrics
- Exemplar Writing Samples
- Language Handbook
- Writing Surveys
- SBAC and PARCC Performance Task Practice
- Access to *Magnetic Reading™* and *Ready Reading Materials*



Enhance *Ready Writing* Instruction with *Ready Reading*

When used together, *Ready Writing* and *Ready Reading* provide explicit instruction with a focus on writing about reading in thematically connected lessons.



Many *Ready Writing* and *Ready Reading* lessons share the same texts, so students deepen their knowledge as they read, reread, and write.

Learn More!



Follow us on social media to see how other educators are using *Ready Writing* to strengthen reading proficiency in their classrooms!



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